Text: Ellis

1. What are the advantages of distraction methods?

2. Why do distraction interventions usually produce palliative, rather than deep and lasting changes?

3. Ellis said that even in the instances where individuals achieve "proper" insight, this is often not sufficient to dispel "symptoms." What were the two reasons for this that he discussed?

4. Ellis outlined five components to "will power". What were they?

Lecture – Specifying Problems; Specifying Goals

1. Betty Sue said that she gets "really nervous and shy" when speaking in front of groups or to strangers, and, occasionally, to classmates or friends. Her face sometimes gets so "stiff" that she has difficulty speaking. She also gets a "buzzing" inside her head, feels as if she were "outside [her] body," gets hot flashes, feels her heart racing, and sweats. These "panic attacks" come on suddenly, and only when she has to speak with someone, usually in front of a group. If someone speaks to her during an "attack," she sometimes "can't hear" what was said.

   Beginning about a year ago, Betty Sue started pretending she was sick so that she wouldn't have to go to school or would occasionally simply cut classes to avoid having to answer questions or recite in class. She began cutting a speech and communication class last year to avoid the public speaking requirement. This fear has generalized to speaking in other classes.

   Betty Sue was asked to rate her anxiety about speaking in class of a scale from 0 (no anxiety) to 100 (most intense anxiety possible; immobilizing panic). She gave the following ratings –

   • 90 - Being called upon in class and not knowing the answer;
   • 85 - Asking the teacher a question in front of the class;
   • 80 - Being called upon in class and knowing the answer;
   • 75 - Waiting to be called upon in class;
   • 70 - Being about to enter a class where the teacher frequently calls upon students.

   Betty Sue wants to be able to speak in class without feeling immobilizing panic.

   Specify Betty Sue’s problem/concern. The specification should consist of a definition and a measurement plan. Then write goals and objectives for this problem/concern. This should include two interim objectives and the final goal.

(see next page)
**Specification**

*Definition:*

*Measurement Plan:*

**Goals and Objectives**

*Objective 1:*

*Objective 2:*

*Goal:*