

# **Culturally Attuned Behavioral Activation to Support Psychological Resilience**

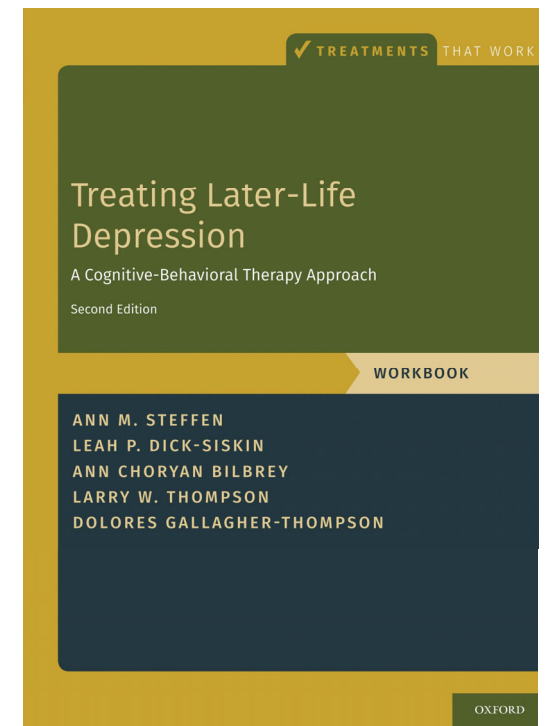
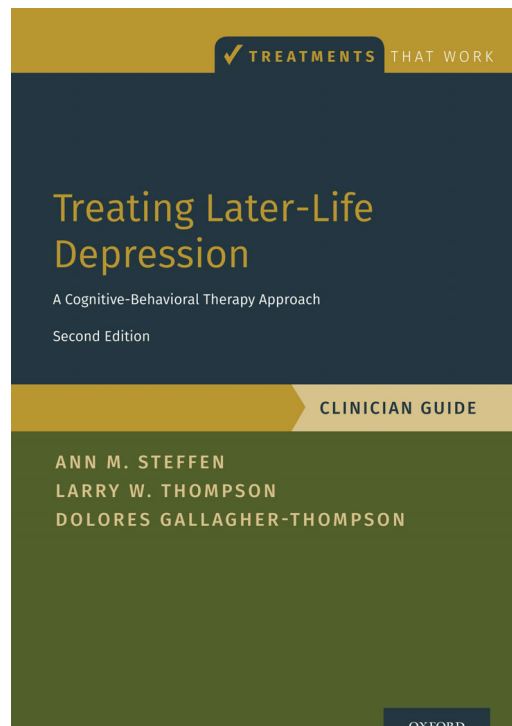
Ann M. Steffen, PhD, ABPP



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# Conflict of Interest Disclosures

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1

Describe the rationale for Behavioral Activation as a transdiagnostic change process

2

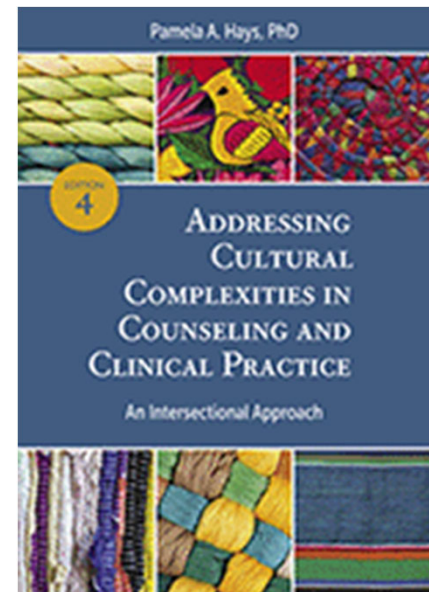
Explain the culturally-responsive features of Behavioral Activation

3

Identify within-session strategies to improve effectiveness of Behavioral Activation

# ADDRESSING Model of Intersectional Identities (Hays, 2022)

- Age/Generational influences
- Developmental disabilities
- Disabilities acquired later in life
- Religion and Spiritual orientation
- Ethnic and racial identity
- Socioeconomic status
- Sexual orientation
- Indigenous heritage
- National origin
- Gender identity



Behavioral Activation  
helps us....

## Reinstitute Rewarding Activities

- creating experiences of pleasure, meaning or mastery

## Learn that

- daily activities affect mood
- we all have at least some control over daily activities, and through them, our mood

## 1. Monitor mood

- Understand the connection between activities and mood
- Identify activities linked to positive **and** negative moods
- Recognize gradual improvements in daily mood

## 2. Schedule activities linked to positive mood

- Enjoyable and/or Meaningful and/or Rewarding

## 3. Learn over time what activities are actually linked to positive mood

## 4. Discontinue or avoid activities linked to negative moods for now

## 5. Problem-solve ways to increase positive activities over multiple weeks, with focus on skills to overcome avoidance/procrastination

## **Behavioral Activation featured in Culturally Attuned CBT for over 40 years**

Miller, W. R., & Muñoz, R. F. (1978). Paraprofessionals, partners, peers, paraphernalia, and print: Expanding mental health service delivery. *Professional Psychology, 9*(2), 249-270.

Chan, F., Ying, Y. W., & Muñoz, R. F. (1986). Depression prevention research project: The Chinese study. *Asian American Psychological Association Journal, 1*–3.

Muñoz, R. F., Ying, Y. W., Armas, R., Chan, F., & Gurza, R. (1987). The San Francisco depression prevention research project: A randomized trial with medical outpatients. In R. F. Muñoz (Ed.), *Depression prevention: Research directions* (pp. 199–215). Hemisphere Publishing Corp.

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Behavioral  
Activation  
recognized  
very early on  
as applicable  
to individuals  
from diverse  
communities

---

Cross-disciplinary (psychology, psychiatry,  
social work, nursing, public health)

---

Community based

---

Range of providers including  
paraprofessionals

---

Prevention --- treatment continuum



RESEARCH ARTICLE

Open Access

# Efficacy of depression treatments for immigrant patients: results from a systematic review

Josefine Antoniades<sup>\*,†</sup>, Danielle Mazza<sup>†</sup> and Bianca Brijnath<sup>†</sup>

Research Article

## A Systematic Review of Culturally Adapted Behavioral Activation Treatments for Depression

David C. Lehmann<sup>1</sup>  and Christoph Bördlein<sup>1</sup> 

Research on Social Work Practice  
2020, Vol. 30(6) 688-702  
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Journal of Contemporary Psychotherapy  
<https://doi.org/10.1007/s10879-023-09592-9>

ORIGINAL PAPER



## A Cross-Cultural Conceptual Comparison of Behavioral Activation and *Ikigai*

Nathania Seanette Rochelle<sup>1</sup> · Jürgen Hoyer<sup>1</sup> 

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*Am J Geriatr Psychiatry*. 2014 July ; 22(7): 692–697. doi:10.1016/j.jagp.2013.05.008.

