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Negative Thoughts 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

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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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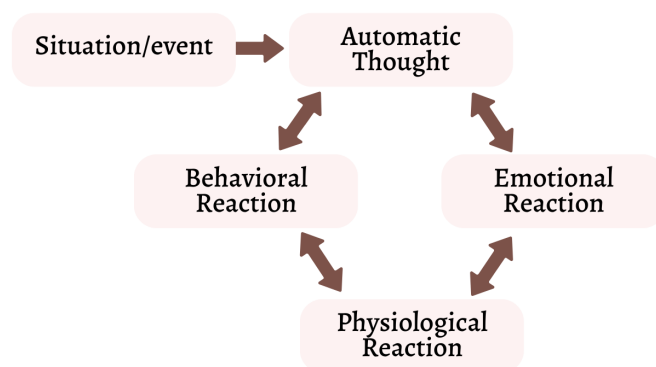
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Introduction

CBT is one of the most popular kinds of therapy that targets our negative thoughts which are distorting our attitudes towards ourselves and the world around us and corrects them.

According to the cognitive model, the cornerstone of CBT, automatic thoughts we experience whenever we're confronted with a particular situation, triggers emotional, behavioral, and physiological reaction.

In other words, situations in and of themselves do not cause distress. Rather, it is how we interpret those situations that determine how we react and respond.



For example, a friend may not pick up the phone when you call her (situation/event). In response, you may think to yourself, “She must be mad at me” (automatic thoughts). Because you think your friend must be angry about something, you may begin to feel anxious (emotional reaction), your heart starts beating fast (physiological reaction), and you decide to grab a beer to quell your nerves (behavioral reaction).

In this way, the situation itself (your friend not picking up the phone) didn't cause you to feel and act this way, but how you interpret the situation.

Identify Automatic Thoughts

To take control of your emotions, you need to become aware of automatic thoughts triggering those emotions.

Think back to when you last remember feeling a difficult emotion (e.g. sadness, shame, anger, anxiety, etc.) and try to identify what you were thinking at the time.

Feeling: Anxiety → Thought: I will fail at tomorrow's test

Feeling: _____ → Thought: _____

Feeling: _____ → Thought: _____

If you can't think of a time when you felt a difficult emotion and the thought that triggered that emotion, try answering the following questions:

What do you feel right now? Where do you feel it in your body?

What thoughts are you having right now that are causing this emotion?

Thought log

For the next week, every time you notice yourself feeling a strong emotion, try to identify the thought that accompanies it.

Note: use the list of feelings and bodily sensations at the end of these worksheets to better identify your emotions.

Situation/Trigger (event/person/memory)	Feeling Rate intensity 0-10	Bodily sensation Rate intensity 0-10	Negative Thoughts

Reframe Your Thoughts

Once you identify your negative thoughts, the next step is to reframe them and replace them with more balanced thoughts.

Let's return to the example where your friend didn't pick up the phone. Instead of imagining the worst-case scenario (e.g., she's abandoning you), you could consider a more balanced or neutral viewpoint (e.g. she's busy and didn't hear her phone).

Choose a situation in your life that's causing you distress. Identify the negative thoughts behind your distress and think of an alternative interpretation of the situation:

Situation: _____

Distressing interpretation

Thoughts: _____

Bodily sensations: _____

Emotions: _____

Behavior (your reaction): _____

Alternative interpretation

Thoughts: _____

Bodily sensations: _____

Emotions: _____

Behavior (your reaction): _____

Modify The Behavior

The way you think, feel, physiologically respond, and behave are interrelated. This means that a change in any one variable impacts the others.

Changing your behavior can influence how you feel, think, and physiologically respond.

For example, you may feel unmotivated to get something done. Choosing to stay in bed, will likely make you feel worse about yourself. However, getting out of bed and getting started will likely change the way you feel and make you feel better about yourself.

Choose a situation in your life where you can change the way you respond next time you're faced with something similar. Identify how the new behavior could change your thoughts, bodily sensations, and emotions.

