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Nota di contenuto	Cover -- Half title -- Series information -- Title page -- Copyright page -- Table of contents -- Preface -- The Basics of rational emotive behaviour therapy -- Brief history -- Basic assumptions and language -- Origin and maintenance of problems -- Change -- Skills and strategies -- Part 1 Working alliance issues -- 1 Use the concept of the working alliance -- 2 Vary the therapeutic bond -- 3 Vary the base of therapeutic influence -- 4 Vary the extent of therapeutic directiveness over the course of therapy -- 5 Work to facilitate learning -- Pacing -- Checking clients' understanding -- Encouraging clients to take responsibility for their learning -- Covering material in manageable chunks -- Varying use of bibliotherapy -- 6 Use the 'challenging, but not overwhelming' principle -- 7 Establish the reflection process -- 8 Use a common language -- 9 Maintain a goal-directed stance -- 10 Elicit commitment to effect change -- 11 Strive for attitude change, but be prepared to compromise -- Part 2 Educational issues -- 12 Encourage the recording and reviewing of therapy sessions -- 13 Teach the abc model and outline respective roles in the rebt process -- 14 Explain therapeutic interventions and their rationale -- 15 Pay attention to non-verbal and paraverbal behaviour -- 16 Repeatedly teach the principle of emotional responsibility -- 17 Teach the full distinction between flexible/non-extreme attitudes and rigid/extreme attitudes --

18 Teach the distinction between healthy and unhealthy negative emotions -- 19 Emphasize the importance of dealing with emotional disturbance before teaching new skills or encouraging environmental change -- 20 Explain the cognitive consequences of rigid/extreme attitudes and the effects that bringing these attitudes to situations have on inferences at A -- 21 Teach relapse prevention. 22 Teach the principles of reb self-therapy -- Part 3 Dealing with misconceptions about REBT -- 23 Elicit and deal with doubts, reservations and objections (DROs) concerning rebt -- 24 Even major adversities do not cause disturbed emotions -- 25 Emotional responsibility can be taken without blame -- 26 Taking emotional responsibility does not preclude others from being responsible for their behaviour -- 27 The ABC model of rebt is simple, but not simplistic -- 28 REBT does not neglect the past -- 29 Acceptance is different from resignation and complacency -- 30 REBT does not neglect emotions -- 31 REBT does not neglect the therapeutic relationship -- 32 REBT's position on the equalities and inequalities in the therapeutic relationship -- 33 REBT is the antithesis of brainwashing -- 34 Outlining rebt's position on emotion and behaviour does not involve prescribing feelings and actions -- 35 Emotional problem-solving facilitates independent practical problem-solving -- 36 Therapeutic confrontation is different from being overly confrontational -- 37 Providing structure in REBT does not involve using a therapeutic straitjacket -- 38 REBT is not only concerned with changing attitudes -- 39 REBT can be modified -- Part 4 Technical issues -- 40 Be organized and structured in therapy sessions -- 41 Obtain sufficient information to carry out therapeutic tasks -- 42 Keep on track -- 43 Choose the most suitable problem -- 44 Ask for a specific example of a problem -- 45 Work a problem through -- 46 Take care in using questions -- Asking irrelevant questions -- Asking vague questions -- Asking too many 'why' questions -- Bombarding your client with too many questions -- Failing to evaluate the client's responses -- Failing to provide ample opportunity for client responses -- Failing to vary questioning styles. Failing to make suitable use of open-ended and theory-derived questions -- 47 Take great care in assessing A -- 48 Focus on core rigid/extreme attitudes -- 49 Look for hidden rigid/extreme attitudes in clients' verbalizations and behaviours -- 50 Guard against insensitivity when examining rigid/extreme attitudes -- 51 Assess the basis of change -- 52 Reinforce change without reinforcing need for approval -- 53 Assess for meta-psychological disturbance and work with this as appropriate -- 54 When to work with problematic thoughts and attitudes and when to encourage their mindful acceptance -- 55 Be repetitive -- 56 When in doubt, return to first principles -- 57 Be flexible when ending therapy -- Part 5 Encouraging change work -- 58 Whose brain should take the strain? -- 59 Encourage engagement in relevant change-producing tasks -- 60 Use a variety of self-help forms -- 61 Systematic training in the use of REBT self-help forms -- 62 Negotiate suitable homework assignments -- 63 Different homework assignments for different purposes -- 64 Facing adversity sensibly when carrying out homework assignments -- 65 Daily practice -- 66 Begin sessions by reviewing homework assignments -- 67 Build in generalization -- Part 6 Dialectical examination -- 68 Assume temporarily that a is true -- 69 Examine one attitude at a time -- 70 The choice-based model of attitude assessment and examination -- Using the choice-based method in assessing rigid/extreme attitudes and flexible/non-extreme attitudes -- Using the choice-based method in examining rigid/extreme attitudes and flexible/non-extreme