## Beat the Blues decreases depression in financially strained older African-American Adults

Sarah L. Szanton, PhD<sup>1</sup>, Roland J. Thorpe Jr, PhD<sup>2</sup>, and Laura N. Gitlin, PhD<sup>1,3</sup>

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<sup>3</sup>Johns Hopkins University School of Medicine

*Journal of Latina/o Psychology*  
2017, Vol. 5, No. 4, 275–289

## Acculturative Stress as a Moderator of Treatment Engagement and Retention in Behavioral Activation and Treatment as Usual for Latinos With Depression

María M. Santos and Gabriela A. Nagy  
University of Wisconsin—Milwaukee

Azara L. Santiago-Rivera  
The Chicago School of Professional Psychology

*Archives of Women's Mental Health* (2019) 22:779–789  
<https://doi.org/10.1007/s00737-019-00992-2>

ORIGINAL ARTICLE

## Psychological treatments for depression among women experiencing intimate partner violence: findings from a randomized controlled trial for behavioral activation in Goa, India

Anushka Rajesh Patel<sup>1</sup> · Benedict Weobong<sup>2</sup> · Vikram Harshad Patel<sup>3,4</sup> · Daisy Radha Singla<sup>5</sup>


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2168-1678/17/\$12.00 <http://dx.doi.org/10.1037/lat0000074>

Gabriela Diéguez Hurtado and Paul West  
Sixteenth Street Community Health Centers,  
Behavioral Health Clinic, Milwaukee, Wisconsin

Han-Joo Lee and Jonathan W. Kanter  
University of Wisconsin—Milwaukee



## Reducing distress and promoting resilience: a preliminary trial of a CBT skills intervention among recently HIV-diagnosed MSM in China

Joyce P. Yang <sup>a,b</sup>, Jane M. Simoni<sup>c</sup>, Shannon Dorsey <sup>c</sup>, Zhang Lin<sup>d</sup>, Meiyun Sun<sup>d</sup>, Meijuan Bao<sup>d</sup> and Hongzhou Lu<sup>d</sup>

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<http://dx.doi.org/10.1037/ccp0000559>

## A Multiple Baseline Study of a Brief Alcohol Reduction and Family Engagement Intervention for Fathers in Kenya

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North Carolina

Eric P. Green and Ryan A. Simmons  
Duke Global Health Institute, Durham, North Carolina

David Ayuku  
Moi University Medical Center

Puja Patel  
University of North Carolina Greensboro

Eve S. Puffer  
Duke University and Duke Global Health Institute, Durham, North Carolina

**Objective:** To evaluate a lay provider-delivered, brief intervention to reduce problem drinking and related family consequences among men in Kenya. The 5-session intervention combines behavioral activation (BA) and motivational interviewing (MI). It integrates family-related material explicitly and addresses central cultural factors through gender transformative strategies. **Method:** A nonconcurrent multiple-baseline design was used. We initiated treatment with 9 men ages 30 to 48 who were fathers and screened positive for problem drinking; the median Alcohol Use Identification Test score was 17 (harmful range). Participants were randomized to staggered start dates. We measured the primary outcome of weekly alcohol consumption 4 weeks before treatment, during treatment, and 4 weeks posttreatment using the Timeline Followback measure. Secondary outcomes were assessed using a pre-post assessment (1-month) of men's depression symptoms, drinking- and family-related problem behavior, involvement with child, time with family, family functioning, relationship quality (child and partner), and harsh treatment of child and partner. Men, partners, and children (ages 8–17) reported on family outcomes. **Results:** Eight men completed treatment. Mixed-effects hurdle model analysis showed that alcohol use, both number of days drinking and amount consumed, significantly decreased during and after treatment. Odds of not drinking were 5.1 times higher posttreatment (95% CI [3.3, 7.9]). When men did drink posttreatment, they drank 50% less (95% CI [0.39, 0.65]). Wilcoxon signed-ranks test demonstrated pre-post improvements in depression symptoms and family related outcomes. **Conclusion:** Results provide preliminary evidence that a BA-MI intervention developed for lay providers may reduce alcohol use and improve family outcomes among men in Kenya.

## RESEARCH ARTICLE

# Adapting a peer recovery coach-delivered behavioral activation intervention for problematic substance use in a medically underserved community in Baltimore City

Emily N. Satinsky <sup>1\*</sup>, Kelly Doran<sup>2</sup>, Julia W. Felton<sup>3</sup>, Mary Kleinman<sup>1</sup>, Dwayne Dean<sup>2</sup>, Jessica F. Magidson <sup>1</sup>

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PSYCHOLOGY, HEALTH & MEDICINE  
2018, VOL. 24, NO. 3, 374–381  
<https://doi.org/10.1080/13548506.2018.1515492>



## Applying behavioral activation to sustain and enhance the effects of contingency management for reducing stimulant use among individuals with HIV infection

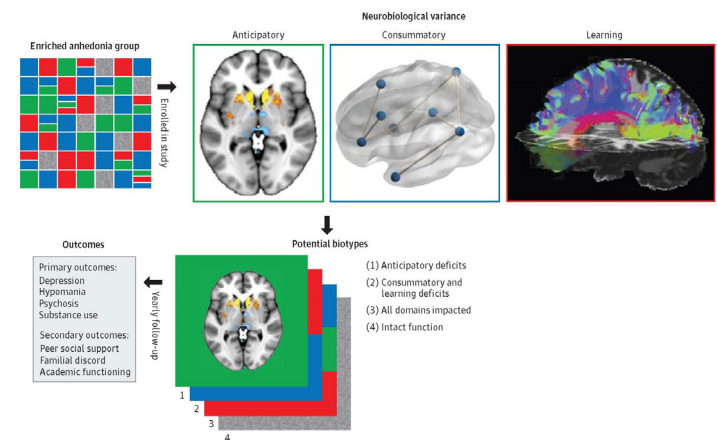
Matthew J. Mimiaga <sup>a,b</sup>, Elizabeth F. Closson<sup>b,c</sup>, David W. Pantalone<sup>b,d</sup>, Steven A. Safren<sup>b,e</sup> and Jennifer A. Mitty<sup>b,f</sup>