Situation: _____

Old behavior

Behavior: _____

Thoughts: _____

Bodily sensations: _____

Emotions: _____

New Behavior

Behavior: _____

Thoughts: _____

Bodily sensations: _____

Emotions: _____

Identifying Underlying Beliefs

Your automatic thoughts and how you interpret a situation are influenced by the underlying beliefs you have about yourself, others, and the world, which have developed throughout your entire life.

Understanding your personality style and what you value can help you identify your core beliefs.

Personality falls along a continuum of sociotropy and autonomy.

People with a sociotropic personality value interpersonal relationships most. That means they need to feel like, accepted, and desired. In contrast, people with an autonomous personality value achievement, competence, and independence.

Where we sit on this continuum can shift over time.

Personality Test 1

To determine your personality type, read through the following statements and rate them on a scale from 0 to 5 (0 being not important at all and 5 being very important). Then compare scores.

Sociotropic Personality	Rate
• Being approved of feels better to you than accomplishing a task. • You believe it's more important to be viewed as kind than smart. • You care about what other people think of you. • You prioritize friends and family over work. • Your goals are influenced by others. • Your self-worth comes from social success.	
Score	

Autonomous Personality	Rate
• Your self-worth comes from your performance and achievements. • You believe it's more important to be considered capable or smart than nice or friendly. • You place more importance on working hard than your social life. • You thrive on competition. • You usually don't make decisions with people's opinion in mind. • You enjoy what you're doing even when no one does it with you.	
Score	

Personality Test 2

For someone with a sociotropic personality, underlying self-doubt beliefs are triggered when they experience social conflict.

For someone with an autonomous personality, underlying self-doubt beliefs are triggered when their independence or competence is threatened.

The following are examples of events that can trigger self-doubt belief. Read through the list and rate each item on a scale from 0 to 5 (0 being not important at all and 5 being very important). Then compare scores.

Sociotropic Personality	Rate
• Being judged or criticized because of your character. • Being left out or not being included. • Disagreeing with others. • Feeling awkward in social situations. • Feeling rejected or abandoned whether real or imagined. • Having someone upset with you.	
Score	

Autonomous Personality	Rate
• Being criticized because of your performance. • Feeling as though you have no control. • Having difficulty achieving, or failing to reach a goal. • Losing your independence. • Not living up to your own expectations. • Feeling smothered.	
Score	

You may also find yourself more in the middle and value both interpersonal success *and* achievement.

People with sociotropic personality may experience the following negative beliefs. Read through the list, check off the ones you relate to, and ones of your own:

- | | |
|---|---|
| ☐ I am awkward. | ☐ I am uninteresting. |
| ☐ I am bad. | ☐ I am unlovable. |
| ☐ I don't fit in anywhere | ☐ I am unwanted. |
| ☐ Nobody values me | ☐ I am unworthy. |
| ☐ Nobody cares about me | ☐ No one can be trusted. |
| ☐ People who say nice things to me don't mean them | ☐ _____ |
| ☐ I am disposable. | ☐ _____ |
| ☐ I am flawed. | ☐ _____ |
| ☐ I am hopeless. | ☐ _____ |
| ☐ I am inferior. | ☐ _____ |
| ☐ I am stupid. | ☐ _____ |
| ☐ I am unattractive. | ☐ _____ |

People with autonomous personality may experience the following negative beliefs. Read through the list, check off the ones you relate to, and ones of your own:

- | | |
|---|---|
| ☐ I am a disappointment. | ☐ I am defective. |
| ☐ I am a failure. | ☐ I always get it wrong |
| ☐ I am a loser. | ☐ Everything I do goes wrong |
| ☐ I am a mess. | ☐ There's something wrong with me. |
| ☐ I am a mistake. | ☐ _____ |
| ☐ I am incapable. | _____ |
| ☐ I am useless. | ☐ _____ |
| ☐ I am helpless | _____ |
| ☐ I am unsuccessful | ☐ _____ |
| ☐ I can't control anything | _____ |
| ☐ I can't achieve | ☐ _____ |
| ☐ I can't change | _____ |
| ☐ I will fail | |

For the next week, pay attention to what triggers feelings of self-doubt and try to identify whether these triggers are related to your desire to be accepted socially or to feel a sense of achievement, or both.

