Self-Esteem Alternative Treatment Mode

TI 045 - Thematic

By

Stanley Pavey and Stanley Hun

Reformatted by The Clearinghouse Fall 2003
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Self-Esteem Alternative Treatment Mode Workshop    TI 045

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Reformatted by The Clearinghouse December 2003

Introduction

A major goal of the University of Maryland Counseling Center involves creating an increasing array of new modes of treatment that offer delivery of service more promptly to a wider proportion of the campus community. This effort, which is a continuous one, has culminated with the design and implementation of 24 Alternate Treatment Modes (ATMs). The ATMs are offered throughout the Fall and Spring Semesters to students as either the primary source of treatment or as a supplement to traditional individual or group counseling services.

Although the ATMs vary somewhat in design, purpose, and focus, there are qualities that make them distinctive. All of the ATMs are time limited, ranging in duration from one to 10 sessions. Each has a specific focus that attends to needs that have been found to be prevalent among a college student population. Each also has been written in manual form and is amenable to user evaluation. Additionally, each is publicly describable in clear fashion. The special focus of each ATM helps to screen prospective participants and provides a means of measuring the effectiveness of the treatment. The ATMs are co-led by Counseling Center staff. Although it is not mandatory that the groups be co-led, it does provide for more colleagues to share the designing and implementation of an innovative treatment. Once the ATM has been mastered, joint leadership of two senior staff members should only be done to train one of the leaders. The designs of the ATMs lend themselves easily to use by paraprofessional counselors, and two senior staff leaders are an inefficient use of senior staff time. The use of paraprofessional helpers in facilitating these treatments provides the opportunity to reach a wider proportion of the campus community. Finally, the ATMs are designed as a series of exercises and presentations that are facilitated by the leaders. This format provides an opportunity to document the treatment designs and make them available for dissemination to other counseling services.
The documentation of ATMs makes it possible for help providers to adapt these treatment modes to their individual service capabilities. This manual, as do the others, offers direction for group leaders in presenting and facilitating individual sessions, some didactic material related to the focus area, a reference section, and a completion list of all the ATMs which have been conducted at the University of Maryland Counseling Center with statistical data reflecting the student users’ evaluation of each mode.
Self-Esteem Workshop Overview

The Self-Esteem Workshop is designed for students who experience themselves as less valuable than they would like to feel; who devalue themselves and their accomplishments; who are “self-haters”; who are chronically finding fault with themselves; who characteristically compare themselves to other people and find themselves wanting; who feel generally inferior to others. They often experience discouragement and depression as well; a sense of hopelessness about themselves and their prospects is often present.

The workshop consists of a series of eight sessions and one follow-up session; these actively involve the student in a variety of activities both within the sessions and as homework. The workshop activities are designed to restructure the student’s thinking about her- or himself and to bring about behavioral change that leads in the direction of changed self-concept, enhanced feelings of self-worth, and a new behavioral repertoire to support the other changes.

Students who are already in individual or group counseling can use the workshop as an adjunct to their other counseling, but the workshop may have benefits for those not in any other form of counseling as well.

How to Use This Manual

This manual provides an outline and description of each of the eight sessions and instructs the leader(s) in the process to be followed in conducting the sessions. Copies of the homework handouts are found at the end of the workshop in the Appendices. The leader(s) should be aware of the flow and purpose of the various exercises; thus the “trainer notes” presented throughout the manual are separated from other parts of the text by parentheses ( ) and are in italics. Trainer notes are provided in order to further delineate the rationale for specific exercises. Leaders are encouraged to experiment with design and to feel comfortable adapting their personal style to the group structure.

Environment

The group meets in a comfortable, carpeted room. The room should be large enough to allow the participants to lie on the floor without touching each other.
Structure

The workshop is planned for six to eight participants who meet weekly with co-leaders. Each of the first eight sessions lasts at least one and one-half hours; however, a two-hour meeting time is preferable. A ninth follow-up meeting is scheduled from four to six weeks after the eighth meeting to encourage sustained self-enhancement and for evaluation. Obtaining participant commitment to attend the eight working sessions is essential to the success of the group.

Aim and Methods

The Workshop is primarily behavioral in conception and organization, although techniques are influenced by Gestalt and Ego-Analytic thinking as well. The goals of the workshop are (1) to teach the client to use a variety of techniques that will disrupt habituated patterns of self-devaluation and (2) to develop self-enhancing alternatives. Even though some group members will be aware of their self criticism, sensitizing participants to the harshness and extent of their self-devaluing thoughts and emotions is necessary. As the individual increases her or his awareness to the habits of self-criticism, she or he is prepared to attempt to disrupt these habits. Group discussion broadens the individual’s judgmental perspectives and encourages self-change efforts by offering peer and leader approval. Structured exercises in the group introduce techniques for disrupting self-devaluing habits. Homework between sessions encourages practice of techniques introduced in the group. This practice is reviewed at the beginning of each subsequent session in order to facilitate evaluation of effects and refinement of application.
Session 1

1) **Introductions and Obtaining Commitment**
   The leaders introduce themselves, their goals for the workshop, and the nature of the structured workshop. They encourage participants to introduce themselves in turn and to evaluate the appropriateness of the workshop for their problems. Individuals who do not find the workshop appropriate or who cannot commit themselves to the eight sessions may leave the group at this point.

