



# *CBT and Anxiety*

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Pearl Lebovitch Clinical Day  
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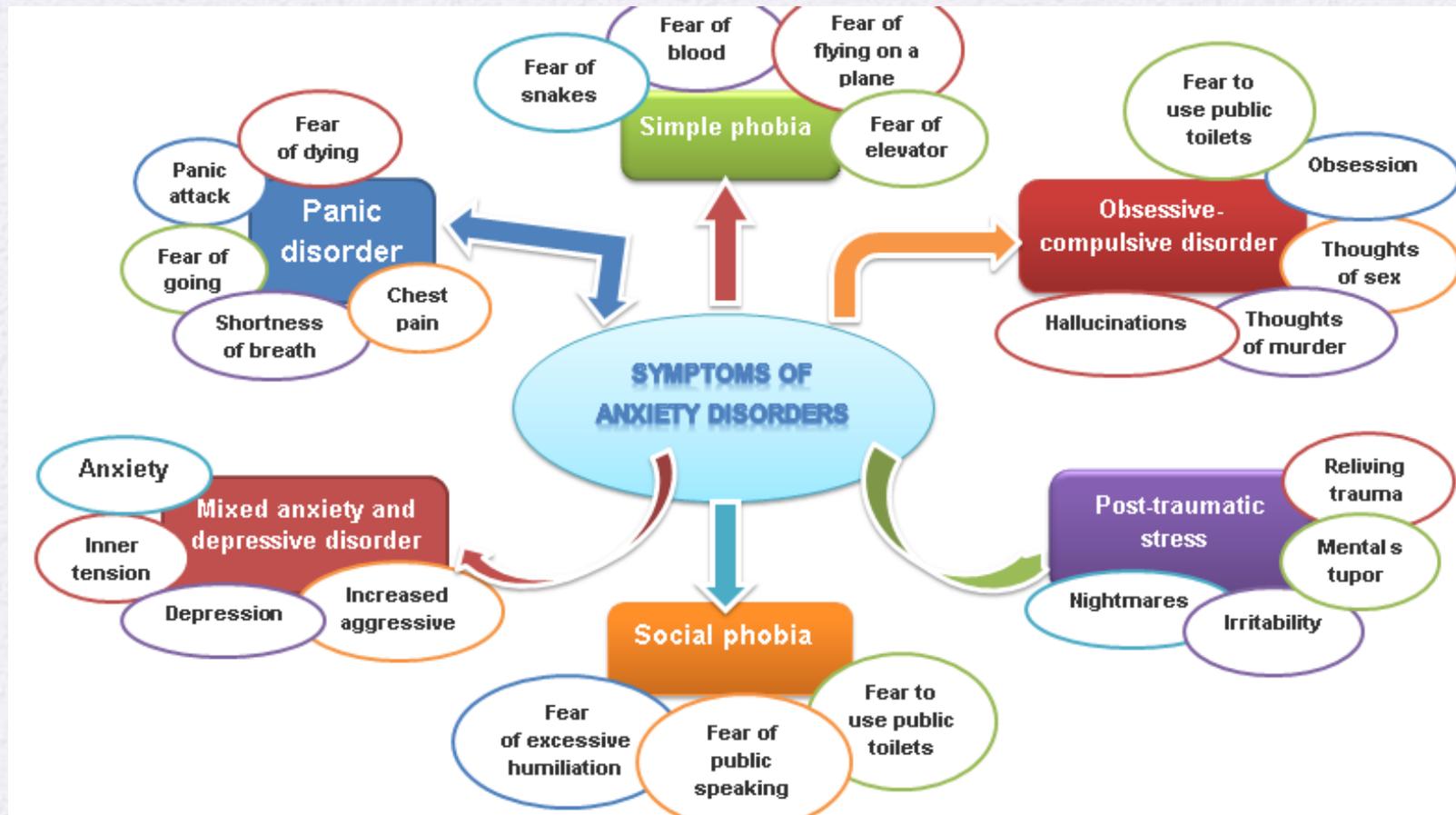
# Objectives

- Discuss effectiveness of CBT to treat anxiety
- Explain different CBT strategies to treat anxiety
- How to adapt CBT to children and adolescents

# Efficacy and Effectiveness of CBT

- For Adults
  - CBT for adult anxiety disorders is effective in clinically representative conditions (Stewart and Chambless, 2009)
- For Children
  - CBT is useful for the treatment of anxiety in children over the age of 6 years (Cartwright-Hatton, Roberts, Chitsabesan, Fothergill and Harrington, 2004)