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# Behavioral Activation as Transdiagnostic Intervention Linkages to Brain Network Models

- Conceptual models of motivational systems (Gray, 1981, 1982; Carver & White, 1994)
  - BIS - Behavioral Inhibition System
  - BAS – Behavioral Activation System
- Large-scale brain network models of psychopathology
  - Triple Network Model (Menon, 2011)
  - Anhedonia biotypes (Auerbach et al., 2019)

Figure. Anhedonia Biotypes Differentially Associated With Long-term Clinical Outcomes





Contents lists available at ScienceDirect

Journal of Affective Disorders

journal homepage: [www.elsevier.com/locate/jad](http://www.elsevier.com/locate/jad)



Research paper

Multilevel growth curve analyses of behavioral activation for anhedonia (BATA) and mindfulness-based cognitive therapy effects on anhedonia and resting-state functional connectivity: Interim results of a randomized trial<sup>☆</sup>

Paul Cernasov<sup>a</sup>, Erin C. Walsh<sup>b</sup>, Jessica L. Kinard<sup>c,d</sup>, Lisalynn Kelley<sup>e</sup>, Rachel Phillips<sup>a</sup>, Angela Pisoni<sup>f</sup>, Tory A. Eisenlohr-Moul<sup>g</sup>, Macey Arnold<sup>g</sup>, Sarah C. Lowery<sup>a</sup>, Marcy Ammirato<sup>a</sup>, Kinh Truong<sup>h</sup>, Gabriela A. Nagy<sup>g,i</sup>, Jason A. Oliver<sup>g,j</sup>, Kevin Haworth<sup>e</sup>, Moria Smoski<sup>g,i</sup>, Gabriel S. Dichter<sup>a,b,c,i</sup>

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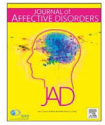
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Journal of Affective Disorders

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Research paper

Effects of behavioral activation on default mode network connectivity in subthreshold depression: A preliminary resting-state fMRI study

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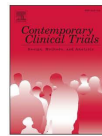
<sup>b</sup> Research Fellow of Japan Society for the Promotion of Science, Japan



Contents lists available at ScienceDirect

Contemporary Clinical Trials

journal homepage: [www.elsevier.com/locate/conclintrial](http://www.elsevier.com/locate/conclintrial)



Protocol for a randomized controlled trial in Cambodian individuals with PTSD: Trauma-Informed Treatment Algorithms for Advancing Novel Outcomes (Project TITAN)

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ARTICLE INFO

**Keywords:**  
Subthreshold depression  
Behavioral activation  
Resting-state fMRI  
Default mode network  
Quality of life

ABSTRACT

**Background:** Subthreshold depression is a risk factor for major depressive disorder, and it is known to have a negative impact on quality of life (QOL). Although behavioral activation, which is one type of cognitive behavioral therapy, is an effective psychological intervention for subthreshold depression, neural mechanisms of behavioral activation are unclear. Enhanced functional connectivity between default mode network (DMN) and the other regions has been demonstrated in participants with subthreshold depression. The purpose of this study was to examine the effects of behavioral activation on DMN abnormalities by using resting-state functional MRI (rs-fMRI).

**Methods:** Participants with subthreshold depression ( $N = 40$ ) were randomly assigned to either an intervention group or a non-intervention group. They were scanned using rs-fMRI before and after the intervention. Independent component analysis indicated three subnetworks of the DMN.

**Results:** Analyzing intervention effects on functional connectivity of each subnetwork indicated that connectivity of the anterior DMN subnetwork with the dorsal anterior cingulate was reduced after the intervention. Moreover, this reduction was correlated with an increase in health-related QOL.

**Limitations:** We did not compare the findings with healthy participants. Further research should be conducted by including healthy controls to verify the results of this study.

**Conclusions:** Mechanisms of behavioral activation might be related to enhanced ability to independently use the dACC and the DMN, which increases an attention control to positive external stimuli. This is the first study to investigate neural mechanisms of behavioral activation using rs-fMRI.



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**Cognitive and  
Behavioral  
Practice**

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## **Applying a Process-Oriented Model of Cultural Competence to Behavioral Activation for Depression**

Maria M. Santos, *California State University, San Bernardino*  
Gabriela A. Nagy, *Duke University Medical Center*  
Jonathan W. Kanter, *University of Washington*  
Steven R. López, *University of Southern California*

*Efforts to integrate cultural competence and evidence-based treatments (EBTs) typically take the form of cultural adaptations of EBTs, characterized by modifications to the existing treatment based on presumed cultural notions of a given race or ethnic group. Much less attention has been given to ways EBTs can integrate a process model of cultural competence, which focuses on what clinicians do in-session to identify and integrate key cultural factors for a given individual in the treatment. Our objective is to consider how a process model of cultural competence (Shifting Cultural Lenses) can be integrated with an EBT (Behavioral Activation). We present a theoretical rationale for integrating the SCL model with BA and illustrate this integration, which provides an additional approach to bringing culture to treatments and shows promise for identifying clinicians' in-session behaviors that reflect cultural competence.*



**Figure 2**  
*A Conceptual Model for Delivering Culturally Sensitive Psychotherapy*



Singla et al., 2022

*Note.* Based on *Becoming Antiracist*. Adapted from “*A Surgeon’s Journey through Research and Design*,” by A.M. Ibrahim, n.d. (<https://www.surgeryredesign.com/current>). See the online article for the color version of this figure.