2) **Pride Shame Lists and Discussion of the Basis for Self-Judgment**
   Hand out the Pride–Shame List (Handout #1). Each member is asked to list on paper five things “which make you most proud about yourself” and five things “which make you most ashamed of yourself”

   The leaders may find it necessary to encourage completion of the “proud” list. The lists are collected by the leaders, who use the items, without identifying their authors, to stimulate group discussion of what makes people worthwhile.

   (The leader use the items, particularly the “worst things,” to get reactions from the group and to get the group thinking about the question of what makes a worthwhile person and a useless person. Hopefully highly negative charged “faults” will not look so bad in the eyes of the group, and this will be the beginning of the participants’ reevaluation process. If the group superego is as harsh as that of the individuals, the leader may have to more actively intervene with a less stringent, alternative view of what makes people worthwhile.)

   The leaders attempt to obtain participation by all members in this discussion. Typically the leaders challenge the assumption that human worth is determined solely by achievements.

3) **Relaxation Training**
   The leaders introduce training in complete muscular relaxation. We employ the cassette tape by Arnold Lazarus (I.D.I., Basic Relaxation Exercises) with clients lying in a recumbent position or seated in a chair. Leaders may choose not to use the Lazarus tape and instead to talk the participants through the relaxation exercise. For that purpose, the steps are outlined in the Relaxation
Instructions found in the Appendices. The leaders explain that relaxation is a pleasurable experience over which the individual has control and remind the group that one may thus learn to feel better about him- or herself without needing an instrumental goal. Following training, clients are encouraged to begin daily practice of their relaxation exercises.

The rationale for using relaxation training is that it provides students with a purely pleasurable experience, not directed toward achievement, acceptable for its own sake. It teaches the students that they have the ability to relax under their own control.

4) Homework

The leaders distribute daily record forms (Handout #2: Record of Self-Criticizing) to the clients and instruct them in recording self-devaluating thoughts and statements ("put downs").

Put-downs are described and methods of regularly recording them between sessions are discussed. The leaders express the hope that clients will sensitize themselves to their self-devaluation by means of self-observation and that they may discover events that stimulate undue self-criticism.

It is made clear that homework will be collected and discussed at the next session.

(Two goals apparent in this assignment are carried throughout the remaining sessions:

1. To sensitize the participants to the sheer frequency of their self-devaluation and the situation in which they do it; and

2. To disrupt the put-down behavior by substituting more self-enhancing responses, the first step being to keep a daily record on the form given to them.)
Session 2

1) Review of Homework

Daily records of put-downs are collected and quickly reviewed by the leaders. Group discussion of difficulties and discoveries of self-criticism is encouraged. Leaders should elicit responses from all members to model approval or record keeping and self-awareness and to confront directly resistance to the assigned task.

(It is desirable to identify the kind of situations that elicited put-down behavior.)

2) Alternatives to Put-Downs: “I’m O.K.”

The participants are again asked to physically relax, lying down. A brief review of the muscular areas helps the members at this stage and reinforces their week’s practice in relaxation.

After they are relaxed, they are instructed to imagine a situation in which they put themselves down and then practice adding the self-enhancing thought, “but I’m O.K.” Several repetitions of this task (as instructed by the leader) associate the pleasurable feelings of relaxation with an attitude of self-acceptance.

3) Homework: Paying Self a Compliment

The members are asked to keep a record of (1) self put-downs and (2) positive self-statements. They are asked to try at least once a day to say something complimentary about themselves and to note the other person’s reaction.

Before the end of the session, each member practices this by saying something complimentary about her- or himself to the group, gives her or his own reaction to saying it, and says something about how he or she thinks the statement was received by the group. Then the group gives feedback, particularly about any meta-communication that may have given rise to the complimentary content of the message.
Daily record forms: Put-down Logs (Handout #3) are distributed to assist the clients in recording their put-downs and self-accepting replacement statements during the week. A section of the daily record is set aside for recording their daily self-compliments: the “I’m OK” statements.
Session 3

1) Review of Homework

The leaders again collect and review clients’ daily record sheets. Discussion of the homework may best be begun by going around the group to elicit reactions to the assignment. The leaders thus begin to encourage individual success and to confront individual resistance to the group tasks.

For some clients, paying themselves a compliment is equivalent to boasting or bragging. The leaders may be helpful by suggesting that nothing is wrong with self-compliments and by being as reinforcing as possible.