# Effective across Diagnostic Categories



# Normal vs Pathological Anxiety



- **Normal Anxiety**

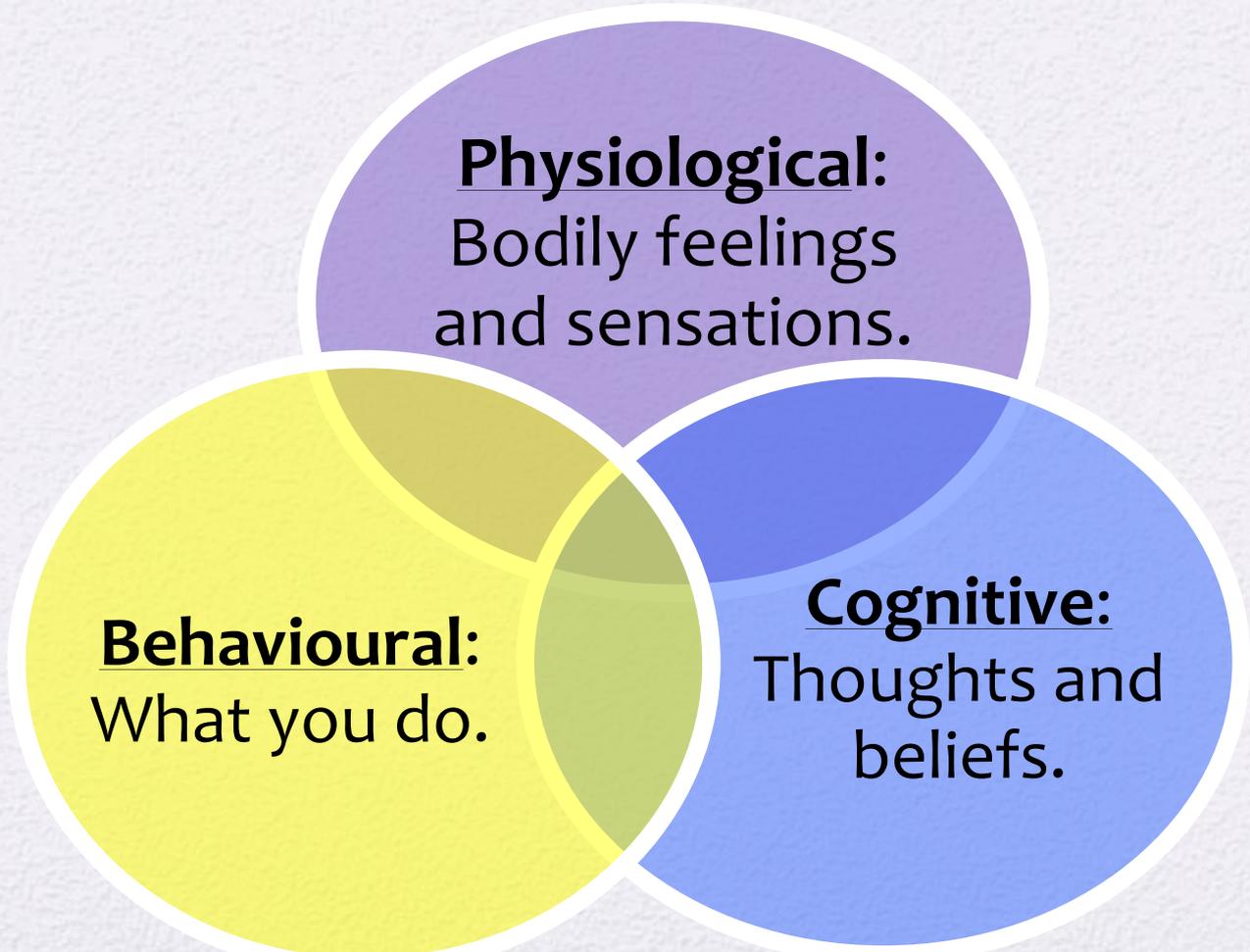
- Stress and fear are part of everyone's lives
- Normal anxiety is adaptive. It is an inborn response to threat that can cause a racing heart, sweating, shaking, and feelings of panic.
- It is a natural response to a TRUE threatening situation. Ex: bear

- **Pathological Anxiety**

- Generally safe situations perceived as a threat
- When the symptoms impair your everyday functioning
- Avoiding situations where these symptoms may occur