## Early in Therapy

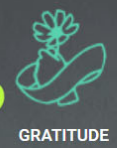
1. Debunk common mistaken belief that merely discussing an upsetting event will lead to lasting improvements
2. Educate client about how your collaborative focus on helpful habits may feel different from past therapy emphasizing supportive counseling







# Who are you at your best?



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California Older Persons  
Positive Experiences  
Schedule – Revised  
(Rider et al., 2016)



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Name:

	How often in the past month?	How positive was it or would it have been?
1. Thinking about pleasant memories	Not at all <input type="button" value="v"/>	Not positive <input type="button" value="v"/>
2. Seeing beautiful scenery	Not at all <input type="button" value="v"/>	Not positive <input type="button" value="v"/>
3. Listening to sounds of nature	Not at all <input type="button" value="v"/>	Not positive <input type="button" value="v"/>
4. Thinking about myself	Not at all <input type="button" value="v"/>	Not positive <input type="button" value="v"/>
5. Doing volunteer work	Not at all <input type="button" value="v"/>	Not positive <input type="button" value="v"/>
6. Kissing, touching, showing affection to people or pets	Not at all <input type="button" value="v"/>	Not positive <input type="button" value="v"/>

# Personalized Modules of *Treating Later-Life Depression*

## **Core Sections (for many patients)**

Skills for Getting Started (Therapy Orientation and Goal Setting)

Skills for Feeling (Emotional Literacy, Cultivating Positive Emotions)

Skills for Doing (Behavioral Activation and Problem-Solving)

Skills for Thinking (Self-Compassion and Cognitive Reappraisal)

## **Personalized Sections (for some patients)**

Skills for Brain Health (Preventing and managing cognitive concerns)

Skills for Managing Chronic Pain (Psychoeducation and pain management)

Skills for Healthy Sleep (Psychoeducation and Sleep Hygiene)

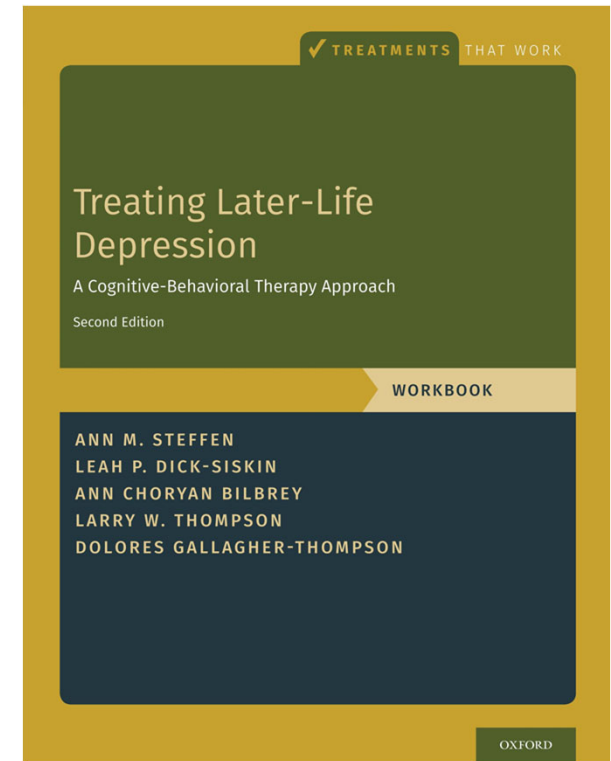
Skills for Caregiving (For family and informal caregivers)

Skills for Living with Loss (Support for healthy grieving)

Skills for Relating (Communication and interpersonal effectiveness skills)

## **Core Section (for many patients)**

Skills for Wrapping Up (Termination processes and plans)



Skills for Getting Started: **Start 10 Learn**

**Your Life Values and Personal Strengths**

What do we mean by values? Values:

- Are important aspects of a meaningful life for each person
- Influence our choices and priorities
- Shape our personal strengths that we have built over a lifetime
- Can help guide us as we manage life's challenges

Identifying your values helps, so that:

- Your goals and activities fit with your values
- When learning and practicing new skills, you apply these in parts of life that matter the most to you
- Your views and priorities are respected
- You are reminded that you already have areas of inner wisdom

Examples of Values (plus many others!!!)

Love of beauty (nature, art, music)	Enjoyment of other people
Love of animals and plants	Humor
Courage to tackle life challenges	Kindness and generosity
Creativity/imagination	Persistence/"stick-to-it-ness"
Curiosity and love of learning	Spirituality

Question: What are some of your values? Let's talk about them now. How would the people who know you best describe your personal strengths?

---

Question: Is there a family member or close friend who shares some of these same values? How could that person help support your efforts?

---

Question: What are some personal strengths that you've called upon in stressful times? How might you use these as you develop new skills?

## My Values and Strengths

Date(s): \_\_\_\_\_

Here are some examples of values and strengths:

Love of beauty (nature, art, music)	Enjoyment of other people
Love of animals and plants	Humor
Courage to tackle life challenges	Kindness and generosity
Creativity/imagination	Persistence/"Stick-to-it-ness"
Curiosity and love of learning	Spirituality

(Plus many others!!!)

What is important to me in life? What are some of my values?

---

What are some of my personal strengths that I've called upon in past stressful times? (Write down some examples here.)

---

How might I be able to call upon these during this program?

---

Does anyone in my life share some of these values and strengths? Are there any ways that I might get that person's support during this program?

---

► Steffen et al., 2021

## Skills for Feeling: **Feel 2 Learn**

### **Understanding Emotions**

Understanding how emotions do (and don't) work is useful. Learning about the science of emotions can improve confidence to manage strong feelings.

We experience different feelings that can be positive (e.g., *amusement, excitement, happiness, pride, satisfaction*) or negative (e.g., *anger, contempt, disgust, embarrassment, fear, sadness, shame*). Some feelings, like *surprise*, can be either positive or negative.

#### What Emotions Are

Research in the area of affective science helps us see emotions as very complicated, and involving 3 parts:

1. A physiological (bodily) response
2. A subjective experience (how we feel)
3. A behavioral response (what we think and do)

Emotional experiences are regulated by our brains, in particular a part called the *limbic system*. Specific areas in the limbic system, and a vast network of connections across many areas of our brains, influence our experience of emotions. This is why our feelings are triggered by sights, sounds, smells, thoughts, memories, and our actions.