attitudes -- 71 Be mindful of goals while examining attitudes -- 72 Be comprehensive in examining attitudes -- 73 Be meaningful, vigorous and persistent in examining attitudes -- 74 Discover and implement attitude examination techniques that work -- The 'friend technique'. The 'terrorist technique' -- Using time-tripping imagery -- 75 Construct and strengthen flexible/non-extreme attitudes -- 76 Encourage the use of a coping model of examining attitudes -- 77 Encourage the examination of others' rigid/extreme attitudes -- 78 Avoid premature and delayed attitude examination -- 79 Distinguish between adversity assessment and attitude examination questions -- 80 Promote overlearning in the attitude examination process -- Part 7 Dealing with obstacles to change -- 81 Assess and deal with obstacles to change -- 82 Recognize that both participants bring rigid/extreme attitudes to REBT -- The client may bring their rigid/extreme attitudes to therapy -- The therapist may also bring their rigid/extreme attitudes to rebt -- 83 Assess and deal with misinterpretations of attitude examination strategies -- 84 Guard against subtle blocks to the development of new flexible/non-extreme attitudes -- 85 Identify and deal with obstacles to homework completion -- Part 8 Creativity I: General issues -- 86 Make judicious referrals -- 87 Be flexible in using therapy sessions -- 88 Use techniques from other therapeutic approaches, but in a manner consistent with rebt theory -- 89 Vary the medium, but not the message -- Part 9 Creativity II: The use of rebt in single-session therapy -- 93 The nature and goals of single-session therapy, good sst practice and the rebt perspective -- Reasons why SST is offered -- The goals of SST -- The single-session mindset in action -- Good practice in sst and the rebt perspective -- 94 Rebt-based single-session therapy -- Part 10 Develop yourself personally and professionally -- 95 Beware the neurotic agreement -- 96 Seek regular supervision and engage in regular continuing professional development (CPD) activities within and outside REBT/CBT -- Supervision. Continuing professional development (CPD) activities within and outside rebt/cbt -- 97 Periodically transcribe and evaluate therapy sessions -- 98 Use REBT in life -- 99 Take REBT seriously, but not too seriously -- 100 Be yourself in therapy and in life -- References -- Index.

Sommario/riassunto

"Rational Emotive Behaviour Therapy: 100 Key Points and Techniques presents 100 main features of Rational Emotive Behaviour Therapy (REBT) to help therapists improve their practice. This new edition has been updated throughout to take account of changes in the field and to be more consistent with the ideas of the authors which have been derived from their experience as trainers and supervisors of novice rational emotive behaviour therapists. Beginning with an introduction outlining the basics of the approach, this book offers thorough coverage of all the vital topics including: working alliance issues educational issues dealing with misconceptions about REBT encouraging clients to work at change dealing with obstacles to change using REBT creatively This concise and highly practical book will be invaluable to psychotherapists and counsellors in training and practice, ensuring a comprehensive understanding of the REBT approach"--