# The Three Components of Anxiety



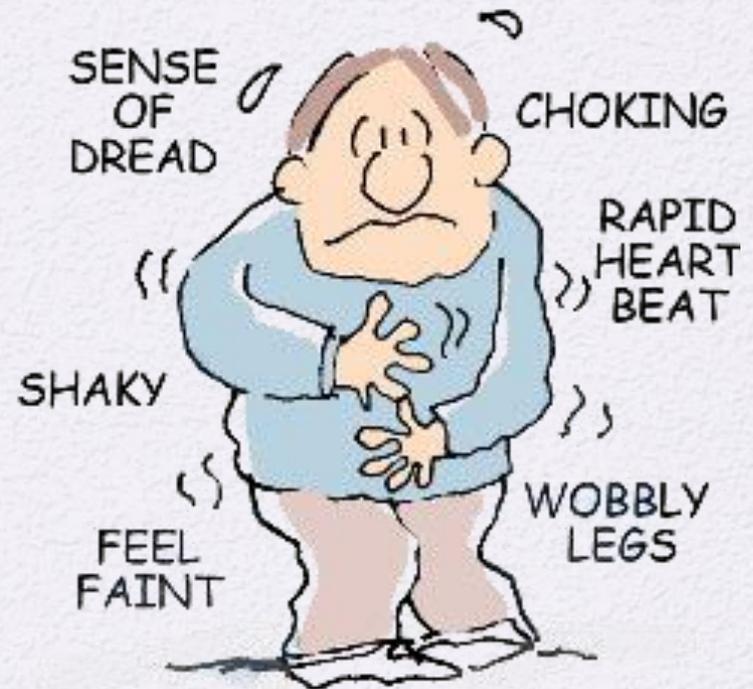
**Physiological:**  
Bodily feelings  
and sensations.

**Behavioural:**  
What you do.

**Cognitive:**  
Thoughts and  
beliefs.

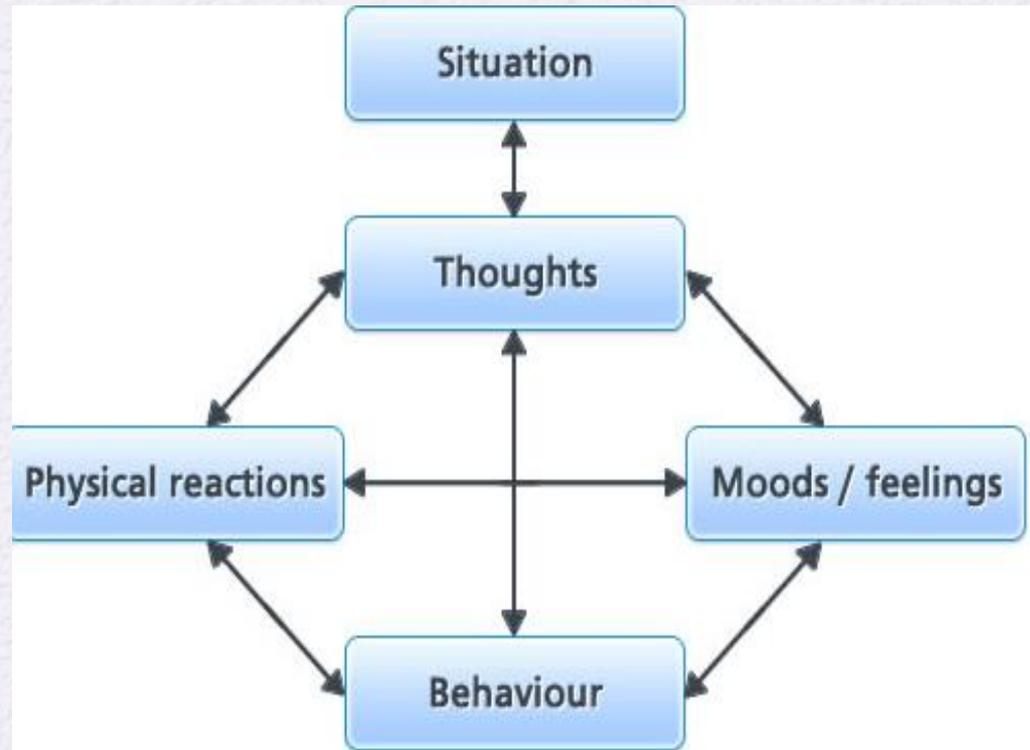
# Physiological Component

- Racing or pounding heart
- Shaking
- Tingling in fingers and or toes
- Upset stomach
- Dizziness
- Shortness of breath
- Feeling flushed
- Tunnel vision
- Difficulty concentrating