2) Correcting Projections: “I See – I Imagine” Technique

Some clients have developed the habit of projecting harsh self-judgment onto others. The “I See – I Imagine” technique, borrowed from Gestalt therapy, is introduced to assist these clients in differentiating between their own personal doubts and apprehensions and others’ actual responses.

The six-step process is outlined below:

1st) Members take turns saying complimentary things to each other. The first member says something self-complimentary.

2nd) She or he reports to other members how it felt saying it.

3rd) The member reports on how she or he imagined the partner responded to the complimentary remark, indicating what was seen (a facial expression, aversion of eyes, etc.) that led to the conclusion of how the partner responded. (This is a version of the Gestalt game “I see - I imagine,” designed to teach people the difference between their sense perceptions and their projections.) If the member who makes the complimentary remark interprets a negative response from the partner on the basis of insufficient data, it should become apparent to the member that she or he is projecting her or his own doubts onto other people.
4th) Partner tells how she or he did respond to the self-complimentary statement, allowing the first member to check out the accuracy of her or his projection.

5th) If there is a discrepancy, the two members discuss it.

6th) The partners switch and repeat the process.

The leaders model the technique by paying themselves a compliment and reporting what is perceived and what is interpreted from the other leader’s response. The leader who is reporting is also offering a model for comparing his or her personal interpretation with the actual thoughts and feelings of the other person, “checking out” the other’s reaction instead of assuming that it is negative.

Group discussion of reactions to this technique should follow the practice in pairs. This may be difficult exercise for clients who do not project their self-criticism onto others.

3) **Homework: Practice Checking Out Others’ Reactions**

The new assignment for the week requires clients to record their perceptions and interpretations of their friends’ reactions after having paid themselves a compliment, following the “I See – I Imagine” principles. For this use Record of Self-compliments to Others Form (Handout #5). At least one compliment and analysis a day is expected. The leaders urge participants to check out their interpretations with their respondent when they feel able, as they have practiced in the session.

Daily record sheets (Handout #4: Put-Down Log and Interruptions with “I’m OK” forms) are distributed so that clients can continue to record their put-downs and self-enhancing, “I’m O.K.” statements or thoughts. The section of the record where daily self-compliments are recorded should remind clients to perform the “I See – I Imagine” analysis of friends’ reactions.
Session 4

1) Review of Homework

Although daily record sheets are collected, the leaders concentrate more upon eliciting individual reports of progress. Group members should be becoming more proficient at praising each other for success. Since the “I See – I Imagine” technique is difficult for some members, the leaders should respect this difficulty and find other aspects of the homework to examine and praise.

2) Further Practice of the “I See - I Imagine” Technique

Members pair up with new partners to obtain further practice in self-compliment and analysis of their partner’s reaction. Even for clients who do not project self-criticism, this practice serves to enhance the attitude that self-compliments are appropriate and acceptable to others.

3) Relaxation Associated with Pleasurable Fantasy

Most clients will now be reasonably adept at accomplishing muscular relaxation in the session. The leaders instruct the group first to imagine putting themselves down, then to interrupt the put-down with the fantasy.

Since the pleasurable scene may reflect instrumental achievement, the leaders may encourage attempts at imagining pleasurable scenes that do not involved instrumental behaviors. This technique goes beyond the “But I’m O.K.” technique by offering the client the possibility of interrupting put-downs with a self-enhancing response involving both pleasurable feelings with an attitude of self-approval.

(This is designed to give the students some sense of control over the tendency to put themselves down and to instead substitute a more pleasurable response.)

4) Homework

Hand out this week’s Record of Self-Compliments (Handout #6) and also Record of Put-Downs Interrupted by Pleasurable Fantasy (Handout #7). Ask participants to keep a record during the week using both forms.
Session 5

1) **Review of Homework**

   It is important for the leaders to continue to collect and review the daily record sheets. Resistance to homework practice tends to become more obvious by this time and leaders should confront this directly. Clients probably will have had differing success in interrupting put-downs with pleasurable fantasy. Group members will be helpful in approving of their fellow members’ attempts, independently of successful accomplishment.

2) **Defense Against Criticism by Others Role Play**

   Although these clients are their own worst critics, most have been exposed to others who find fault with them. The leaders describe the use of a self-enhancing statement as a defense against criticism by others. The leaders should offer a model for self-enhancing responses with each other.

   The group members are then paired up, with different persons from previous pairings, to practice mild criticism and self-enhancing responses.

3) **Group Discussion**

   The group convenes as a whole to discuss experiences including successes and difficulties in the role-playing exercise. As much positive reinforcement as possible should be elicited from the group for whatever self-defensive tactics a member was able to employ.

4) **Introduction to Covert Rehearsal**

   Students are taught the general usefulness of covert rehearsal: practicing beforehand a taking-care-of-oneself response in fantasy as a rehearsal for actually saying it publicly.