Feeling:_____

Situation/event:_____

Automatic thought:_____

Is this thought related to the desire to be socially accepted or to feel a sense of achievement, or both?_____

Identifying Origins Of Your Negative Beliefs

Different factors contribute to forming our belief system (e.g. parental divorce or separation, major loss, accidents or serious injuries, moving frequently, family conflict, childhood abuse or neglect, being bullied, an overly critical parent or teacher, going through a difficult breakup, etc.)

Think about possible experiences or events that could have molded your negative beliefs and write them down:

Now think of the messages that you've heard or understood from each event or experience:

Go Deeper

Oftentimes, our automatic negative thought only represents the tip of the iceberg, so it is important to go deeper and look for underlying beliefs.

Think of the last time you had a negative thought.

What about the situation bothers you? What about this situation is a problem for you?

What are you worried that might mean about you? If it is true, what would that mean?

What is the worst thing about this?

Identifying Thinking Errors

Identifying thinking errors can help you become more mindful of your negative thoughts and correct them. The following are some common thinking errors:

1. All-or-nothing thinking is when you see things in absolutes. Things are either good or bad, right or wrong.

However, things are rarely “all good” or “all bad”. Instead, they fall somewhere in between.

How to correct it?

Try looking at the bigger picture and taking into account the positives and negatives of each situation.

For example, instead of thinking “Everyone hates me,” try, “Alice rejected me, but I have other people in my life who love and care about me.”

2. Catastrophizing is when you imagine the worst-case scenario is likely to occur or underestimate your ability to cope.

For example, if your partner doesn’t pick up the phone, you may think they’re breaking up with you or something bad happened to them.

How to correct it?

Consider other possible outcomes and most likely scenarios based on evidence or facts you have.

3. Emotional Reasoning is when you turn your feelings into facts. For example, you may think, “I feel inadequate, I must be worthless.”

How to correct it?

Consider the objective facts and ask yourself if they match your feelings. Chances they don't match up. Instead of thinking "I feel inadequate, I must be worthless," try, "I feel inadequate, but I know I accomplished meaningful things in the past and that I'm good enough."

4. Mental filter is when you focus entirely on the negative aspects of a situation while ignoring the positive aspects. Eventually, the whole situation looks negative.

For example, you may focus on the one negative comment on something you posted online and ignore the twenty other positive ones.

How to correct it?

Try to gain a more balanced perspective. Look at the whole situation and consider the facts.

5. Discounting the positive is when you minimize positive things that happen to you. For example, you may receive a compliment and find yourself thinking, "They're just being nice, they don't mean it," or you may get an A on an exam and find yourself thinking, "It was an easy test. Anyone could do it," despite the fact that you studied so hard.

How to correct it?

Start acknowledging the positives in your life without trying to attribute them to any external factor.

6. Fortune telling is when you make negative predictions about your future even when you have little evidence to support those predictions.

For example, you may lose a loved one and think, "I will never be happy again."

How to correct it?

Consider that we cannot accurately predict the future.

7. Mind reading is when you jump to conclusions regarding others' thoughts and feelings without any clear evidence.

For example, you may find yourself at a social gathering and assume that other people are uninterested or judging you.

How to correct it?

The spotlight effect is a term used by psychologists to refer to the tendency we have to overestimate how much other people notice about us.

In the same way that you worry about what people are thinking of you, they're probably worrying about what you're thinking of them.

8. Personalization is when you take things personally when they have nothing to do with you.

For example, if the cashier at the grocery store doesn't greet you back, you may automatically jump to the conclusion that they don't like you.

How to correct it?

Consider more plausible explanations for the other person's behavior. For example, the cashier may not have heard you or may have had a bad day.

9. Self-Labeling is when you try to capture the "essence" of yourself with a label. It's an extreme form of generalization. For example, you might make a mistake and decide that you are a total "loser." However, no single event or experience can define us.

How to correct it?

Consider that we are all a composite of many abilities, strengths, and personality characteristics and that one mistake doesn't define who you are.

10. Should statements are rules that you impose on yourself and others. They are usually characterized by words such as “should,” “must,” “need to,” “have to,” or, “ought.”

For example, you may tell yourself, “I shouldn't show emotions. That's a sign of weakness.”

How to correct it?