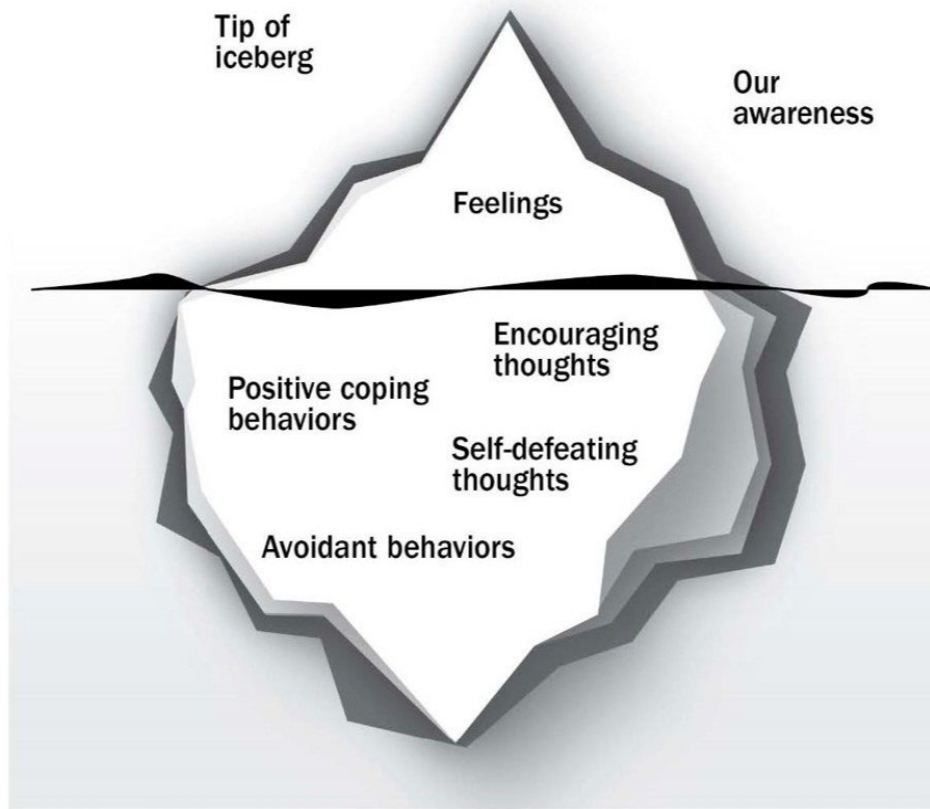
#### What Emotions Are Not

Emotions are sometimes described as if they are *things* that exist inside us, that we "have" or "want to get off our chest." This sounds as if emotions are fluids that build up and will spill over if we don't let them out through talking. It can feel good to share our feelings, and talking can help us feel supported and not alone. In the long run, however, talking about feelings is not enough to help treat clinical depression or anxiety.

More is needed to help individuals feel better. The approach in this program helps you develop new ways to respond to negative feelings.

► Steffen et al., 2021

A strong feeling is sometimes the most visible and obvious part of an experience and feels very real. Underneath that feeling, however, are a number of related thoughts and behaviors that are also important. These thoughts and behaviors form the basis for the emotional experience.



So, we will need session time to



Identify specific upsetting situations



and



Spend time on specific skills and strategies to help



# Cultivating Positive Emotions

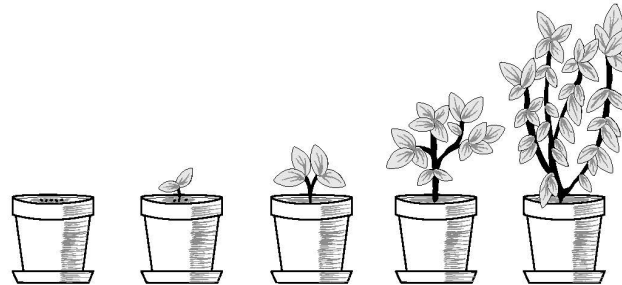


Skills for Feeling: **Feel 7 Learn**

### **Nurturing Positive Emotions**

Theories about the evolution of the human species suggest that our brains may have developed to focus more on negative emotions than on positive ones. (Reacting fast to an approaching tiger was probably more important than enjoying a beautiful sunset.) We all seem to have to work harder to pay attention to, and hold on to, positive emotions.

Think about positive feelings as small seeds that need attention to grow.



Question: What are some of the positive emotions that you would like to nourish and help to grow in your life? Humor? Gratitude? Others?

---

Question: How might you nurture positive emotions with a little attention?

---

You can start this process by looking for tiny seeds of those positive feelings each day. Just like a developing plant, we don't expect these positive emotions to bloom overnight. It may take several weeks of daily effort before seeing even the smallest signs that this practice is helping. In the same way that plants need sunlight and water, positive feelings need our daily attention to grow from tiny seeds to flourishing trees.

Feel 5 Practice: Recognizing Positive Emotions and Feel 6 Practice: Growing Positive Emotions can help you nurture positive emotions.

Steffen et al., 2021

Skills for Feeling: **Feel 5 Practice**

**Recognizing Positive Emotions**

Date(s): \_\_\_\_\_

I can ask a family member or friend for support as I practice these skills.

I will describe situations this week that led to me feeling positive emotions:

---

---

Which positive emotions am I recognizing in myself, even a little?

- |                |              |
|----------------|--------------|
| ___ Admiration | ___ Happy    |
| ___ Affection  | ___ Hopeful  |
| ___ Awe        | ___ Inspired |
| ___ Calm       | ___ Love     |
| ___ Cheerful   | ___ Pleased  |
| ___ Content    | ___ Proud    |

Nurturing Positive Emotions

This week, I was able to (*check off the ones that apply this week*):

- Recognize that I was having positive feelings
- Express a positive emotion to someone in my life
- Allow myself to have a positive feeling without pushing it away
- Welcome and savor the positive feelings I had

Steffen et al., 2021

## 1. Mood monitoring

- Understand the connection between activities and mood
- Identify activities linked to positive **and** negative moods
- Recognize gradual improvements in daily mood

## 2. Scheduling activities linked to positive mood

- Enjoyable and/or Meaningful and/or Rewarding

## 3. Learn over time what activities are actually linked to positive mood

## 4. Discontinue or avoid activities linked to negative moods for now

## 5. Problem-solve ways to increase positive activities over multiple weeks

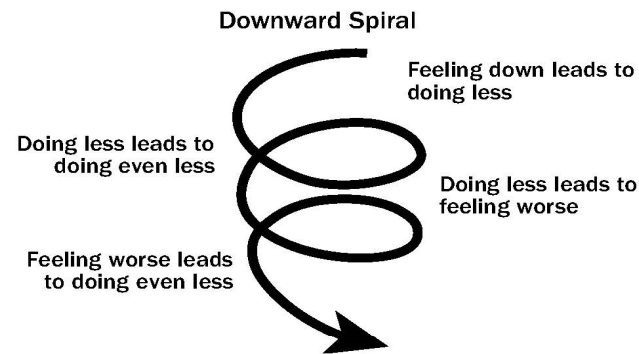
Skills for Doing: **Do 8 Learn**

### **The Importance of Doing**

- After completing Do 2 Practice: First Steps you probably agree that doing things you like typically has a positive effect on your mood.

