

**PracticePlanners®**

Arthur E. Jongsma, Jr., Series Editor

# Adolescent Psychotherapy Homework Planner

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Second Edition

*Arthur E. Jongsma, Jr.*

*L. Mark Peterson*

*William P. McInnis*



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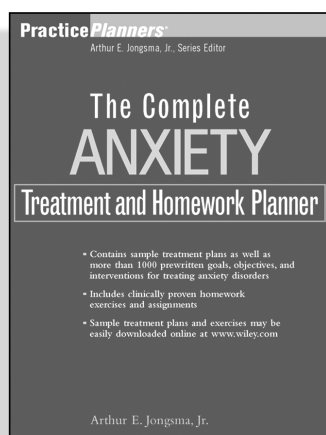
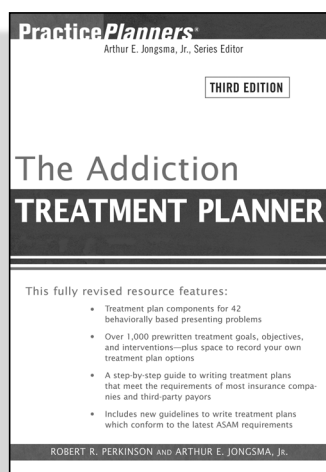
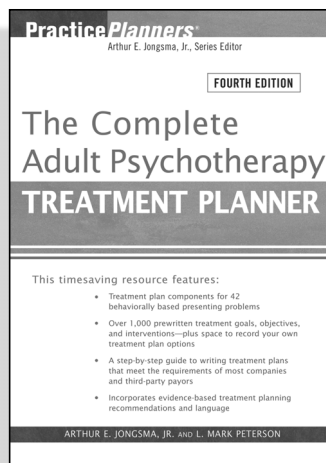
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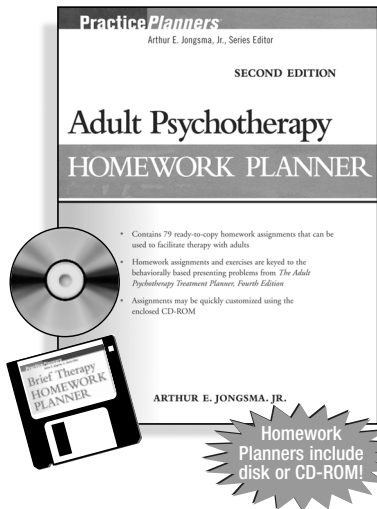
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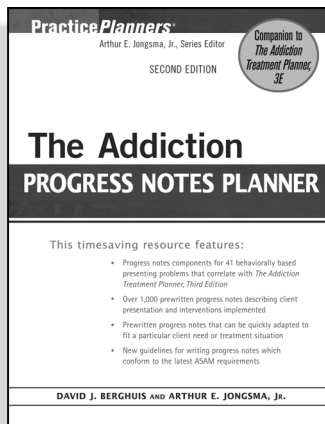