# Cognitive Component

- How we interpret situation has a great impact on how we will feel and react



# Behavioral Component

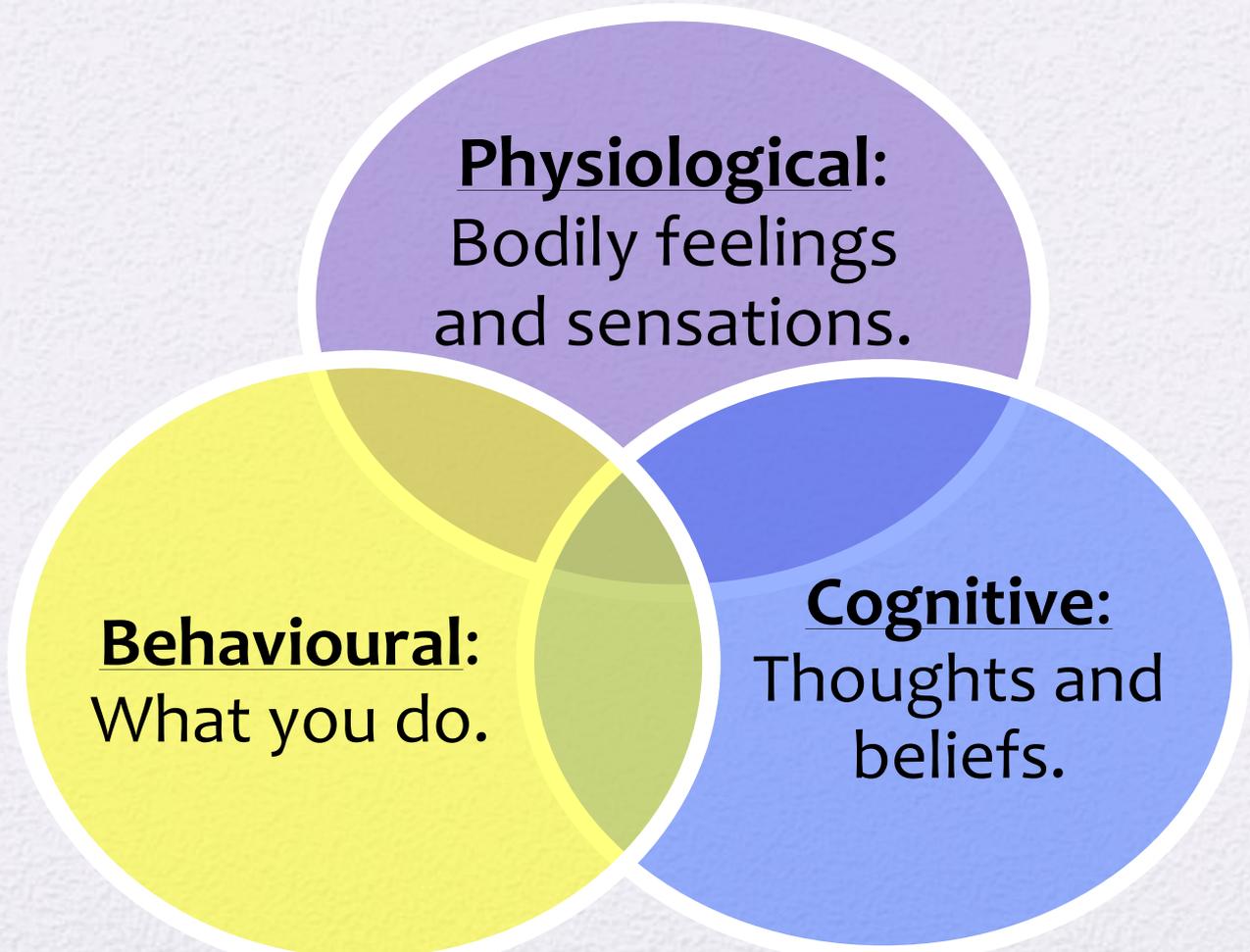
## **Nervous behaviours:**

E.g., tapping your feet, checking your watch, avoiding eye contact, etc

**Escape  
Avoidance  
behaviours:**

**Safety  
Behaviours:**

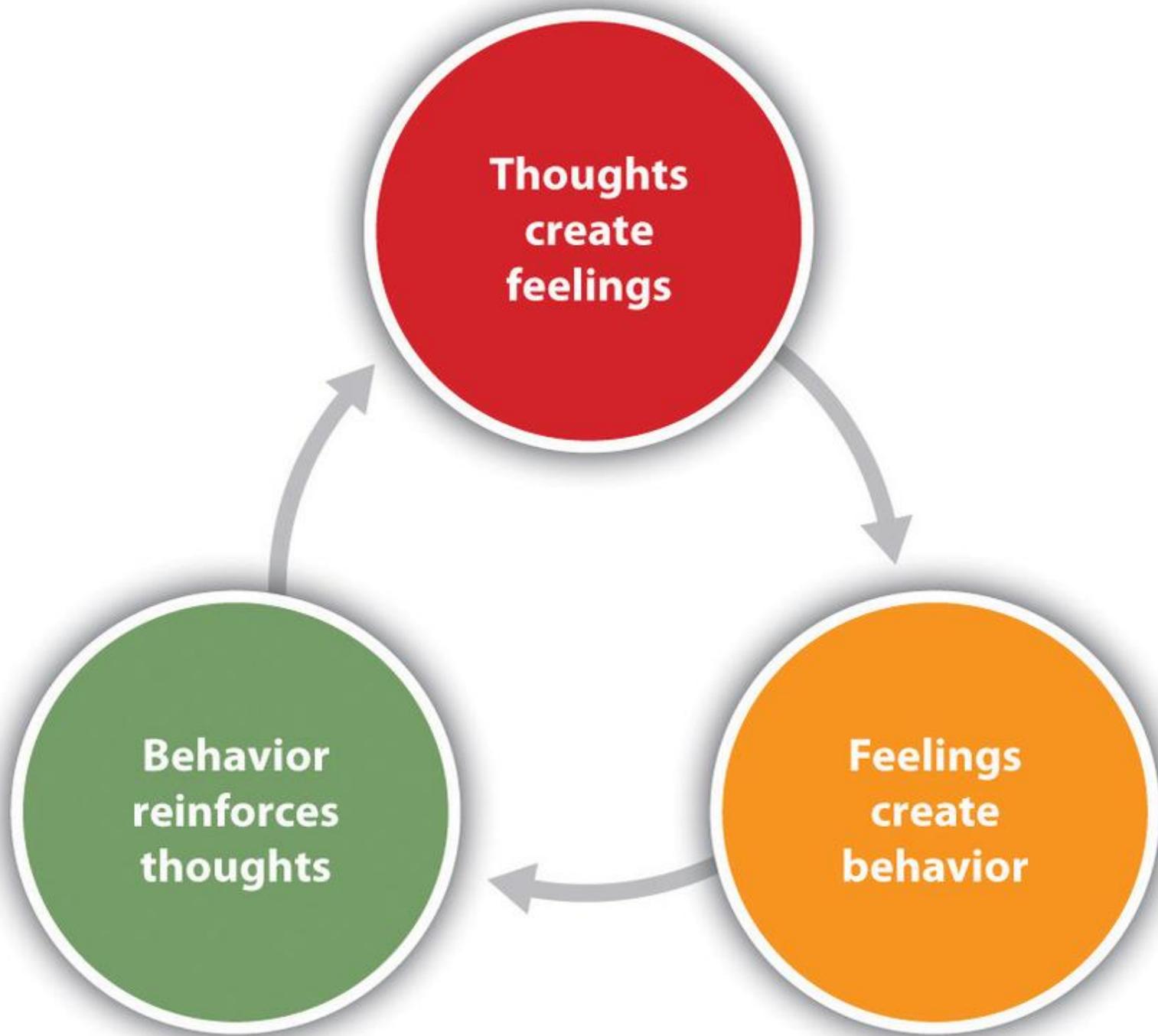
# CBT Targets all 3 components

A Venn diagram consisting of three overlapping circles. The top circle is purple and contains the text 'Physiological: Bodily feelings and sensations.' The bottom-left circle is yellow and contains the text 'Behavioural: What you do.' The bottom-right circle is blue and contains the text 'Cognitive: Thoughts and beliefs.' The circles overlap in the center and at the intersections.

**Physiological:**  
Bodily feelings  
and sensations.

**Behavioural:**  
What you do.

**Cognitive:**  
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## Psychoeducation

Learning more about anxiety and why it happens

## Cognitive

Identify and re-evaluate how we interpret situations and how it contributes to our fears.