#### Downward Spiral

- When your mood is lowered, your level of activity also goes down.
- When your level of activity goes down, then you are even less likely to do positive activities.
- This tends to lower your mood even further, which in turn means you do less, and so on, until you are in a vicious tailspin.



#### Upward Spiral: The Good News

- By increasing the number of enjoyable, meaningful, and rewarding activities you do on a daily basis, you can improve your mood and reduce your symptoms of depression.
- It is important to actually do the activities, even if when you start them you don't feel like doing them. It is important to trust the plan and start the upward spiral.
- You can start small, just like watering a seed to help it grow.

Skills for Doing: **Do 2 Practice**

**First Steps**

Date(s): \_\_\_\_\_

Activity & Mood	Day 1 ( )	Day 2 ( )	Day 3 ( )	Day 4 ( )	Day 5 ( )	Day 6 ( )	Day 7 ( )
Morning mood #							
Morning activities							
Afternoon mood #							
Afternoon activities							
Evening mood #							
Evening activities							
End of day mood #							

Skills for Doing: **Do 3 Learn**

### What Are Positive Activities?

When we talk about positive activities, we mean any activities, big or little, that you enjoy, value, find rewarding, or find meaningful.

This can be something as small as planning to enjoy a cup of tea in the middle of your day to something more involved like going out to see a play with a group of friends.

Examples of positive activities:

- holding a door to help a stranger
- taking a walk around the block
- enjoying a phone call with a sibling
- having coffee with friends
- helping a friend out

### Three Types of Positive Activities

#### Enjoyable

[fun, pleasant]

Getting ice cream

Having lunch out

Watching a movie

#### Meaningful

[personal values]

Donating to a food bank

Attending a worship service

Helping family

#### Rewarding

[brings satisfaction]

Making your bed

Visiting a sick friend

Cleaning garage

- Sometimes activities can be two types or even three.
- Some are linked to values and strengths you listed in [Start 5 Practice](#).
- Whether enjoyable, meaningful, or rewarding, doing these positive activities can help your mood.
- It is best to work towards having a balance of all three types of positive activities in a week.

[Do 4 Practice: List of Positive Activities](#) will help you to start developing a list for yourself.

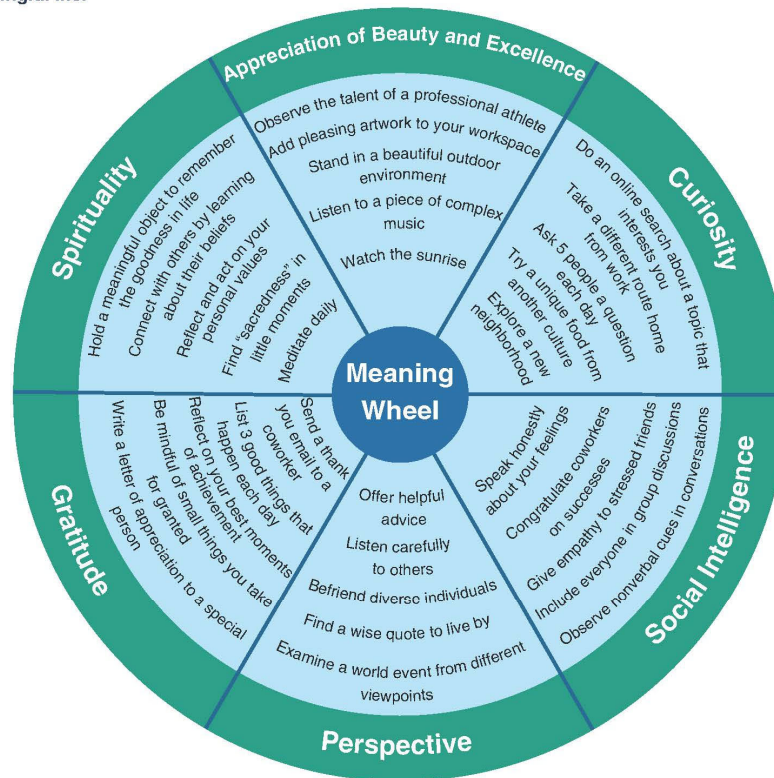
Steffen et al., 2021

# BUILD A MEANINGFUL LIFE BY BOOSTING 6 STRENGTHS



Cultivating a meaningful life is a worthy pursuit. It's about having goals and interests that connect you with something greater than yourself. Research shows that finding meaning and purpose in life can make you happier, healthier and more resilient to challenges.

