Note: The abbreviation REBT is used for Rational Emotive Behaviour Therapy

‘A’s (activating events) 4–7
see also critical ‘A’s

ABC framework 3–4
‘A’s, activating events 4–7
‘B’s, beliefs 8
  irrational beliefs 13–20
  rational beliefs 8–13
‘C’s, consequences 20–4
  client’s open-mindedness about 42
  complexity of 24, 209
‘situations’ 4
  teaching clients
    ‘Lateness Example’ 55–7
    money model 45–55
    simpler ways 57–60
  absolute ‘shoulds’ 16
  acceptance 26, 210–11
  action tendencies 22–3, 62–5, 68, 72–3
  activating events see critical ‘A’s
  active-directive therapeutic style 28–9, 214–15
  affective empathy 26
  ‘aide memoire’ for therapeutic tasks 40–1
  anger 62–5, 73–6
  anxiety vs. concern 62, 69–73
  ‘appropriate’ and ‘inappropriate’, problems with using terms 61, 66
  ‘asserted awfulising’ component of awfulising beliefs 17, 138
  ‘asserted badness’ component of non-awfulising belief 10–11, 17, 136, 163–4
  asserted demands 14–15, 137
  asserted preferences 9, 14–15, 137, 161, 162

‘asserted struggle’ of HFT belief 11–12, 18, 140, 165
  assessed problem 104
  eliciting client’s goal for 112–14
  assessment process
    critical ‘A’s 87–9
    emotional ‘C’s 79–86
    irrational beliefs 91–6
    meta-emotional problems 97–102
  specifying target problem 77–8
  assignments see homework assignments
  awfulising beliefs 16–17
  disputing by using the three major arguments 138–9
  rational alternative, teaching 91–6
  see also non-awfulising beliefs

‘B’s (beliefs)
  associated with negative emotions 62–5, 67
  behavioural consequences of 22–3
  emotional consequences of 20–2
  irrational beliefs 13–20
  rational beliefs 8–13
  thinking consequences of 23–4
  badness, evaluations of 10–11, 17, 138, 163–4
  Bandura, A. 182–3
  Beck, Aaron T. 67
  behavioural assignments 176
  behavioural change, goal of REBT 34–5
  behavioural consequences of beliefs 22–3, 112
  beliefs see ‘B’s (beliefs)
  Bordin, E. 36, 41, 103, 170
‘C’s (consequences) of beliefs
  behavioural 22–3, 112
  cognitive/thinking 23–4
  negative emotions 62–5, 67–8, 71–2
  emotional 20–2
  assessing 79–86
CBAF (Cost-Benefit Analysis Form) 119–29
change
  client making different types of 35
  client’s commitment to 119–29
  client’s goals for 35–6
  inferential 34
  philosophic 33–4
cognitive assignments 171–2
cognitive consequences of negative emotions 23–4, 62–5, 67–8, 71–2
commitment to change, eliciting from client 119–27
core conditions 25–7
Cost-Benefit Analysis Form (CBAF) 119–29
critical ‘A’s 4
  actual events 4, 5
  assuming truth of 7, 87
  avoiding ‘A’ causes ‘C’ language 79–81, 208–9
  changing 35
  effect of very negative 205–7
  external and internal events 6
  identifying 87
  ‘magic question’ technique 88–9
  theme and its embodiment 87–8
  inferred events 5–6
  past events, ‘neglect’ of 209–10
  past, present and future events 6–7
defined problem 104
  agreeing with client on 104–5
  assessment of 112
  eliciting client’s goal for 105–6
  examples of 109–10
  demands 14–16
  disputing client’s 133
  using the three major arguments 136–7
and non-dogmatic preferences,
  distinguishing between 49, 58–9
  rational alternative, teaching 91–6
  see also non-dogmatic preferences
depreciation beliefs see self-depreciation beliefs
depression vs. sadness 62
didactic disputing 151–3
didactic explanations 31–2, 151
DiGiuseppe, Raymond 30, 133, 191
directive therapeutic style 28–9, 214–15
disappointment vs. shame 64
disputing process 131
deciding which irrational beliefs to dispute 133–4
didactic disputing 151–2
disclosure of 44
doubts about REBT 37–8
dealing with 205–16
disclosing 44
Ellis, Albert 9, 16, 45
  awfulising beliefs 138
  disputing commands 133
  disputing work 155–60
  preparing client for 129–30
  Socratic disputing 145–51
  using both didactic and Socratic 152–3
  using the three major arguments 135–44, 161–8
disclosing 44
emotional insight 110
emotional responsibility principle 43
  ‘A’s  83–4
  client confusing with inferences about 83–4
  client having difficulty identifying 84–6
  eliciting without implying causation 79–81
  emotional consequences (‘C’s) 20–2
  assessing 79–86
  meta-emotions 22
mixed emotions 21–2
primary emotions 97–102
REBT therapists’ stance towards 211
terminology issues 61, 66, 68–70, 82–3
see also meta-emotional problems; negative emotions
e motive assignments 176
empathy, ‘core condition’ 25–6
empirical arguments 113
awfulising beliefs 138
demands 136
example from Ellis’s work 155–7
high frustration tolerance (HFT) beliefs 165
low frustration tolerance (LFT) beliefs 139–40
non-awfulising beliefs 163
non-dogmatic preferences 161–2
self-acceptance beliefs 167
self-depreciation beliefs 141–2
empirical ‘should’ 16
enlightened self-interest 117
environmental changes 35
envy 65
events see critical ‘A’s
external events 6