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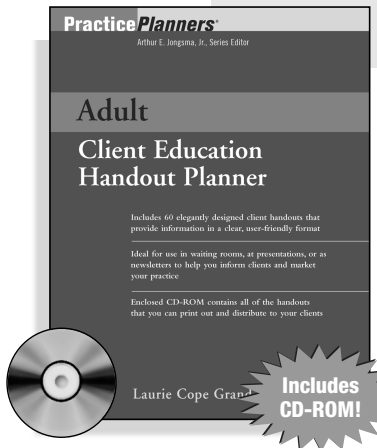
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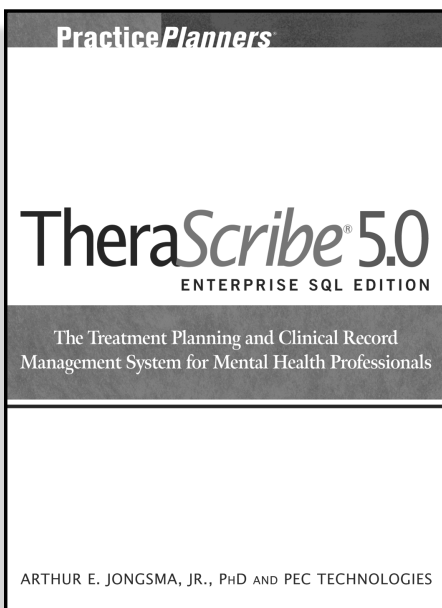
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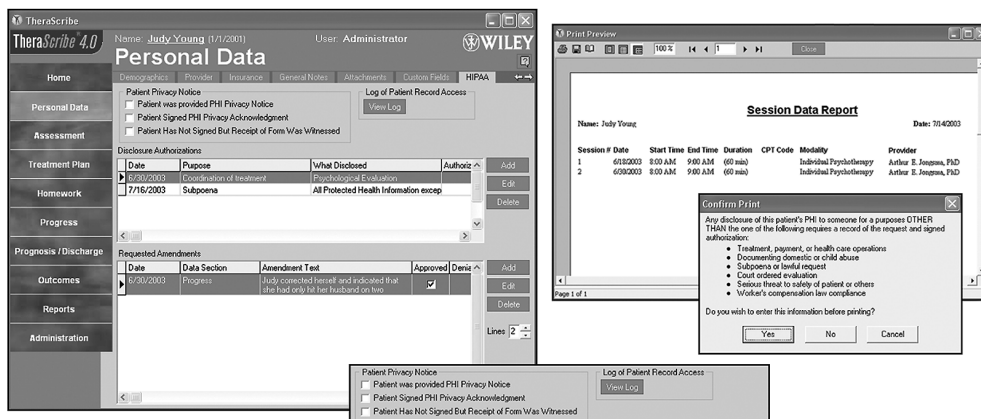
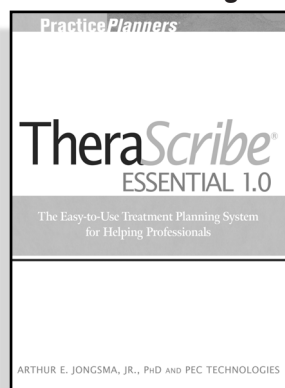
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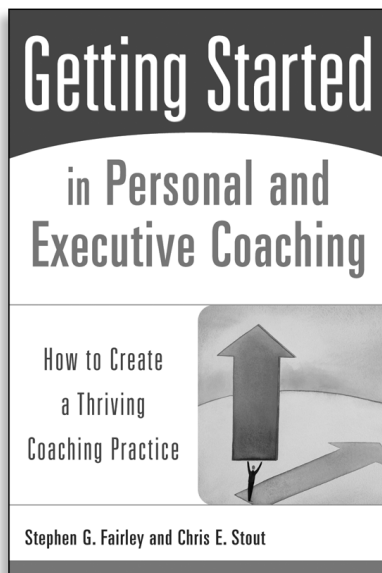
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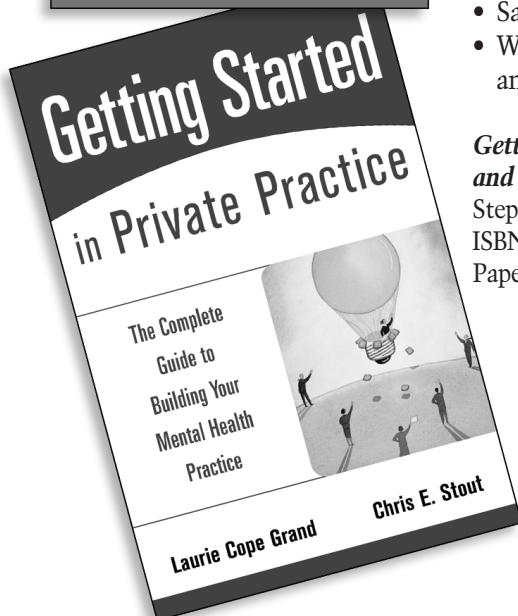
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Arthur E. Jongsma, Jr., Series Editor