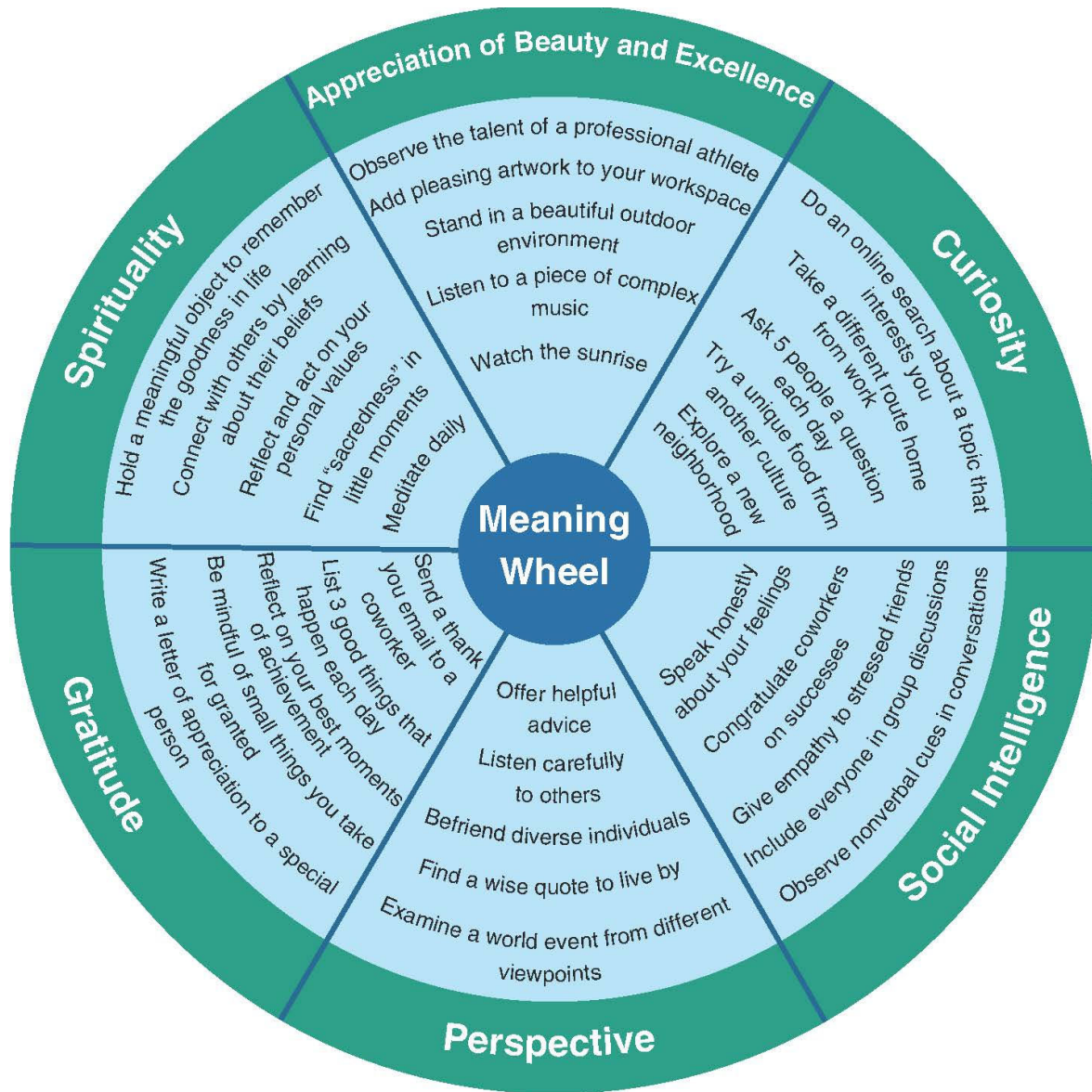
As you prepare for a new year or a life change, character strengths can provide a pathway to build more meaning into your life. Specifically, there are 6 character strengths that have a strong correlation to meaning. Use the wheel below to find tips to boost these 6 strengths as a way to nurture a meaningful life.



**References**

Niemiec, R. M. (2018). *Character strengths interventions: A field-guide for practitioners*. Boston: Hogrefe.  
 Niemiec, R. M., & McGrath, R. E. (2019). *The power of character strengths: Appreciate and ignite your positive personality*. Cincinnati, OH: VIA Institute on Character.  
 Wagner, L., Gander, F., Proyer, R. T., & Ruch, W. (2018). Character strengths and PERMA: Investigating the relationships of character strengths with a multidimensional framework of well-being. *Applied Research in Quality of Life*.





Skills for Doing: **Do 4 Practice**

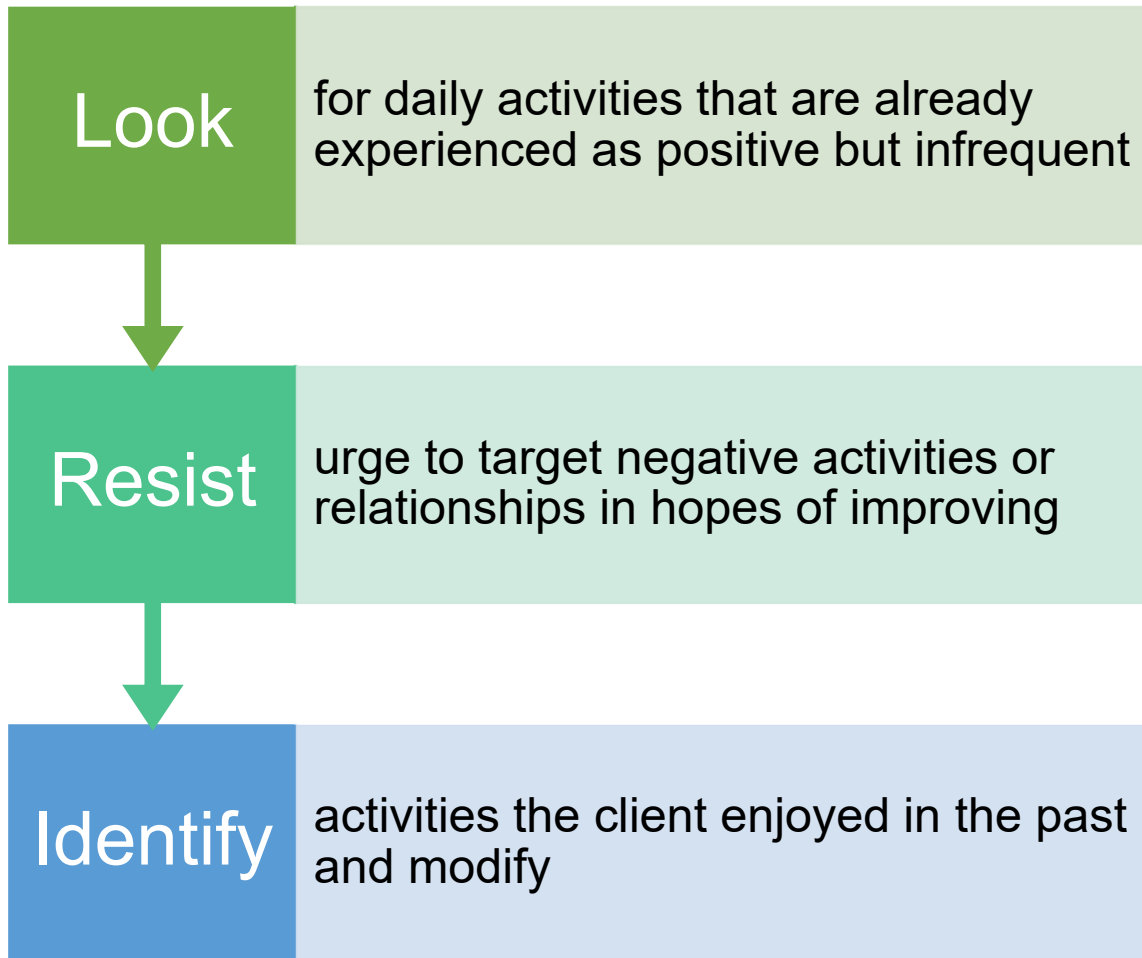
**List of Positive Activities**

Date(s): \_\_\_\_\_

I should create a list of positive and rewarding activities, and I will start with a list of 15 to 20. For now, I do not have to worry about whether these activities are realistic or complicated. Some can be small things. If I wish to, I can ask a family member or friend for support as I work on this.