   (This could also be introduced before the role playing with each member instructed to go through a rehearsal before her or his overt response.)

   Group members are requested to lie down, relax deeply, and to imagine a situation in which they are criticized by another person. In fantasy they
practice responding with a self-enhancing statement, as they have done in reality with their partners.

Covert rehearsal is introduced for anticipating situations in which the client may feel disapproval. Since the members may arrange their contemporary lives to avoid critical friends, the leaders may have to suggest that individuals enter situations in which authorities (such as parents or teachers) are apt to be critical.

5) **Homework: Practice in Covert Rehearsal**

The new element of the homework requires daily practice of fantasy in which the member imagines criticism from others and imagines a self-enhancing response (Handout #8).

The daily record sheets (Handout #9) also instruct continued practice in interruption of put downs with pleasurable fantasy or “but I’m O.K.” Practice in self-compliments is also to be continued and recorded (Handout #10).
Session 6

1) Review of the Homework

Given the difficulties that some clients experience with covert rehearsal practice, it is wise to begin this session’s review with reports of practice in compliments and interruptions of put-downs. Then the group more easily responds differentially to their experience with attempts at covert rehearsal.

Discussion of covert rehearsal may reveal some clients’ habit of feeling disapproval when they decline another’s request for new responsibilities. This discussion paves way for the subsequent technique in the workshop.

2) “I Should – I Want” Exercise

The leaders briefly introduce distinctions between obligations and personal desires.

Students are paired up with someone they haven’t work with previously and are instructed to make a string of statements starting with, “I should…” with “I want…” They are to observe similarities and differences among items on the two lists.

As the group convenes for discussion, it becomes apparent that many of the group members find their lists of obligations to be extensive and that their desires have become confused with obligations. The leaders try to assist members in clarifying distinctions between “shoulds” and “wants.” The leaders also help them to observe and question their attitudes about responsibility and conscientiousness.

3) Homework: Replacing “Should” with “Want”

Hand out Shoulds and Wants form (Handout #11). This session’s assignment requests a daily record of thing that the clients feel they ought to be doing and a list of things they would really like to do. A separate list is made of things that one is doing that one doesn’t want to do. At least once or twice a day, the participant tries to substitute doing something she or he feels obligated to do for something she or he wants to do.
Also hand out Interruptions of Put-Downs form (Handout #12). The daily record sheets also encourage continued practice in interruption of put-downs and in application of self-enhancing behavior (self-compliments and covert or active self-enhancement in response to others’ criticism).
Session 7

1) Review of Homework

The leaders are now shifting responsibility for maintaining practice in self-enhancement from themselves and the group to the individual member. The initial topic will be the “I should – I want” recording and substitution practiced during the week (on Handout #11).

The leaders can use members’ experiences to indicate that the individual can take responsibility for distinguishing between obligations and desires as an ongoing life task. In exploring their “wants,” some clients will have learned to begin examining their emotional life more thoroughly and can be encouraged to continue this effort.

2) Introduction to Self-Assertion Techniques

The leaders introduce the value of self-assertion by observing that when an individual pursues her or his goals or “wants,” this often brings the person in conflict with others’ needs or expectations. While members have practiced defending themselves from criticism by means of self-enhancing statements, self-assertion requires direct acknowledgement of their goals.

After modeling self-assertive statements to each other, the leaders introduce discussion of the difference between aggressive and self-assertive statements.

The leaders then briefly describe the elements of self-assertive statements: voice quality, eye contact, posture, and clarity of communication.

Further brief modeling by the leaders emphasizes each of these components more vividly to the group members.

The group breaks into pairs to practice making self-assertive statements. After each partner has practiced twice and received feedback from the other partner, the leaders suggest that one partner provide self-assertion in the other by directly confronting a known “should” of the others. Each pair member engages in this practice twice, taking turns, for three more self-assertive statements.
3) **Group Discussion of Practice in Self-Assertion**

The whole group reconvenes to discuss the experience. While the practice has often helped members to clarify distinctions between “shoulds” and “wants,” some confusion may arise about being aggressive instead of assertive and about hurting another person.

The discussion reinforces the positive feedback that partners have shared with each other about the effectiveness of their self-assertive behavior. The leaders should remind members during this discussion of the value of covert rehearsal in preparing for a self-assertive encounter.

4) **Homework**

The homework for the week requires practice in self-assertion with appropriate others (Handout #13: Record of Self-Assertion of Wants/Needs to Others). A record of self-compliments and self-enhancing defense against criticism is also included (Handout #12).

If most members of the group have decreased their self-criticism to a reasonably low level by this time, the record of interruptions of self-criticism may be eliminated from the homework. The leaders can judge the need for continued practice of interruptions on the basis of the accumulated records.
Session 8

1. Review of the Homework

By this time the group has typically learned to introduce and share opinions and feelings about the homework practice on their own initiative. In discussing reactions to self-assertive behavior, the leaders might focus on the value of acknowledging one’s own needs and feelings in all communications.