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*Arthur E. Jongsma, Jr.*

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*This book is dedicated to our mothers and mothers-in-law:*

*Phyllis McInnis  
Joan Wieringa  
Harmina Doot  
Evelyn Landis  
Dorothy Peterson*

*We recognize and appreciate the love, support, and guidance they  
provided through our adolescence and into our adulthood.*



# CONTENTS

<i>PracticePlanners</i> ® Series Preface	xvii
Acknowledgments	xix
<i>Homework Planners</i> Introduction	xxi
SECTION I—Academic Underachievement	1
Exercise I.A            Break It Down Into Small Steps	2
Exercise I.B            Good Grade/Bad Grade Incident Reports	6
SECTION II—Adoption	8
Exercise II.A            Questions and Concerns Around Being Adopted	9
Exercise II.B            Some Things I’d Like You to Know	11
SECTION III—Anger Management	16
Exercise III.A            Anger Control	17
Exercise III.B            Stop Yelling	23
SECTION IV—Anxiety	25
Exercise IV.A            Finding and Losing Your Anxiety	26
SECTION V—Attention-Deficit/Hyperactivity Disorder (ADHD)	29
Exercise V.A            Getting It Done	30
Exercise V.B            Social Skills Exercise	36
Exercise V.C            Stop, Think, and Act	41
SECTION VI—Autism/Pervasive Developmental Disorder	45
Exercise VI.A            Managing the Meltdowns	46
Exercise VI.B            Progress Survey	49
SECTION VII—Blended Family	52
Exercise VII.A            A Few Things About Me	53
Exercise VII.B            Stepparent and Sibling Questionnaire	55

SECTION VIII—Chemical Dependence		57
Exercise VIII.A	Keeping Straight	58
Exercise VIII.B	Taking Your First Step	62
Exercise VIII.C	Welcome to Recovery	68
SECTION IX—Conduct Disorder/Delinquency		71
Exercise IX.A	Headed in the Right Direction	72
Exercise IX.B	My Behavior and Its Full Impact	76
Exercise IX.C	Patterns of Stealing	80
SECTION X—Depression		83
Exercise X.A	Bad Thoughts Lead to Depressed Feelings	84
Exercise X.B	Surface Behavior/Inner Feelings	89
Exercise X.C	Three Ways to Change the World	93
Exercise X.D	Unmet Emotional Needs—Identification and Satisfaction	97
SECTION XI—Divorce Reaction		100
Exercise XI.A	Identify a Change Resulting from Parents’ Divorce	101
Exercise XI.B	Initial Reaction to Parents’ Separation	104
SECTION XII—Eating Disorder		106
Exercise XII.A	Fears Beneath the Eating Disorder	107
Exercise XII.B	Reality: Food Intake, Weight, Thoughts, and Feelings	112
SECTION XIII—Grief/Loss Unresolved		116
Exercise XIII.A	Create a Memory Album	117
Exercise XIII.B	Grief Letter	119
SECTION XIV—Low Self-Esteem		122
Exercise XIV.A	Three Ways to Change Yourself	123
Exercise XIV.B	Three Wishes Game	127
SECTION XV—Mania/Hypomania		129
Exercise XV.A	Action Minus Thought Equals Painful Consequences	130
Exercise XV.B	Clear Rules, Positive Reinforcement, Appropriate Consequences	135
Exercise XV.C	I Am a Good Person	139