feelings
asking non-causal questions 79–81
desire to feel neutral about negative events 108–9
extended thoughts about 84–6
vague statements about 82–3
see also emotions
flexible thinking 117
flooding/full exposure principle 179–81
genuineness, ‘core-condition’ 26–7
Gilmore, I. 61
goal-setting 103–4
assessed problem, elicit client’s goal for 112–14
for client’s broad problem 115–16
defined problem
agree on 104–5
assessment of 112
elicit client’s goal for 105–6
target problem, specify 104
unobtainable/unrealistic goals 106–12
Goals of Psychotherapy, The (Mahrer) 33, 103
goals of REBT 33
behavioural change 34–5
clients’ goals for change 35–6
different types of change 35
inferential change 34
philosophic change 33–4
guilt 63, 69, 206–7
Hauck, Paul 141–2
healthy negative emotions 20–1
clients’ misconceptions about 81–2
diagrammatic summary of 62–5
distinguishing from unhealthy 48–51, 66–8
terminology for 61, 66, 68–70
healthy negative meta-emotions 22
‘healthy-unhealthy’ vs. ‘appropriate-inappropriate’, use of terminology 61, 66
high frustration tolerance (HFT) beliefs 11–12, 164
construction of 165
empirical argument for 165
logical argument for 165–6
pragmatic argument for 166
see also low frustration tolerance (LFT) beliefs
homework assignments
challenging, but not overwhelming principle 179–81
clients’ reasons for not completing 221–2
importance of negotiating 176–9
increasing chance of completion 181
client beliefs and skills 182–3
client understands nature/purpose 185
client writing down homework details 188–9
elicit client commitment 186–7
helping client specify when/where and how often 185–6
homework logically follows therapy 184–5
homework assignments (Continued)
‘no lose’ concept 181–2
rehearse homework during therapy 189–90
rewards and penalties 190–1
therapist allocate time 183–4
troubleshoot obstacles 187
purpose of, discussing with client 170–1
reviewing 191–2
best time for 192
capitalising on client’s success 197–8
checking if client has changed nature of homework 192–5
dealing with client not doing homework 201
finding out what client learned 195–7
responding to client’s ‘failure’ 198–200
terminology for 167–8
therapist’s negotiating skills, monitoring 191, 217–20
types of assignments
behavioral and emotive 176
cognitive 171–2
imagery 175–6
listening 173–5
reading 172–3
humour 27
jealousy 64–5
hurt vs. sorrow 64
hypotheses, therapist advancing 30
ideal ‘should’ 16
imagery assignments 175–6
inferences/inferred events 5–6
associated with negative emotions 62–5, 67
client confusing with emotions 83–4
influence of beliefs on 23–4
and ‘personal domain’ 62, 67
inferred change, goal of REBT 34
inferred ‘critical A’, assuming truth of 7, 87
intellectual insight 110–12
interactionism 24
internal events 6
interpretation vs. inference 5
irrational beliefs 13
assessing 91–6
awfulising beliefs 16–17
characteristics of 14
deciding which to dispute 133–4
demands 14–16
disputing 135–44
distinguishing from rational 45–8, 71
emphasising irrationality of 51–2
goals that perpetuate 169–10
low frustration tolerance (LFT) beliefs 17–19
rational alternatives to, teaching 91–6
self-depreciation beliefs 19–20
and unhealthy negative emotions 20–1, 62–5
see also rational beliefs