Leaders and group members provide reinforcement for members’ taking full responsibility for asserting themselves and for determining how to meet their own needs. Often one or more group members have experienced some guilt feelings about successful assertion; the group provides reassurance.

2. Evaluation of the Workshop

The leaders stimulate group discussion of the value of the techniques introduced in the workshop. Members are encouraged to discuss frankly their reactions to all of the techniques offered. It is expected that individuals have had differing success with the variety of techniques practiced during workshop.

The group is also encouraged to discuss their reactions to the leaders’ styles and behaviors. One of the benefits of this discussion is the differentiation of attitudes toward the leaders and workshop, reducing the tendency toward idealizing the leaders with its attendant threat of collapse of new behavior upon termination of the group.

Individual members may also use this discussion to explore their needs for additional counseling, an effort often supported by other members, especially those who are encouraged in counseling during the course of the workshop.

3. Written Evaluation

Following the group discussion of the workshop, the leaders request that each member complete a written evaluation instrument (included in the Appendices). Upon completion (about 10-15 minutes) arrangements are made to meet again as a group in four to six weeks for a follow-up session.
Session 9

Follow-Up Session (Four Weeks Later)

This follow-up meeting is not as structured as the eight working sessions have been. The leaders adopt a less directive approach from the beginning. Members are given the initiative to make re-acquaintance with each other and for reporting on their progress during the previous weeks.

The leaders' role is to facilitate discussion and to obtain more refined judgments of the utility of different techniques for the members. These judgments can be used in further refinements of future workshops. Acceptance of the individual’s experiences facilitates the transition of responsibility for one’s actions to the individual.

A second written evaluation instrument is administered during this meeting (included in the Appendices as Follow-Up Evaluation).
Appendices
Handout #1: Pride-Shame List (Session 1)

Five things about which you are ashamed or which you dislike about yourself.
1.

2.

3.

4.

5.

Five things about which you are proud or which you like about yourself.
1.

2.

3.

4.

5.
Handout #2: Record of Self-Criticizing or Put Downs (Session 1):

<table>
<thead>
<tr>
<th>Day</th>
<th>Situation — Put Down</th>
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<tr>
<td>Monday</td>
<td></td>
</tr>
</tbody>
</table>
Relaxation Instructions (Session 1)

The purpose of this session is to teach you how to relax. This means how to remove all muscle tension. Step by step you will be taught to know the difference between a state of tension and a state of complete relaxation. As you learn this difference and follow these instructions, you will become deeply relaxed, in fact more completely relaxed than ever before.

Let me explain how we shall proceed. You are seated in a comfortable chair (or you may be lying down). Let’s take a moment right now to get you in the most comfortable position.

If you are seated, you should have both feet flat on the floor and slightly extended. Let your head and shoulders rest comfortably against the back of the chair. Let your arms rest on the arm of the chair with the palms of your hands down. Let the chair completely support your body. No muscular tension should be required to maintain your sitting position. Just relax and let the chair completely support your body. Now close your eyes and keep them closed throughout the relaxation training so you will not be distracted by light or anything around you. (If participants are on the floor, modify these instructions.)

Now as you become more and more completely relaxed, with your eyes closed, let me explain the rest of our procedure. I will ask you to tense and hold and then relax various muscle groups throughout your body. In this way, you will quickly become aware of the difference between muscular tension and relaxation; also, each time a muscle group is tensed and then relaxed, it will become more completely relaxed than it was before.

We will begin with the hands, then the upper arms, then move to the face, neck, chest, stomach, and finish with the legs and feet. For each muscle group you are to experience a feeling of complete, total relaxation. As each muscle group is relaxed you will maintain its relaxation while moving on to the next group. In this way, you will arrive at a final state of deep and complete relaxation in all muscle groups. As we proceed, follow the instructions as accurately and easily as you can without thinking them as you do so. Just listen to the sound of my instructions. Do not fall asleep. Just focus all your attention on each muscle group as you tense, hold, then relax the muscles so that you relax all tension and
achieve complete relaxation. As you become deeply relaxed, you may even have pleasant sensations of warmth and heaviness flowing through your muscles.

Let’s begin now with your right hand and arm. With your right hand resting on the arm of the chair, make a tight fist and hold it. Tense the muscles of this hand and forearm as tight as you can and hold it. Notice how the muscles pull across the top of the hand, in the fingers and in the upper and lower part of the forearm. Now relax. Let this hand and arm drop and go completely limp. Pay close attention to the feeling of relaxation in these muscles. Notice how their tension gives way to complete relaxation. Focus all your attention on how complete relaxation feels. Now once again with the same right hand make a fist and hold it. Again notice how the muscles tense and pull in your arm and forearm. Now relax. Feel how the relaxation flows over the hand and arm. Your hand and arm become more and more relaxed, more deeply relaxed than ever before.