SECTION XVI—Medical Condition	142
Exercise XVI.A	Coping with a Sibling’s Health Problems 143
Exercise XVI.B	Effects of Physical Handicap or Illness on Self-Esteem and Peer Relations 147
SECTION XVII—Mental Retardation	149
Exercise XVII.A	Activities of Daily Living Program 150
Exercise XVII.B	You Belong Here 156
SECTION XVIII—Negative Peer Influences	159
Exercise XVIII.A	Choice of Friends Survey 160
Exercise XVIII.B	I Want To Be Like . . . 166
SECTION XIX—Obsessive-Compulsive Disorder (OCD)	168
Exercise XIX.A	Decreasing What You Save and Collect 169
Exercise XIX.B	Refocus Attention Away from Obsessions and Compulsions 172
SECTION XX—Oppositional Defiant	176
Exercise XX.A	Filing a Complaint 177
Exercise XX.B	If I Could Run My Family 180
Exercise XX.C	Switching from Defense to Offense 185
SECTION XXI—Panic/Agoraphobia	188
Exercise XXI.A	Panic Attack Rating Form 189
Exercise XXI.B	Panic Survey 193
SECTION XXII—Parenting	195
Exercise XXII.A	Evaluating the Strength of Your Parenting Team 196
Exercise XXII.B	One-on-One 199
Exercise XXII.C	Transitioning from Parenting a Child to Parenting a Teen 203
SECTION XXIII—Peer/Sibling Conflict	206
Exercise XXIII.A	Cloning the Perfect Sibling 207
Exercise XXIII.B	Joseph, “His Amazing Technicolor Coat,” and More 211
Exercise XXIII.C	Negotiating a Peace Treaty 215

SECTION XXIV—Physical/Emotional Abuse Victim	217
Exercise XXIV.A    Letter of Empowerment	218
Exercise XXIV.B    My Thoughts and Feelings	222
Exercise XXIV.C    Take the First Step	226
SECTION XXV—Posttraumatic Stress Disorder (PTSD)	231
Exercise XXV.A    Effects of Chronic or Long-Term Trauma/Stress	232
Exercise XXV.B    Impact of Frightening or Dangerous Event	236
SECTION XXVI—Psychoticism	239
Exercise XXVI.A    Recognizing Early Warning Signs	240
SECTION XXVII—Runaway	243
Exercise XXVII.A    Airing Your Grievances	244
Exercise XXVII.B    Home by Another Name	247
Exercise XXVII.C    Undercover Assignment	250
SECTION XXVIII—School Violence	253
Exercise XXVIII.A    My Pent-Up Anger at School	254
Exercise XXVIII.B    School Violence Incident Report	257
SECTION XXIX—Sexual Abuse Perpetrator	259
Exercise XXIX.A    Getting Started	260
Exercise XXIX.B    Opening the Door to Forgiveness	264
Exercise XXIX.C    Your Feelings and Beyond	269
SECTION XXX—Sexual Abuse Victim	273
Exercise XXX.A    Letter of Forgiveness	274
Exercise XXX.B    My Story	279
Exercise XXX.C    You Are Not Alone	282
SECTION XXXI—Sexual Acting Out	287
Exercise XXXI.A    Connecting Sexual Behavior with Needs	288
Exercise XXXI.B    Looking Closer at My Sexual Behavior	291
SECTION XXXII—Sexual Identity Confusion	293
Exercise XXXII.A    Parents’ Thoughts and Feelings About Son/Daughter’s Sexual Orientation	294
Exercise XXXII.B    Unsure	298

SECTION XXXIII—Social Phobia/Shyness	301
Exercise XXXIII.A    Greeting Peers	302
Exercise XXXIII.B    Reach Out and Call	308
Exercise XXXIII.C    Show Your Strengths	314
SECTION XXXIV—Specific Phobia	316
Exercise XXXIV.A    Gradually Facing a Phobic Fear	317
Exercise XXXIV.B    School Fear Reduction	321
SECTION XXXV—Suicidal Ideation	324
Exercise XXXV.A    No Self-Harm Contract	325
Exercise XXXV.B    Renewed Hope	330
Exercise XXXV.C    Symbols of Self-Worth	335
Appendix: Alternate Assignments for Presenting Problems	339
About the CD-ROM	351



# PRACTICEPLANNERS® SERIES PREFACE

Accountability is an important dimension of the practice of psychotherapy. Treatment programs, public agencies, clinics, and practitioners must justify and document their treatment plans to outside review entities in order to be reimbursed for services. The books and software in the *PracticePlanners*® series are designed to help practitioners fulfill these documentation requirements efficiently and professionally.