Consider adjusting your rules by using preference statements and a more realistic perspective. For example, instead of thinking, “I shouldn't make a mistake,” try, “It would be nice if I get it right, but if I don't, that's okay. Everyone makes mistakes every now and then.”

For the next week, keep a log of negative thoughts you experience, name each thought, and think of a more balanced thought:

Negative thought	Type of thinking error	More balanced thought

Reframe Negative Thoughts

Reframing thoughts is when you actively notice unhelpful thoughts and reframe them into more useful ones. The goal here isn't to replace negative thoughts with positive ones, but to replace inaccurate thoughts with more accurate ones.

This is because oftentimes our negative thoughts can reflect a kernel of truth.

Reframing here helps you examine the validity of your thoughts and correct and modify any inaccurate ones.

Identify a negative thought you frequently experience and reframe it by answering the following questions:

Thought: _____

1. What's the effect of believing these interpretations?

2. What is the evidence for and against this thought?

3. Are there other ways of thinking about the situation? Could there be an alternative explanation?

4. What's the worst that can happen? But what's the best that can happen? And the most realistic?

5. What might you say to a friend who's having the same thought?

Responsibility Pie Chart

The responsibility pie chart helps you examine your thoughts when you are blaming yourself or assuming full responsibility for something that has multiple contributing factors.

To illustrate, let's say that you failed a test and you thought "I failed because I'm stupid." You can examine this thought by considering all the other "slices" that might have contributed to this outcome:

- The test was difficult
- The teacher rushed through the material
- You missed a few classes
- You didn't have enough time to study well

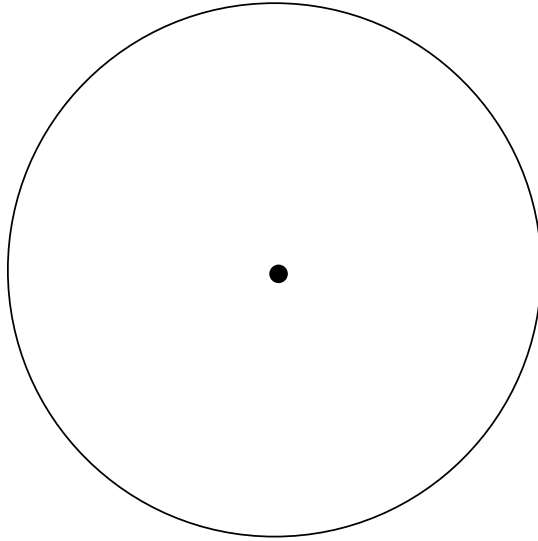
Your turn

Think about a negative situation in your life that you are taking full responsibility for. Use a pie chart to consider whether other factors played a role.

Situation: _____

List of people or factors that could have contributed to this situation	Percentage %

Responsibility Pie Chart



Initial belief: _____

Revised belief: _____

The CBT Continuum

A continuum can help you examine your thoughts when you see things in all-or-nothing terms. This means things are either bad or good.

For example, if your child gets sick, you may think of yourself as a terrible mother.

In order to reframe your thinking, you can create a continuum of being a mother that includes descriptions of the ideal mother, and the absolute worst mother (where you have placed yourself).

In identifying qualities of an “ideal” mother, you may find out that you have many of those same qualities.



The Absolute Worst Mother	Ideal Mother
• Neglects her child’s emotional and material needs. • Criticizes and insults her child. • Places her child at risk of harm. • Is physically, emotionally, or sexually abusive.	• Prioritizes her child’s emotional and material needs. • Is physically present and nurturing. • Supports and encourages learning. • Protects her child from harm.

Your turn

Think about something you see in all-or-nothing terms. Use the continuum to consider a more balanced perspective.

Negative belief: _____

0%

50%

100%

Criteria of an ideal situation	%	Criteria of the worst situation	%

Revised belief: _____

Awareness – Acceptance – Action

Awareness – Acceptance – Action helps you examine your thoughts when you predict future disasters.

- *Awareness* refers to acknowledging the facts of the situation.
- *Acceptance* refers to refraining from giving a judgment.
- *Action* refers to brainstorming what you can do to solve the problem.

Example

Situation/Initial Belief: My partner broke up with me. I'm never going to find love again.

Awareness: My partner broke up with me.