# Cognitive Behavioural Therapy

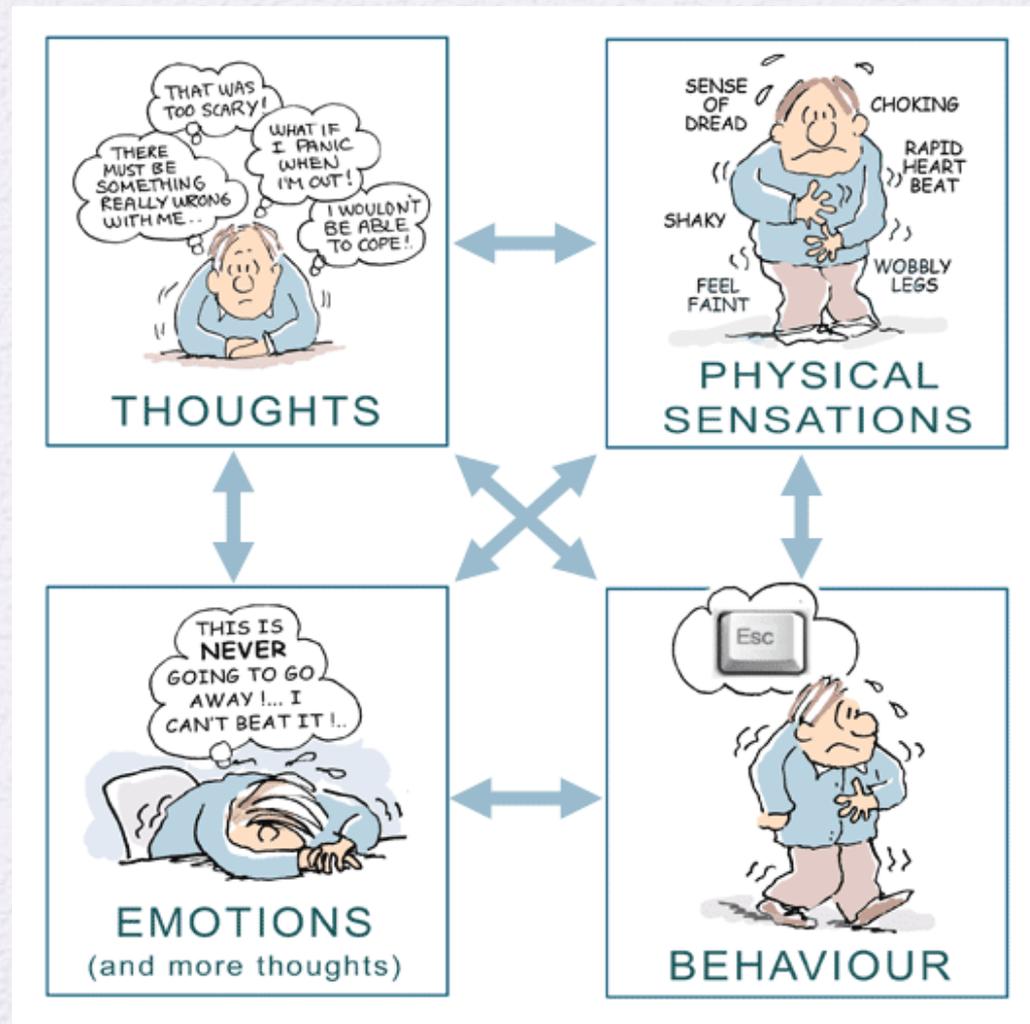
## Behavioral

Problem solving skills  
Social Skills Training  
Gradual exposure

## Relaxation

Deep breathing  
Visualization  
Progressive muscle relaxation

# Education



# Cognitive Restructuring

- Learning to identify thoughts and interpretations in link with the emotion experienced
- Assessing thoughts and interpretations that may be negative, incorrect or irrational.
- Logically challenging assumptions



# Cognitive Traps in Anxiety

- Mind reading:
  - You assume that you know what people think without having sufficient evidence of their thoughts. “He thinks I’m a loser.”
- Fortunetelling:
  - You predict the future negatively: Things will get worse, or there is danger ahead. “I’ll fail that exam,” or “I won’t get the job.”
- Catastrophizing:
  - You believe that what has happened or will happen will be so awful and unbearable that you won’t be able to stand it. “It would be terrible if I failed.”

# Cognitive Traps

- What if?: You keep asking a series of questions about “what if” something happens, and you fail to be satisfied with any of the answers. “Yeah, but what if I get anxious?” or “What if I can’t catch my breath?”



# Thought Record

Situation	Emotions	Automatic Thoughts	Alternative Thoughts
Doing a presentation in front a large audience	Anxious	What if I say something stupid  What if I don't remember  What if I do not know how to answer a question	It is probably unlikely that it would be that bad  It has never happened to me  I am not supposed to know everything

# Questions to ask oneself

- What is the worst outcome? The best outcome? **The most likely outcome?**
- What are the costs and benefits of worrying about this?
- What evidence do you have from the past that worrying has been helpful to you?
- If someone else were facing the same events, what advice would you give him or her?

# CBT video

- <https://www.youtube.com/watch?v=95SNt21Jyyk>

# CBT and Technology

Carrier 2:25 PM

☰ Event +

What happened

I said something negative about my Boss to a coworker, now I'm sure I'll get fired.

I feel

 anxious

 angry

+ add feeling >

My negative thoughts are

I always do these stupid things.

He's going to tell my boss and I'll get

Event Rethink Outcome ⓘ

Carrier 2:31 PM

☰ Rethink +

Here's what happened

I said something negative about my Boss to a coworker, now I'm sure I'll get fired.