The *PracticePlanners*® series includes a wide array of treatment planning books including not only the original *Complete Adult Psychotherapy Treatment Planner*, *Child Psychotherapy Treatment Planner*, and *Adolescent Psychotherapy Treatment Planner*, all now in their fourth editions, but also *Treatment Planners* targeted to a wide range of specialty areas of practice, including:

- Addictions
- Co-occurring disorders
- Behavioral medicine
- College students
- Couples therapy
- Crisis counseling
- Early childhood education
- Employee assistance
- Family therapy
- Gays and lesbians
- Group therapy
- Juvenile justice and residential care
- Mental retardation and developmental disability
- Neuropsychology
- Older adults
- Parenting skills
- Pastoral counseling
- Personality disorders
- Probation and parole
- Psychopharmacology
- School counseling
- Severe and persistent mental illness
- Sexual abuse victims and offenders

- Special education
- Suicide and homicide risk assessment

In addition, there are three branches of companion books which can be used in conjunction with the *Treatment Planners*, or on their own:

- ***Progress Notes Planners*** provide a menu of progress statements that elaborate on the client's symptom presentation and the provider's therapeutic intervention. Each *Progress Notes Planner* statement is directly integrated with the behavioral definitions and therapeutic interventions from its companion *Treatment Planner*.
- ***Homework Planners*** include homework assignments designed around each presenting problem (such as anxiety, depression, chemical dependence, anger management, eating disorders, or panic disorder) that is the focus of a chapter in its corresponding *Treatment Planner*.
- ***Client Education Handout Planners*** provide brochures and handouts to help educate and inform clients on presenting problems and mental health issues, as well as life skills techniques. The handouts are included on CD-ROMs for easy printing from your computer and are ideal for use in waiting rooms, at presentations, as newsletters, or as information for clients struggling with mental illness issues. The topics covered by these handouts correspond to the presenting problems in the *Treatment Planners*.

The series also includes:

- **TheraScribe®**, the #1 selling treatment planning and clinical record-keeping software system for mental health professionals. TheraScribe® allows the user to import the data from any of the *Treatment Planner*, *Progress Notes Planner*, or *Homework Planner* books into the software's expandable database to simply point and click to create a detailed, organized, individualized, and customized treatment plan along with optional integrated progress notes and homework assignments.

Adjunctive books, such as *The Psychotherapy Documentation Primer* and *The Clinical Documentation Sourcebook* contain forms and resources to aid the clinician in mental health practice management.

The goal of our series is to provide practitioners with the resources they need in order to provide high quality care in the era of accountability. To put it simply: we seek to help you spend more time on patients, and less time on paperwork.

ARTHUR E. JONGSMA, JR.  
Grand Rapids, Michigan



## ACKNOWLEDGMENTS

We want to acknowledge and express appreciation to our wives—Judy, Cherry, and Lynn—who have supported us through the many years of the *PracticePlanners* series. We appreciate their willingness to read the manuscripts and offer helpful suggestions. And, speaking of manuscript preparation, this project has had the benefit of many hours of perseverance by our dedicated typist, Sue Rhoda. She has organized our chaotic, scribbled details into a meaningful manuscript with a spirit of kindness and generosity. Thank you, Sue, for your loyalty and good work.

A.E.J.  
L.M.P.  
W.P.M.



# HOMework PLANNERS INTRODUCTION

## ABOUT PRACTICEPLANNERS® HOMEWORK PLANNERS

In today's era of managed care, which often requires shorter and fewer treatment sessions, therapists can assign between-session homework to help maximize the effectiveness of briefer treatment. Homework provides continuity to the treatment process and allows the client to work between sessions on issues that are the focus of therapy. Many clients feel empowered by doing something on their own to facilitate the change process, and this reinforces their sense of control over their problems. The purpose of the *Homework Planner* series is to help you quickly put together homework assignments, so you can spend less time on paperwork and more time with your client.