jealousy 64–5
‘Lateness Example’, teaching REBT 55–7
life-acceptance beliefs see self-acceptance beliefs
life-depreciation beliefs see self-depreciation beliefs
listening assignments 173–5
logical arguments 135
awfulising beliefs 138
example from Ellis’s work 157–9
high frustration tolerance (HFT) beliefs 165–6
low frustration tolerance (LFT) beliefs 140
non-awfulising beliefs 164
non-dogmatic preferences 162
self-acceptance beliefs 165
self-depreciation beliefs 142
using with demands 136–7
low frustration tolerance (LFT) beliefs 17–19
disputing by using the three major arguments 139–41
see also high frustration tolerance (HFT) beliefs
low self-esteem (LSE) see self-depreciation
‘magic question’ technique 88–9
Mahrer, Alvin 33, 103
Maluccio, A. N. 117
mental health criteria 117
meta-emotional problems 22, 97
‘ABC’s of 98–9, 100
focusing on as target problem 99, 101–2
training issue in assessing 97–8
misconceptions of REBT 205–16
mixed emotions 21–2
money model 45–8
brief money model 57–8
common trainee errors 48–54
correcting client’s errors 48
steps to mastering 54–5
summarising correctly 52–4
‘musts’ 15, 16
‘negated awfulising’ component of non-awfulising belief 10–11, 163–4
‘negated unbearability’ component of HFT belief 11–12, 165
negative emotions 20–1
diagrammatic summary 62–5, 66–8
distinguishing between healthy and unhealthy
action tendencies 72–3
cognitive consequences 71–2
rational and irrational beliefs 71
symptoms 73
using different terms 61, 66, 68–70
illustrative dialogue 73–6
qualitative and quantitative models 70
negative meta-emotions 22
non-awfulising beliefs 10–11
construction of 163
empirical argument for 163
logical argument for 164
pragmatic argument for 164
non-critical ‘A’s’ 4, 7
non-dogmatic preferences 9
construction of 161
and demands, distinguishing between 49, 58–9
empirical argument for 161–2
logical argument for 162
pragmatic argument for 163
obstacles to client change 38
other-acceptance beliefs see self-acceptance beliefs
other-depreciation beliefs see self-depreciation beliefs
overcoming disturbance (OD) goals, working towards 116–17
Overcoming Guilt (Dryden) 208
past events, inferences about 6–7, 209–10
peer counselling 1, 78, 89, 101, 102
personal development (PD) goals, promoting 116–17
‘personal domain’ 62, 67
philosophic change 33–4, 38, 43
philosophic empathy 26
pragmatic arguments 135–6
awfulising beliefs 138–9
example from Ellis’s work 159–60
high frustration tolerance (HFT) beliefs 166
low frustration tolerance (LFT) beliefs 141
non-awfulising beliefs 164
non-dogmatic preferences 163
self-acceptance beliefs 168
self-depreciation beliefs 143
using with demands 137
predictive and preferential ‘shoulds’ 16
primary emotional problems 97–102
problems
broad problems, goal-setting 115–16
client specifying 42
primary emotional 97–102
see also assessed problem; defined problem; meta-emotional problems; target problem
psychodynamic intellectual insight 111
psychological interactionism 24
questionnaires
homework skills monitoring 217–20
self-help assignments, reasons for not completing 221–2
questions
purpose of asking 30–1
that clients ask about REBT 205–16
questions (Continued)
see also Socratic disputing, Socratic questions