My thoughts are

Sometimes I say dumb things, but it's probably not the biggest deal in the world. ✓  
~~I always do these stupid things.~~

I need to ask him to keep it private and -- depending upon his response -- let my boss know I said something. ✓  
~~He's going to tell my boss and I'll get fired.~~

This won't cause difficulty if I take care of it. I just need to talk to my co-worker and, if that is unsatisfactory, talk with my boss. ✓  
~~I dread having to deal with this. It is going to make my whole life a mess.~~

Event Rethink Outcome ⓘ

# Gradual Exposure

- Systematically confronting one's fears, beginning with less intense fears first.
- Exposure works through *disconfirming evidence* and *habituation*.
  - Habituation: The **more** one encounters and faces something that usually triggers an emotional reaction, the **weaker** the emotional reaction will be.
  - Disconfirming evidence: Through repeated exposure to a feared situation, one learns that one has overestimated the likelihood of a feared consequence.

# Social Anxiety: Exposure Hierarchy

Rank	Trigger	SUDS
1	Giving a speech at work to the managers	100
2	Performance reviews at work with my supervisor	95
3	Practicing speeches with my friends	90
4	Meetings with my supervisor at work	80
5	Playing softball on the company team	70
6	Playing softball on a city league team	60
7	Small talk at work with bosses or supervisors	55
8	Small talk with coworkers	50
9	Calling work clients on the telephone	40
10	Calling friends on the telephone	30

# Versatility of CBT

## Different delivery modes

- Individual therapy
  - Adults
  - Adolescents
  - Children
- Group therapy
  - Adults – transdiagnostic or specific
  - Children with parenting groups
- Family therapy

# Adapting CBT to Children

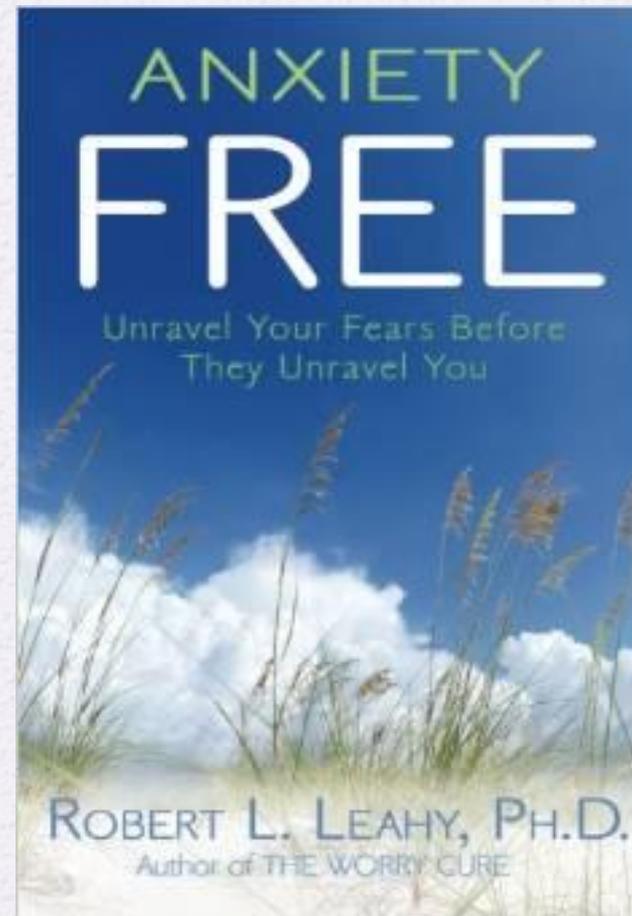
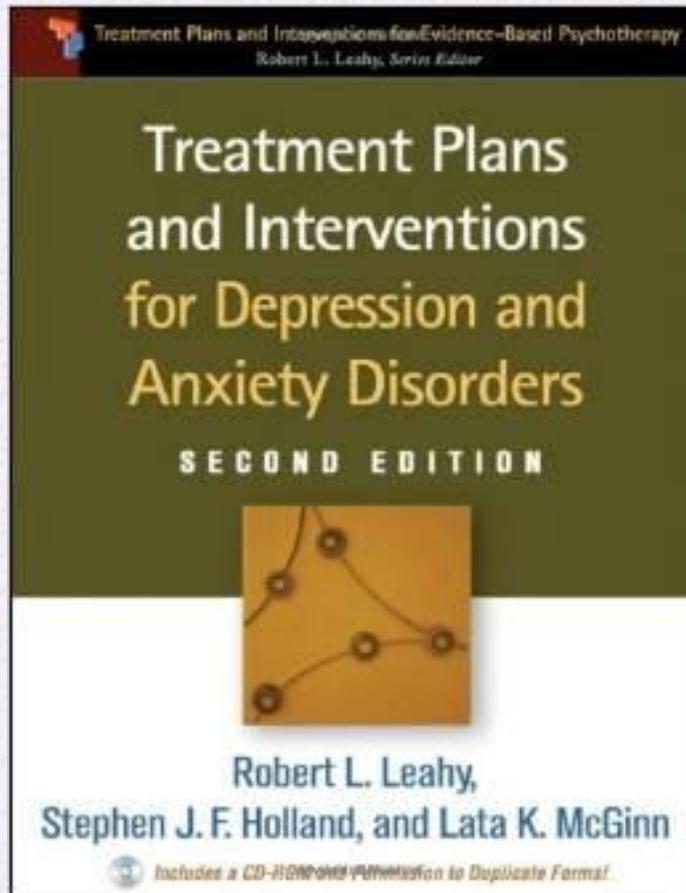