Each *Homework Planner*:

- Saves you hours of time-consuming paperwork.
- Offers the freedom to develop customized homework assignments.
- Includes dozens of copier-ready exercises that cover the most common issues, situations, and behavioral problems encountered in therapy.
- Provides expert guidance on how and when to make the most efficient use of the exercises.
- Features assignments that are cross-referenced to each corresponding *Treatment Planner*—allowing you the right exercise for a given situation or behavioral problem.
- Includes a computer disk or CD-ROM that allows you to customize each exercise to fit your particular needs.

## HOW TO USE THIS HOMEWORK PLANNER

The assignments in this *Homework Planner* are grouped by presenting problems and cross-referenced to every presenting problem found in its companion *Treatment Planner*. Although these assignments were created with a specific presenting problem in mind, don't feel limited to a single problem-oriented chapter when searching for an appropriate assignment. Included with each exercise is a cross-referenced list of suggested presenting problems for which the assignment may also be appropriate and useful. A broader cross-referenced list of assignments is found in the Appendix, where you can find relevant assignments beyond the exercises found in any specific presenting problem chapter.

Assigning therapy homework is just a beginning step. Carrying out the assignment requires a follow-up exploration of the impact of the assignment on the client's thoughts, feelings, and behavior. What are the results? Was this assignment useful to the client? Can it be redesigned or altered for better results? We encourage you to examine and search for new and creative ways to actively engage your client in participating in the homework process.

ARTHUR E. JONGSMA, JR.  
L. MARK PETERSON  
WILLIAM P. MCINNIS

## **BREAK IT DOWN INTO SMALL STEPS**

### **GOALS OF THE EXERCISE**

1. Complete large projects or long-term assignments on time.
2. Improve organizational skills by breaking down projects into smaller steps.
3. Receive rewards for successfully completing projects.
4. Avoid the pattern of procrastinating or “waiting until the last minute” to begin working on a large or long-term project.

### **ADDITIONAL PROBLEMS FOR WHICH THIS EXERCISE MAY BE MOST USEFUL**

- Attention-Deficit/Hyperactivity Disorder (ADHD)
- Mania/Hypomania
- Oppositional Defiant

### **SUGGESTIONS FOR PROCESSING THIS EXERCISE WITH THE CLIENT**

This homework assignment is designed to assist adolescents with a learning disability, history of underachievement, or an Attention-Deficit/Hyperactivity Disorder to complete their large or long-term projects. The therapist, parents, and client are encouraged to sit down as a team to break down projects into smaller steps and then set a deadline for each step. Consultation with the client's teacher is strongly encouraged to help identify the different steps. Encourage the parents and client to implement a reward system to positively reinforce the client for successfully completing each step. It is recommended that the final reward for completing the entire project on time be of greater value or significance than the rewards for completing the smaller steps. Negative consequences may also be used if the client fails to complete a step by the specified time period.

## BREAK IT DOWN INTO SMALL STEPS

Are you tired of rushing around at the last minute or cramming the night before to complete a long-term project that you have been given plenty of time to complete? If so, then this exercise will assist you in completing your large or long-term projects in a more timely and efficient manner. You are encouraged to meet with your parents, teachers, and therapist shortly after you are assigned a large project to help break down the task into smaller steps. In this way, you will avoid the pattern of procrastinating or putting the project off until the last minute. The project will become more manageable and you will experience less anxiety or stress in the long run. Place this assignment sheet in your notebook or post it in a prominent place to remind you of the steps that need to be completed before you turn in the entire project.

1. First, identify the project that needs to be completed.

Name of project: \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

Class: \_\_\_\_\_

Final deadline: \_\_\_\_\_

2. Break the project down into several smaller steps. Establish a deadline for each separate step.

Step	Target Deadline
1. _____	_____
2. _____	_____
3. _____	_____
4. _____	_____
5. _____	_____
6. _____	_____
7. _____	_____
8. _____	_____



- 9. \_\_\_\_\_
- 10. \_\_\_\_\_

3. Sit down with your parents, teachers, or therapist and identify a reward for successfully accomplishing each step on or before the deadline. The reward may be the same for each step. Record the date you completed each step and the reward you received in the following spaces.

