Adolescent Psychotherapy Homework Planner

Second Edition

Arthur E. Jongsma, Jr.
L. Mark Peterson
William P. McInnis
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Arthur E. Jongsma, Jr., Series Editor

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Adolescent Psychotherapy
Homework Planner

Second Edition

Arthur E. Jongsma, Jr.
L. Mark Peterson
William P. McInnis

John Wiley & Sons, Inc.
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

PracticePlanners® Series Preface xvii
Acknowledgments xix

Homework Planners Introduction xxix

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
<table>
<thead>
<tr>
<th>SECTION VIII—Chemical Dependence</th>
<th>57</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exercise VIII.A Keeping Straight</td>
<td>58</td>
</tr>
<tr>
<td>Exercise VIII.B Taking Your First Step</td>
<td>62</td>
</tr>
<tr>
<td>Exercise VIII.C Welcome to Recovery</td>
<td>68</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>SECTION IX—Conduct Disorder/Delinquency</th>
<th>71</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exercise IX.A Headed in the Right Direction</td>
<td>72</td>
</tr>
<tr>
<td>Exercise IX.B My Behavior and Its Full Impact</td>
<td>76</td>
</tr>
<tr>
<td>Exercise IX.C Patterns of Stealing</td>
<td>80</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>SECTION X—Depression</th>
<th>83</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exercise X.A Bad Thoughts Lead to Depressed Feelings</td>
<td>84</td>
</tr>
<tr>
<td>Exercise X.B Surface Behavior/Inner Feelings</td>
<td>89</td>
</tr>
<tr>
<td>Exercise X.C Three Ways to Change the World</td>
<td>93</td>
</tr>
<tr>
<td>Exercise X.D Unmet Emotional Needs—Identification and Satisfaction</td>
<td>97</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>SECTION XI—Divorce Reaction</th>
<th>100</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exercise XI.A Identify a Change Resulting from Parents’ Divorce</td>
<td>101</td>
</tr>
<tr>
<td>Exercise XI.B Initial Reaction to Parents’ Separation</td>
<td>104</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>SECTION XII—Eating Disorder</th>
<th>106</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exercise XII.A Fears Beneath the Eating Disorder</td>
<td>107</td>
</tr>
<tr>
<td>Exercise XII.B Reality: Food Intake, Weight, Thoughts, and Feelings</td>
<td>112</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>SECTION XIII—Grief/Loss Unresolved</th>
<th>116</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exercise XIII.A Create a Memory Album</td>
<td>117</td>
</tr>
<tr>
<td>Exercise XIII.B Grief Letter</td>
<td>119</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>SECTION XIV—Low Self-Esteem</th>
<th>122</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exercise XIV.A Three Ways to Change Yourself</td>
<td>123</td>
</tr>
<tr>
<td>Exercise XIV.B Three Wishes Game</td>
<td>127</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>SECTION XV—Mania/Hypomania</th>
<th>129</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exercise XV.A Action Minus Thought Equals Painful Consequences</td>
<td>130</td>
</tr>
<tr>
<td>Exercise XV.B Clear Rules, Positive Reinforcement, Appropriate Consequences</td>
<td>135</td>
</tr>
<tr>
<td>Exercise XV.C I Am a Good Person</td>
<td>139</td>
</tr>
</tbody>
</table>
SECTION XVI—Medical Condition
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
Exercise XVII.A  Activities of Daily Living Program  150
Exercise XVII.B  You Belong Here  156

SECTION XVIII—Negative Peer Influences
Exercise XVIII.A  Choice of Friends Survey  160
Exercise XVIII.B  I Want To Be Like . . .  166

SECTION XIX—Obsessive-Compulsive Disorder (OCD)
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
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
Exercise XXI.A  Panic Attack Rating Form  189
Exercise XXI.B  Panic Survey  193

SECTION XXII—Parenting
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
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
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)
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
Exercise XXVI.A Recognizing Early Warning Signs 240

SECTION XXVII—Runaway
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
Exercise XXVIII.A My Pent-Up Anger at School 254
Exercise XXVIII.B School Violence Incident Report 257

SECTION XXIX—Sexual Abuse Perpetrator
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
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
Exercise XXXI.A Connecting Sexual Behavior with Needs 288
Exercise XXXI.B Looking Closer at My Sexual Behavior 291

SECTION XXXII—Sexual Identity Confusion
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
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
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- Behavioral medicine
- College students
- Couples therapy
- Crisis counseling
- Early childhood education
- Employee assistance
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- 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.
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
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.

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<thead>
<tr>
<th>Step</th>
<th>Target Deadline</th>
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EXERCISE I.A
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.

<table>
<thead>
<tr>
<th>Actual Completion Date</th>
<th>Reward</th>
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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.

<table>
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<tr>
<th>Late Completion Date</th>
<th>Negative Consequence</th>
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5. Identify a grand reward for completing the entire project on or before the final deadline:

____________________________________________________________________
____________________________________________________________________
____________________________________________________________________
____________________________________________________________________

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?  
____________________________________________________________________
____________________________________________________________________
____________________________________________________________________

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

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

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

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

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

_____________________________________________________________________________________________________

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

___ Motivation/desire to do well
___ Studied in advance
___ Reviewed material more than once
___ Broke assignment down into small steps over time
___ Studied with a friend or other student
___ Received help from an adult tutor
___ Received tutoring from another peer
___ Asked teacher in class for help to better understand subject
___ Met with teacher after class or before school
___ Asked parent for help
___ Called a friend for help
___ Other (please identify)

3. How did you feel after receiving the good grade?

_____________________________________________________________________________________________________

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

_____________________________________________________________________________________________________

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

_____________________________________________________________________________________________________

_____________________________________________________________________________________________________

_____________________________________________________________________________________________________