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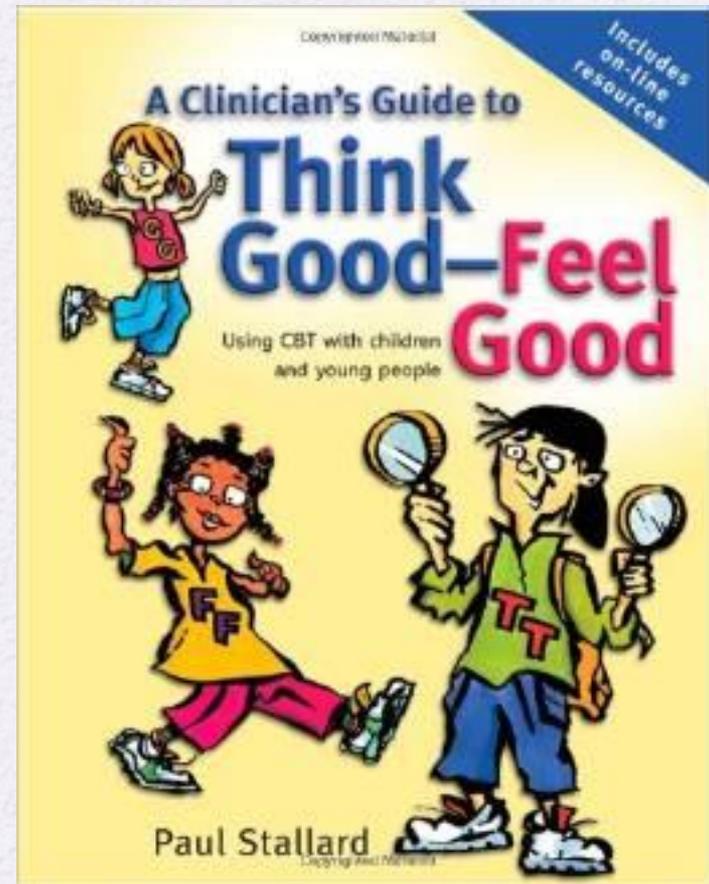
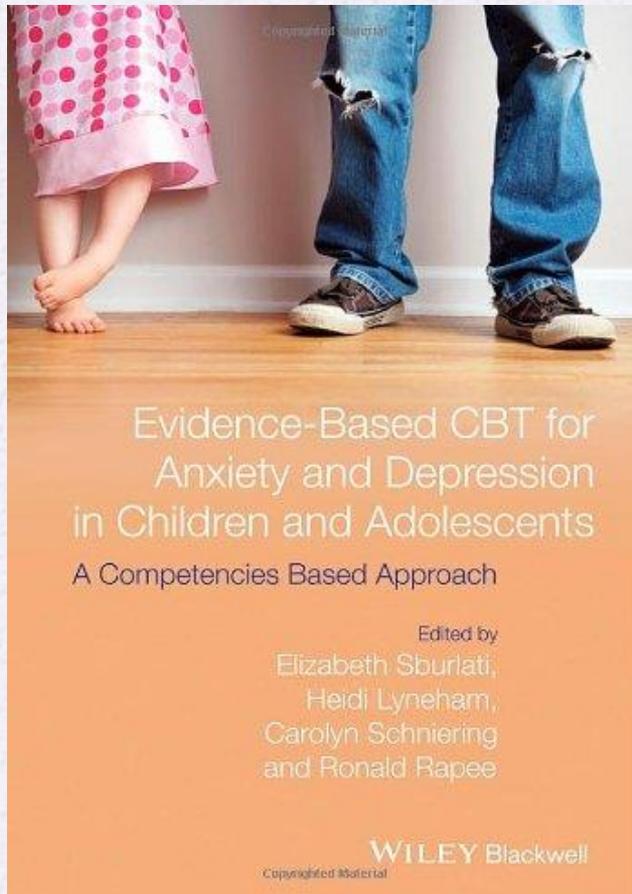
- In vivo CBT
- Use story books
- Drawings for thought records
- Comics for thought records
- Relaxation



# Books for Adults



# Books for the Therapist



# CBT Books for Children