Acceptance: It's painful now and I may need some time to grieve my loss before I can open up to love again.

Action:

- Seek help from safe people
- Take care of myself
- Focus on my goals

Your Turn

Situation: _____

Initial Belief: _____

Awareness: What are the objective facts?

Acceptance: What do the facts tell you?

Action: What are some appropriate actions you can take?

Challenging Catastrophic Thinking

When we're anxious, we're more likely to engage in catastrophic thinking and overestimate the likelihood that something bad will happen or the severity of those negative outcomes. We imagine the worst-case scenario.

For example, someone experiencing symptoms of a panic attack like a racing heart may assume that these symptoms are evidence of an impending heart attack, despite the fact that these symptoms not medically dangerous.

Think about a catastrophic future prediction you have or a worst-case scenario you imagine and challenge these thoughts by answering the following questions:

1. What is the worst, best, and most likely outcome?

2. Do you know for sure that this will happen? Or is it just a possibility?

3. Is it possible that you are wrong? Are there other possibilities?

4. What are the facts?

5. Are these thoughts consistent with the evidence?

6. Could you survive the worst outcome if it happened?

7. What might you say to a friend who was having these thoughts?

Identifying Your Personal Resources

We often underestimate our ability to cope, which fuels catastrophic thinking.

We all have a set of internal resources (qualities, skills, talents) and external resources (family, friends, colleagues, therapists, first responders, etc.).

Read through the following lists and check off the items you relate to:

Internal resources

Skills

- | | |
|---|---|
| ☐ Assertiveness | ☐ Self-awareness |
| ☐ Attention to detail | ☐ Self-expression |
| ☐ Budgeting | ☐ Stress Management |
| ☐ Capacity to change and develop | ☐ Time management |
| ☐ Communication | ☐ Working under pressure |
| ☐ Critical thinking | ☐ Other:_____ |
| ☐ Emotional Intelligence | _____ |
| ☐ Leadership | ☐ _____ |
| ☐ Listening | _____ |
| ☐ Multitasking | _____ |
| ☐ Negotiation | ☐ _____ |
| ☐ Problem-solving | _____ |
| ☐ Researching | |

Qualities

- | | | |
|--|---------------------------------------|------------------------------------|
| ☐ Accepting | ☐ Direct | ☐ Outgoing |
| ☐ Active | ☐ Energetic | ☐ Patient |
| ☐ Calm | ☐ Enthusiastic | ☐ Playful |
| ☐ Caring | ☐ Friendly | ☐ Punctual |
| ☐ Clever | ☐ Funny | ☐ Spiritual |
| ☐ Compassionate | ☐ Honest | ☐ Thorough |
| ☐ Confident | ☐ Imaginative | ☐ _____ |
| ☐ Courageous | ☐ Independent | ☐ _____ |
| ☐ Creative | ☐ Logical | ☐ _____ |
| ☐ Determined | ☐ Nurturing | ☐ _____ |

What other internal resources have helped cope in the past?

External Resources

- | | |
|--|---|
| ☐ Certified peer specialist | ☐ Psychiatric pharmacist |
| ☐ Coach | ☐ Psychiatrist |
| ☐ Coworker | ☐ Psychologist |
| ☐ Family members | ☐ Sober coach |
| ☐ Family nurse practitioner | ☐ Social worker |
| ☐ Friend | ☐ Sponsors |
| ☐ Good Samaritan | ☐ Teacher |
| ☐ Medical professional | ☐ _____ |
| ☐ Neighbor | ☐ _____ |
| ☐ Primary care physician | ☐ _____ |

Identifying Rules And Conditional Assumptions

Often, negative thoughts are the result of a set of unwritten rules and assumptions that we impose on ourselves. These are unrealistic expectations that are typically unattainable.

Rules are often characterized by words such as should, must, have to, need to, or ought. For example, “I shouldn’t make a mistake,” or, “Everyone has to like me.”

However, since everyone makes mistakes and it’s impossible to be liked by everyone, these rules only fuel our negative thoughts and distress.

Conditional assumptions take the form of “if/then” statements. For example, “If I make a mistake, then I’m inadequate.” Such assumption reinforces the rule, “I shouldn’t make a mistake.”

