Text: Corey

1. Ellis’ A-B-C-D-E-F model is basic to REBT.

   **A** refers to a set of “activating events” that serve to initiate a sequence of events that help individuals to reach their goals or block them from reaching their goals.

   **B** refers to the set of beliefs about activators (A). These Bs serve as mediators between an activating event (A) and a consequence (C).

   **C** refers to the cognitive, emotional, and overt behavioral consequences that are a function of the interaction of A and B.

   A critical component of the REBT model is that an activating event (A) does not bring about a consequence (C). Rather, it is the belief (B) that an individual holds about an activator (A) that brings about a particular consequence (C).

   If an individual holds a self-defeating belief (an irrational belief – iB) about an activating event (A), then the consequence (C) will block the individual from reaching personal goals.

   On the other hand, if an individual holds an adaptive or helpful belief (a rational belief – rB) about an activating event (A), then the consequence (C) will help the individual to reach personal goals.

   The next step in the model is disputation (D). Disputation is the process used to change irrational beliefs (iBs). According to the text, disputation (D) has three components that may be thought of as the three ds.

   Please list and define each of the three ds.

2. Define the following
   - catastrophizing: _____________________________________________________________
   - _____________________________________________________________
   - _____________________________________________________________
   - emotional reasoning: ______________________________________________________
   - _____________________________________________________________
   - _____________________________________________________________
   - dichotomous thinking: ______________________________________________________
   - _____________________________________________________________
   - _____________________________________________________________
   - disqualifying the positive: ______________________________________________________
   - _____________________________________________________________
   - _____________________________________________________________

Text: Reserve – Freeman, A., Pretzer, J., Fleming, B., & Simon, K.M. Clinical Assessment in Cognitive Therapy

3. In clinical interviews, insisting on a long detailed report from a client may be problematic. In one sentence, tell why.