**Actual Completion Date**

**Reward**

- |           |       |
|-----------|-------|
| 1. _____  | _____ |
| 2. _____  | _____ |
| 3. _____  | _____ |
| 4. _____  | _____ |
| 5. _____  | _____ |
| 6. _____  | _____ |
| 7. _____  | _____ |
| 8. _____  | _____ |
| 9. _____  | _____ |
| 10. _____ | _____ |

4. Develop a list of negative consequences for the times when you do not meet your deadline. Record the date you completed the step and the negative consequence you received for not completing it on time in the following spaces.

**Late Completion Date**

**Negative Consequence**

- |           |       |
|-----------|-------|
| 1. _____  | _____ |
| 2. _____  | _____ |
| 3. _____  | _____ |
| 4. _____  | _____ |
| 5. _____  | _____ |
| 6. _____  | _____ |
| 7. _____  | _____ |
| 8. _____  | _____ |
| 9. _____  | _____ |
| 10. _____ | _____ |

5. Identify a grand reward for completing the entire project on or before the final deadline:

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6. Please respond to the following questions after you have completed and turned in your entire project (and also if you were not successful in turning the assignment in on time).

A. What motivated you to complete each step? \_\_\_\_\_

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B. Were you more motivated by trying to get the rewards or trying to avoid the negative consequences? \_\_\_\_\_

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C. What obstacles or frustrations did you face along the way? \_\_\_\_\_

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D. What helped you overcome or work around the obstacles or frustrations?

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E. How did you feel about yourself after you completed each step? How about after you completed the entire project? \_\_\_\_\_

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F. What did you learn about yourself and about organization in doing this project?

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## **GOOD GRADE/BAD GRADE INCIDENT REPORTS**

### **GOALS OF THE EXERCISE**

1. Explore factors contributing to either good or bad grades on an assignment or test.
2. Identify effective strategies or positive study skills that will help to improve academic performance.
3. Take ownership or assume personal responsibility for academic performance.
4. Attain and maintain a level of academic performance that is commensurate with level of ability.

### **ADDITIONAL PROBLEMS FOR WHICH THIS EXERCISE MAY BE MOST USEFUL**

- Anxiety
- Attention-Deficit/Hyperactivity Disorder (ADHD)
- Conduct Disorder/Delinquency
- Oppositional Defiant

### **SUGGESTIONS FOR PROCESSING THIS EXERCISE WITH THE CLIENT**

In this assignment, the client is asked to complete either a Good Grade or Bad Grade Incident Report to identify the factors that contributed to him/her receiving either a good or bad grade. The incident forms will help the client to identify the strategies or positive study skills that he/she will need to utilize on a regular basis to achieve and/or maintain a level of performance that is equal to his/her ability level. The assignment will also help the client begin to take ownership of his/her grades or school performance. The client should be reinforced for taking personal responsibility for doing what is necessary to receive good grades. The assignment may also identify emotional factors or social pressures that contribute to the client's poor grades. The therapist should consider using the incident reports in the therapy sessions with clients who have a learning disability. Teachers or school officials can also be asked to help the client complete these forms.

## GOOD GRADE INCIDENT REPORT

1. Please give a recent example of when you received a good grade on a test or assignment. What grade did you receive? What class did you receive the good grade in?

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2. Which of these factors and/or strategies helped you to receive the good grade? (Please check all that apply.)

<input type="checkbox"/> Motivation/desire to do well <input type="checkbox"/> Studied in advance <input type="checkbox"/> Reviewed material more than once <input type="checkbox"/> Broke assignment down into small steps over time <input type="checkbox"/> Studied with a friend or other student <input type="checkbox"/> Received help from an adult tutor <input type="checkbox"/> Received tutoring from another peer	<input type="checkbox"/> Asked teacher in class for help to better understand subject <input type="checkbox"/> Met with teacher after class or before school <input type="checkbox"/> Asked parent for help <input type="checkbox"/> Called a friend for help <input type="checkbox"/> Other (please identify)
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3. How did you feel after receiving the good grade?

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4. How did your parent(s) or teacher(s) react to your good grade?

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5. In what other class(es) can you use these strategies to improve your grade?

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