Try identifying some assumptions and rules that you impose on yourself. The following is a list of common rules and conditional assumptions people may have. Check off the ones you relate to and add ones of your own:

- ☐ “I must always be the best at everything I do, at all costs.”
- ☐ “I must never ask for help, because if I do, people will laugh at me”
- ☐ “I must never take on a task that seems too difficult for me because if I don’t do well, people will think I’m incompetent.”
- ☐ “I have to always keep it together and control my emotions.”
- ☐ “I must never show any sign of weakness.”
- ☐ “If I let people know the real me, they will think I’m worthless.”
- ☐ “If I don’t do whatever it takes to stay thin, I will never find love.”

- ☐ “If I ask someone out, I will look like I’m desperate.”
- ☐ “I should never ask for something that I need.”
- ☐ _____
- ☐ _____
- ☐ _____
- ☐ _____
- ☐ _____

If you find it difficult to identify your rules and conditional assumptions, try answering the following questions:

1. What do you expect of yourself when you’re at work or school?

2. What do you expect of yourself when you’re socializing?

3. What do you expect of yourself in your various roles – child, parent, sibling, friend, partner, employee, employer?

4. What would you accept and not accept from yourself or others?

5. In what types of situations do you put yourself down?

6. What aspects of yourself do you criticize most?

7. What do you criticize in other people?

8. What don't you allow yourself to do or feel?

9. What types of negative predictions do you tend to make?

Adjusting Your Rules and Conditional Assumptions

Once you identified your rules and conditional assumptions, start by choosing an unhelpful rule that you really want to change and adjust it by answering the following questions:

Rule/assumption: _____

1. How do you know when this rule is in operation? How do you feel?
What are the things you do or say (to yourself or others)?

2. What advantages do you gain from living according to this rule and/or assumption? How have these been helpful? What do they protect you from?

3. How did this rule and/or assumption have impacted your life? Has it affected your relationships, work or studies, how you take care of yourself? How do you respond when things don't go well?

4. Where did the rule come from? Is this rule still necessary today?

5. How is this rule (and/or assumption) unreasonable?

6. What might be a more balanced, realistic rule? How could you maximize the advantages and minimize the disadvantages of the old rule?

(consider using less extreme terms such as "sometimes," "some people," "would like," "it would be nice if," "prefer.")

Repeat the same process for the other rules and/or assumptions:

Rule/assumption	
How do you know when this rule is in operation?	
What are the advantages of this rule and/or assumption?	What are the disadvantages?
Where did the rule come from?	
How is this rule (and/or assumption) unreasonable?	
What might be a more balanced, realistic rule?	

List of Bodily Sensations

How Emotions Show Up In Our Bodies

Achy muscles	Numbness
Being easily startled	Pain
Blushing	Pounding heart
Chest pain	Rapid breathing
Chills	Rashes
Choking feeling	Shakiness
Churning stomach	Shortness of breath
Cramps	Soreness
Decreased or increased appetite	Stomach “butterflies”
Digestion difficulties	Stomach pain
Discomfort	Sweating
Dizziness	Tears
Faint	Tense muscles
Fatigue	Throat tightness
Feeling detached	Tingling
Headache	Trembling
Heat sensations	Unsteady
Lightheadedness	Weakness
Nausea	