Now without lifting or moving your right arm, tense your right biceps muscle and hold it tight—hold it. Notice how the muscle pulls on top and under the arm. Now relax. Let the relaxation flow down your arm. Your entire arm becomes more and more relaxed. Focus on this feeling of relaxation and go on relaxing. Allow your entire arm and hand to become deeply and totally relaxed. With your right arm remaining completely relaxed, make a fist with your left hand. Clench it tight so you can feel the muscles pull across the fingers and in the upper and lower parts of the forearm. Hold it—tightly. Now relax. Release the muscles and let the relaxation flow in. Pay close attention to this feeling of complete relaxation as your arm and hand become more and more relaxed. Once again make a tight fist with your left hand, and hold it. Feel the tightness and pull in the fingers and forearm. Now relax. Notice how it feels as you let these muscles go completely limp. Permit this arm and hand to continue relaxing until they are totally relaxed as your other arm and hand—deeply and completely relaxed.

Now without lifting or tensing your left forearm, tense your left biceps muscle and hold it tight. Feel the sensation of the pull of the muscle on top and under the arm. Now relax. Let the relaxation spread throughout your arm and hand. Enjoy the relief and freedom from effort as you continue to let both arms and hands become more and more relaxed.
Now I want you to imagine two strings coming down from the ceiling above you, and each one connecting to one of your shoulders so that your shoulders could be lifted by them. With your arms still completely relaxed, raise both your shoulders as if pulled up by these two imaginary strings. Lift them as high as you can and hold it. Feel the pull of the large muscles across the shoulders. Now relax. Drop your shoulders as if the strings had been cut. Allow them to sag as far as they will. Let all these shoulder muscles relax. Experience the effortless, pleasant relaxation. Notice how all the feelings of relaxation spread throughout your body. Relax the muscles in your scalp. Smooth out your forehead. Relax your eyes and all the facial muscles. Let your jaw sag comfortably.

Now this time tighten the muscles in your forehead and scalp by wrinkling up your forehead and raising your eyebrows at the same time. Hold it. Now relax. Let your brow smooth out and completely relax.

Now pull your brow down and together. Again notice the feeling of tightness and tension. Now relax. Let your brow smooth out again, smoother and smoother. Observe how the tension vanishes from your forehead and scalp. Let it become more and more relaxed.

Now squint your eyes tightly and wrinkle up your nose. Tighten, tighter. Notice the tension around your eyes and nose. Now relax. Let all the muscles around your eyes and nose completely relax. Let the relaxation spread over the entire face. Keep attending to the feeling of complete relaxation as you let your muscles become more deeply and totally relaxed. Keep your eyelids closed and go on relaxing.

Now with your mouth closed, pull back the corners of your mouth as tight as you can pull them. Feel the tension in the cheek and jaw muscles as you pull the corners back farther and farther. Now relax. Notice the sensation of warmth that flows into these muscles as they become relaxed. As you practice the tensing and relaxing of each muscle group, be sure the rest of your body remains entirely comfortable and totally relaxed.

Now tense your jaw muscles by biting your teeth together. Bite hard. Notice the feeling of tightness in your jaw muscles. Now relax. Let your jaws go completely limp. Feel the surge of relief as relaxation flows in.
Now push the tip of your tongue against the roof of your mouth, so you can feel tightness in the muscles under your chin and in front of your throat. Push hard. Hold it. Now relax. Feel the sensation of relaxation stream down the sides of your face, under your chin, and into your throat, your whole body becoming more and more totally relaxed. Again relax all the muscles in your forehead. Make sure there is no tension around your eyes or nose. Let your face become relaxed and expressionless as your arms and shoulders, thoroughly and deeply relaxed.

Now push your head back as far as it will go. Hold it. Observe the pressure in the back of your neck. Now relax. Let your head return to its normal position.

Now bend your head forward, touching your chin to your chest. Feel the tightness in the back of your neck. Now relax. Return your head to its normal, comfortable position. Once again go on relaxing calmly and peacefully.

Now take a deep breath. Fill your lungs and hold your breath. Hold it. Notice how the muscles pull across the chest. Now exhale. Relax. Breathe out and feel the pleasurable relief throughout your chest. Continue breathing normally now, in and out, regularly and easily. Allow the rest of your body to be as relaxed as possible, but fill your lungs once again. Take a deep breath and hold it. Hold it. Again notice the increased tension. Now relax. Just breathe right out, relaxing and enjoying the soothing relief. Notice how all the muscles of your body tend to become more relaxed when you exhale. Go on breathing normally, easily, freely, completely relaxed, both arms, both shoulders, your face, your neck, your chest are all completely relaxed now.