rational beliefs 8
characteristics of 8
distinguishing from irrational 45–8, 71
and healthy negative emotions 20–1, 62–5
high frustration tolerance (HFT) beliefs 11–12
non-awfulising beliefs 10–11
non-dogmatic preferences 9
rationality of, explaining 161–8
self-acceptance beliefs 12–13
see also irrational beliefs

rational principles, teaching methods 32–3
reading assignments 172–3, 184
recommendatory 'should' 15–16
recordings of therapy sessions, client listening to 173–5
relapse prevention 38–9
remorse 63, 69, 208–9
Rogers, Carl 25–7, 211
role-play 44, 60, 76, 80, 82

sadness vs. depression 62
secondary emotional problems see meta-emotional problems
self-acceptance beliefs 12–13, 59–60, 210–11
construction of 166–7
empirical and logical arguments for 167
pragmatic argument for 168
self, definition and evaluation of 141–2
self-depreciation beliefs 19–20, 59–60
empirical argument 141–2
logical argument 142
pragmatic argument 143
self-help assignments see homework assignments
self-help books and CDs 172–3
shame 63, 64, 98–102, 149, 176
'should', different ways of using word 15–16
'situations' 4

Socratic disputing 145
in Ellis's work 155–60
Socratic questions 31
examples of 150–1
using with 'cost-benefit analysis' form 123–7
when client changes the subject 148–50
when correct answers given 145–6
when incorrect answers given 146–7
with didactic disputing 152–3
with misunderstandings 147–8
sorrow vs. hurt 64

symptoms-based approach 73
target problem
obtaining specific example of 78, 104
selecting 77–8
working on 37, 38
tasks in REBT 36
client's tasks 41–4
therapist's tasks 36–41
teaching clients 'ABC's of REBT
demand and non-dogmatic preference, comparing 58–9
'Lateness Example' 55–7
money model 45–55, 57–8
self-depreciation belief and self-acceptance belief, comparing 59–60
terminology
feeling statements 82–3
homework assignments 169–70
negative emotions 61, 66
terms-based approach 68–70, 73–6
therapeutic alliance/relationship
establishing 36
issue of neglect by REBT therapists 211–12
and negotiating homework 177
therapeutic responsibility principle 43
therapeutic style 27–8
active-directiveness 28–9, 214–15
misconceptions about 212–16
therapist activity 29
didactic explanations, providing 31–2
hypotheses, advancing 30
questions, asking 30–1
rational principles, teaching 32–3
thinking consequences of beliefs 23–4, 62–5, 67–8, 71–2
three major arguments see empirical arguments; logical arguments; pragmatic arguments
training courses in REBT 223–4
treatment process
client's tasks during 41–4
apply emotional and therapeutic responsibility 43
disclose doubts 44
show openness to REBT framework 42
specify problems 42
therapist's tasks during 36
beginning phase 36–8
ending phase 37, 39–40
middle phase 37, 38–9
unconditional acceptance 26
unhealthy negative emotions 20–1
diagrammatic summary 62–5
distinguishing from healthy 48–51, 66–8
terminology 61, 66, 68–70
unhealthy negative meta-emotions 22
unobtainable/unrealistic goals, dealing with 106–12
‘worth tolerating’ component of HFT belief 11, 165
Yankura, J. 184
Young, Howard 172