Feeling Word List

SAD	Anguish – Blue – Bummed – Burdened – Desperate – Despondent – Disappointed – Discouraged – Dismayed – Gloomy – Grave – Grey – Grieved – Grim – Heavy-hearted – Let down – Longing – Lost – Low – Miserable – Moody – Mournful – Pained – Pessimistic – Scorned – Sorrowful – Tearful – Unhappy
HURT	Abased – Abused – Aching – Afflicted – Agonized – Annihilated – Assaulted – Betrayed – Blamed – Bleeding – Brutalized – Burned – Bushwhacked – Chastised – Cheated – Crushed – Damaged – Defeated – Deflated – Dejected – Deprived – Devalued – Diminished – Disrespected – Forgotten – Heart-broken – Humiliated – Ignored – Injured – Insulted – Intimidated – Invalidated – Invisible – Jilted – Laughed at – Neglected – Offended – Oppressed – Pained – Persecuted – Punched – Put down – Rebuffed – Rejected – Ridiculed – Screwed – Slighted – Snubbed – Squashed – Tormented – Tortured – Victimized – Wronged
VICTIMIZED	Abused – Bamboozled – Bullied – Cheated – Cheated on – Controlled – Crushed – Damned – Debased – Deceived – Degraded – Denigrated – Denounced – Deprived – Devoured – Dumped-on – Duped – Emasculated – Erased – Eviscerated – Hoodwinked – Intruded upon – Jinxed – Mistreated – Objectified – Quashed – Railroaded – Reamed – Scapegoated – Set up – Suffocated
DEPRESSED	Abominable – Abysmal – Accursed – Ashamed – Bad – Besieged – Black – Dark – Despairing – Despicable – Diminished – Dissatisfied – Dour – Dreary – Dysphoric – Guilty – Loathsome – Lousy – Morbid – Morose – Repugnant – Self-abasing – Self-destructive – Sense of loss – Suicidal – Sulky – Terrible – Worn out

ANGRY	Abrasive – Abusive – Aggravated – Aggressive – Annoyed – Appalled – Bitter – Bloodthirsty – Boiling – Bristling – Bugged – Confrontive – Contemptuous – Contentious – Cranky – Cross – Dangerous – Disgruntled – Disgusted – Dismayed – Enraged – Exasperated – Fiery – Frustrated – Fuming – Furious – Galled – Hateful – Horrified – Hostile – Incensed – Inflamed – Infuriated – Insulting – Irritated – Livid – Miffed – Misanthropic – Nauseated – Offensive – Outraged – Perturbed – Pissed off – Provoked – Repulsed – Resentful – Revolted – Riled – Seething – Sore – Spiteful – Steamed – Stewing – Surly – Ticked off – Troubled – Unpleasant – Upset – Vicious – Wary – Worked up
HURTFUL	Controlling – Cruel – Dangerous – Enraged – Harmful – Malevolent – Malicious – Malignant – Manipulative – Mean – Menacing – Mouthy – Nasty – Offensive – Retaliatory – Rude – Ruthless – Sadistic – Vengeful
UNCOMFORTABLE	Antsy – Awkward – Conspicuous – Discomfit – Discontented – Disturbed – Fidgety – Icky – Ill-tempered – Inappropriate – Odd – Off-balance – Off-center – Out of it – Peculiar – Rotten – Sickened – Sour
EMBARRASSED	Absurd – Ashamed – Awkward – Clumsy – Conspicuous – Disgraced – Foolish – Humiliated – Mortified – Silly – Uncomfortable
VULNERABLE	Bare – Bested – Blind – Broken – Bullied – Captive – Conned – Conspicuous – Constrained – Controlled – Corralled – Delicate – Eclipsed – Expendable – Exposed – Little – Lost – Obscured – One-down – One-upped – Open – Raw – Sensitive – Small – Susceptible – Weak
CONFUSED	Addled – Ambivalent – Anxious – At a loss – Baffled – Befuddled – Bewildered – Conflicted – Confused – Disconcerted – Distracted – Doubtful – Flustered – Hesitant – Indecisive – Lost – Misgiving – Muddled – Mystified – Perplexed – Puzzled – Tense – Uncertain – Uneasy – Unsure