Now make sure that your muscles remain relaxed. Tighten your stomach muscles. Make them hard as if someone is about to hit you in the stomach and you’re preparing for the blow. Hold it, tight. Now relax. Focus the surge of relief and the complete comfort of relaxation. Once again, tighten your stomach muscles. Hold it. Hold it. Now relax. Let your muscles become completely relaxed. Notice the general sense of well-being that comes with relaxing your stomach muscles. Continue relaxing for a while, enjoying the calm, pleasant sensations of deep, total relaxation. Your hands and arms are limp. Your shoulders are resting naturally, your face muscles relaxed and serene. Your breathing should be easy and rhythmical, in and out, in and out. No effort should be required as you completely relax in the chair.
Now I want you to tighten only the muscles in the upper thigh portions of both legs. Observe how it feels when you tighten both the top and the bottom muscles of both legs. Now relax. Completely relax all your muscles in your legs, your stomach, your chest, your face, your arms, and hands. Once again tighten the upper thigh muscles in both legs. Hold it. Now relax. Feel the surge of relief as the relaxation flows back in. You may even have pleasant sensations of warmth as these muscles become more and more relaxed.

Now raise both your legs up so that only your toes are touching the floor. Notice the tightness form in the calves of your legs. Now relax. Just drop your feet flat to the floor and relax all your muscles of your legs and feet. Once more raise both legs right up on tiptoe. Pull them as tight as you can. Hold it. Now relax. Drop your feet flat to the floor and notice the relief of relaxation. Allow all your muscles throughout your entire body to become more and more relaxed.

Finally push down with your toes and arch up both feet. Feel the pressure as if something were pushing under each arch. Hold it. Now relax. Let your arches fall and enjoy the release and freedom from effort. Go on relaxing. Make quite sure there is no tightness anywhere in your body. Just let your body totally, completely relax. Enjoy the feeling of deep, complete, pleasant relaxation. Relax more and more.

In a few moments I’m going to ask you to return to a normal state of waking tension. This doesn’t mean that you’ll be as tense as when you came in, but just alert enough to go about the rest of day’s activities without any trouble. We’ll do this gradually, so you won’t be startled at all. I’ll count from 1 to 4. On the count of 1, move your feet and your legs slightly. One the count of 2 you’ll move your hands and your arms. On the count of 3 I’ll have you sit up in the chair, and on the count of 4 you can open your eyes. When you do this, you’ll feel very refreshed and relaxed, much like you’d feel if you had just awakened from a nice afternoon nap.

OK…One, move your feet and your legs…

Two, move your hands and arms…

Three, slowly sit up in the chair. Just stay as comfortable as possible…

Four, open your eyes.
Handout #3: Put-Down Log (Session 2)

Record both “put-downs” and “I’m ok” statements.

<table>
<thead>
<tr>
<th>Day</th>
<th>Put-Downs</th>
<th>“I’m OK” Statements</th>
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<tbody>
<tr>
<td>Monday</td>
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Handout #4: Put-Down Log (Session 3)

Record put-downs and “I’m O.K.” statements.

<table>
<thead>
<tr>
<th>Day</th>
<th>Put-Downs</th>
<th>“I’m OK” Statements</th>
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<tbody>
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### Handout #5: Self-Compliments to Others & “I See - I Imagine”

*(Session 3)*

**Record of Self-Compliments to Others and “I See - I Imagine” Exercises**

<table>
<thead>
<tr>
<th>Day</th>
<th>Self-Compliment</th>
<th>“I See - I Imagine”</th>
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<tbody>
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</table>
Handout #6: Self-Compliments and “I See - I Imagine” Analysis (Session 4)

Record of Self-Compliments & “I See - I Imagine” Analysis of Others’ Reactions

<table>
<thead>
<tr>
<th>Day</th>
<th>Self-Compliment</th>
<th>I See - I Imagine Analysis</th>
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</thead>
<tbody>
<tr>
<td>Monday</td>
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</table>
### Handout #7: Put-Downs Interrupted by Pleasurable Fantasy
**(Session 4)**

**Record of Put-Downs Interrupted by Pleasurable Fantasy**

<table>
<thead>
<tr>
<th>Day</th>
<th>Put-Down</th>
<th>Interrupting Fantasy</th>
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<tbody>
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</table>
Handout #8: Record of Self-Enhancing Defense Against Anticipated or Actual Criticism by Others (Session 5)

<table>
<thead>
<tr>
<th>Day</th>
<th>Imagined Put-down</th>
<th>Self-Enhancing Defense</th>
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<tbody>
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</tbody>
</table>
### Handout #9: Put-Down Log and Interruptions with Either “I’m O.K.” or Pleasurable Fantasy (Session #5)

<table>
<thead>
<tr>
<th>Day</th>
<th>Put-down</th>
<th>Interrupter: “I’m OK” or Pleasurable Fantasy</th>
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</thead>
<tbody>
<tr>
<td>Monday</td>
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</table>
Handout #10: Record of Interruptions of Put-Downs and Self-Compliments and Self-Enhancing Defense Against Criticism
(Session 6)