SHOCKED	Agape – Aghast – Agog – Astonished – Astounded – Awestruck – Dazed – Dumbfounded – Dumbstruck – Dumfounded – Flabbergasted – Jarred – Jolted – Rattled – Startled – Stricken – Stunned – Stupefied
LOST	Planless – Rudderless – Scattered – Seeking – Stranded – Stumped
HELPLESS	Alone – Controlled – Despairing – Distressed – Dominated – Empty – Fatigued – Forced – Frustrated – Futile – Hesitant – Hindered – Immobile – Impotent – Incapable – Ineffective – Inferior – Lame – Micro-managed – Overwhelmed – Paralyzed – Pathetic – Stifled – Stonewalled – Straight-jacketed – Stuck – Tragic – Useless – Vulnerable – Woeful
INADEQUATE	Deficient – Enfeebled – Helpless – Incapable – Incompetent – Inept – Inferior – Insecure – Insufficient – Mediocre – Meek – One-down – Pathetic – Powerless – Second rate – Spineless – Unworthy – Useless – Weak – Worthless
GUILTY	Accountable – At fault – Contrite – Culpable – Deceitful – Faulty – Regretful – Remorseful – Responsible – Rueful – Undeserving – Wrong
AFRAID	Alarmed – Anxious – Boxed-in – Chilled – Cornered – Cowardly – Doubtful – Fear – Frightened – Jittery – Jumpy – Menaced – Overwhelmed – Quaking – Scared – Shaken – Spooked – Suspicious – Terrified – Threatened – Uneasy – Wary – Worried
ANXIOUS	Daunted – Dreading – Frantic – Fretful – Guarded – Insecure – Jangled – Knotted – Nervous – Neurotic – Obsessive – Overcome – Panicky – Preoccupied – Restless – Ruffled – Self-conscious – Shaky – Shy – Skittish – Stressed – Timid – Unnerved
ALONE	Abandoned – Alienated – Aloof – Antisocial – Apart – Avoided – Bypassed – Deserted – Desolate – Disliked – Dispossessed – Disregarded – Dissociated – Distant – Estranged – Excluded – Friendless – Ignored – Inaccessible – Isolated – Jilted – Longing – Loveless – Needy – Outnumbered – Rejected

NEGATIVE	Against – Averse – Disharmonious – Hesitant – Opposed – Oppositional – Quarrelsome – Rebellious – Recalcitrant – Resistant - Stubborn
TIRED	Battle-worn – Bedraggled – Careworn – Depleted – Dispirited - Done-in – Downtrodden - Drained - Dried up – Exhausted – Faint – Finished – Fried – Harried – Hassled – Limp – Listless – Overdrawn – Overloaded – Pooped – Spent – Strained – Stretched - Used up – Weary - Worn
BORED	Bland – Dreary – Listless – Mundane – Tedious – Unchallenged - Understimulated
INDIFFERENT	Absent – Apathetic – Banal – Bland – Blasé – Bored – Cavalier – Cold – Dead – Disinterested – Dulled – Emotionless – Empty – Insensitive – Lifeless – Mindless – Neutral – Nonchalant – Reserved – Robotic – Uncaring - Weary

2026 Clinical Alignment

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

Classification status

- DSM-5-TR: No diagnosis under this title · No diagnosis is established by the title.
- ICD-11 CDDR: · No diagnosis is established by the title.
- 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, 9, 10, 11, 20, 22, 25, 26, 28, 31, 38, 39, 41. The statements below supersede incompatible diagnostic, scoring, safety, or resource wording on those pages.

Diagnostic and differential limits

- Assess duration, distress/functional impairment, cultural and medical context, substance/medication effects, and relevant differential diagnoses before assigning any diagnosis.

Document-specific corrections

- Pages [2, 10, 11, 20, 22, 25, 28] · Frame · Negative Thoughts · 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, 9, 10, 11, 28] · Treat the Negative Thoughts ratings/checklists as author-created reflection tools only. Remove unsupported severity bands, cutoffs, totals, or language suggesting diagnostic validity; label response anchors and recall period explicitly.
- Pages [39, 41] · Add direct risk escalation for suicidal thinking or self-harm and assess bipolarity, psychosis, substance effects, trauma, medical contributors, and severe functional decline before relying on activation, reframing, or self-guided coping. Apply this specifically to the workbook's Introduction, Identify Automatic Thoughts, Thought log, Reframe Your Thoughts sections.
- Pages [1, 26, 31, 38, 39] · Review all medical assertions in Negative Thoughts 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

- Treat the Negative Thoughts ratings/checklists as author-created reflection tools only. Remove unsupported severity bands, cutoffs, totals, or language suggesting diagnostic validity; label response anchors and recall period explicitly. custom/unvalidated unless evidence is supplied confirm no third-party item wording was adapted

Intervention scope and contraindications

- Add direct risk escalation for suicidal thinking or self-harm and assess bipolarity, psychosis, substance effects, trauma, medical contributors, and severe functional decline before relying on activation, reframing, or self-guided coping.

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://988lifeline.org/>
- <https://www.who.int/publications/i/item/9789240077263>