<table>
<thead>
<tr>
<th>Day</th>
<th>Put-Down Interruptions (or Fantasies)</th>
<th>Self-Compliment or Self-Enhancing Defense</th>
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</thead>
<tbody>
<tr>
<td>Monday</td>
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</table>
### Handout #11: Record of “Shoulds” Replaced by “Wants” in Action
(Session 6)

<table>
<thead>
<tr>
<th>Day</th>
<th>“Should” Statement</th>
<th>“Want” Action Replacement</th>
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<tbody>
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</table>
Handout #12: Record of Interruptions of Put-Downs and Self-Compliments and Self-Enhancing Defense Against Criticism  
(Session 7)

<table>
<thead>
<tr>
<th>Day</th>
<th>Put-Down Interruptions</th>
<th>Self-Compliment or Self-Enhancing Defense</th>
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<tbody>
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</table>
### Handout #13: Record of Self-Assertion of Wants/Needs to Others  
*(Session 7)*

<table>
<thead>
<tr>
<th>Day</th>
<th>Assertion of Want/Need</th>
<th>Other</th>
<th>Reaction</th>
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<tbody>
<tr>
<td>Monday</td>
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Self-Esteem Workshop Evaluation (Session 8)

1. Compared to your level of self-esteem when you began the workshop, how is your self-esteem now?
   ___ much better
   ___ somewhat greater
   ___ somewhat lower
   ___ much lower

2. Overall, how would you rate the group experience (the weekly sessions and the practice during the week) in terms of its helpfulness with your problems of self-esteem?
   ___ not helpful at all
   ___ only a little helpful
   ___ moderately helpful
   ___ very helpful

3. Please rate each aspect of the group listed below using the following scale:

<table>
<thead>
<tr>
<th></th>
<th>Not helpful at all</th>
<th></th>
<th>Moderately helpful</th>
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</thead>
<tbody>
<tr>
<td>0</td>
<td>Only a little helpful</td>
<td>2</td>
<td>Very helpful</td>
</tr>
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</table>

Mean Ratings
   ___ Keeping a record of putting yourself down
   ___ Substituting “I’m O.K.” for putting yourself down
   ___ The “I see – I imagine” technique
   ___ Practicing paying yourself compliments
   ___ Relaxation training
   ___ Having particular fantasies during relaxation, such as imagining a put-down and giving a self-enhancing response to it
In general, the exercises of the group
In general, the discussions of the week's experience at the beginning of each session
In general, the homework assignments
In general, keeping a record of your activity in connection with the assignments
In general, the contributions of the group leaders
In general, the feedback you got from others in the group
The use of overt rehearsal
Self-assertion practice

4. Would you recommend the Self-Esteem Workshop for your friend if he or she needed help in the area of self-esteem? Please explain.

5. Did the workshop run too many sessions, too few sessions, just the right number of sessions

6. The best thing about the workshop for you was:

7. The worst thing about the workshop for you was:

8. Compared to when you began the workshop, how much do you put yourself down?
   about the same amount
   more than before
   somewhat less than before
   much less than before
9. Compared to when you began the workshop, how often do you say self-enhancing things about yourself and to others?
   ___ about the same amount
   ___ more than before
   ___ somewhat less than before
   ___ much less than before

10. Compared to when you began the workshop, how comfortable are you with yourself now?
    ___ about the same as before
    ___ slightly less
    ___ much less
    ___ slightly more
    ___ much more
**Self-Esteem Workshop Follow-Up Evaluation (6 Wks. after termination)**

1. Compared to how I was when the workshop ended, my self-esteem now is:
   ___ much greater
   ___ somewhat greater
   ___ about the same
   ___ somewhat lower
   ___ much lower

2. Overall, I would say my self-esteem is now:
   ___ very low
   ___ somewhat low
   ___ somewhat high
   ___ very high

3. Looking back at the workshop and its effects on my level of self-esteem, I would evaluate it (the workshop) as:
   ___ not helpful at all
   ___ only a little helpful
   ___ moderately helpful
   ___ very helpful

4. Compared to when you completed the workshop, how much do you put yourself down?
   ___ about the same amount
   ___ more than when the workshop ended
   ___ somewhat less than when the workshop ended
   ___ much less than when the workshop ended

5. Compared to when the workshop ended, how often do you say self-enhancing things about yourself to others?
   ___ about the same amount
   ___ somewhat more
   ___ much more
   ___ somewhat less
   ___ much less
6. Compared to when the workshop ended, how much do you find yourself doing what you want to do rather than what you “should” do or what others want you to do?
   ___ about the same
   ___ somewhat more
   ___ much more
   ___ somewhat less
   ___ much less

7. Compared to when the workshop ended, how comfortable are you with yourself now?
   ___ about the same
   ___ slightly less
   ___ much less
   ___ slightly more
   ___ much more