At this point, if it interests me, it belongs on the list.

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____



## **Tips for Clinicians**

Increase Activities That Are Already Considered Positive

# Tips for Clinicians

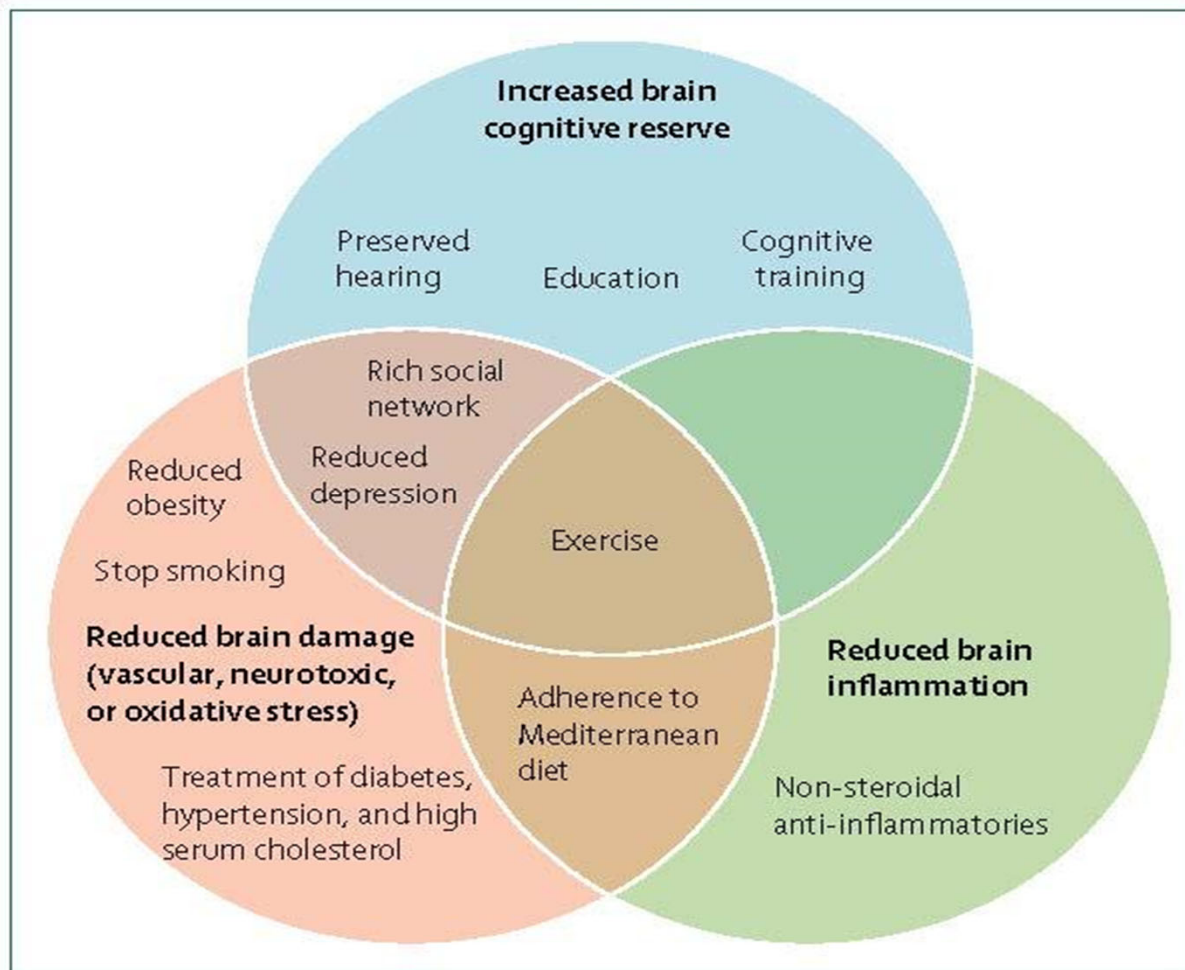
## Prioritize Physical and Social Activities



Physical activities are important. Try to incorporate any exercise for the client (any movement is beneficial).



Encourage activities with others or activities that encourage the client to feel more connected to others.



Lancet Commissions (2017)

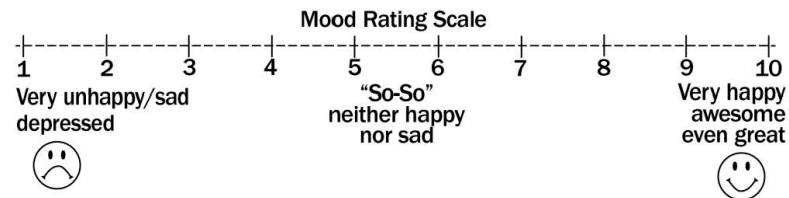
Skills for Doing: **Do 5 Practice**

**PAL: Positive Activities Log**

Date(s): \_\_\_\_\_

I should schedule (/) and mark (X) each day I do a positive activity. At the end of the day, note my mood.

Activity	Day 1	Day 2	Day 3	Day 4	Day 5	Day 6	Day 7
1.							
2.							
3.							
4.							
5.							
6.							
7.							
8.							
9.							
10.							
<b>Total # of activities done</b>							
<b>Mood score for day</b>							



# Family, including Chosen Family, can help with...



Developing list of positive activities



Remind client of weekly plans and activities schedule



Problem-solving



# Who are you at your best?



GRATITUDE



TEAMWORK



HUMILITY



LOVE



PERSPECTIVE

You are unique in the world and united in your strengths with all of humanity. Discover your Character Strengths Profile and begin living each day as the very best version of yourself.



## Discover Your Strengths >

Take the [Free Strengths Survey](#) to begin living your best life. Research shows that applying your strengths can increase confidence, happiness, positive relationships and reduces stress and anxiety. Discover your strengths today!

TAKE THE SURVEY NOW!

## Help Others Build Their Strengths >

The VIA Survey is trusted by researchers and professionals around the world to assess character strengths. Create your free [VIA Pro Dashboard](#) to distribute and manage the VIA Survey to your clients or students.

LEARN MORE

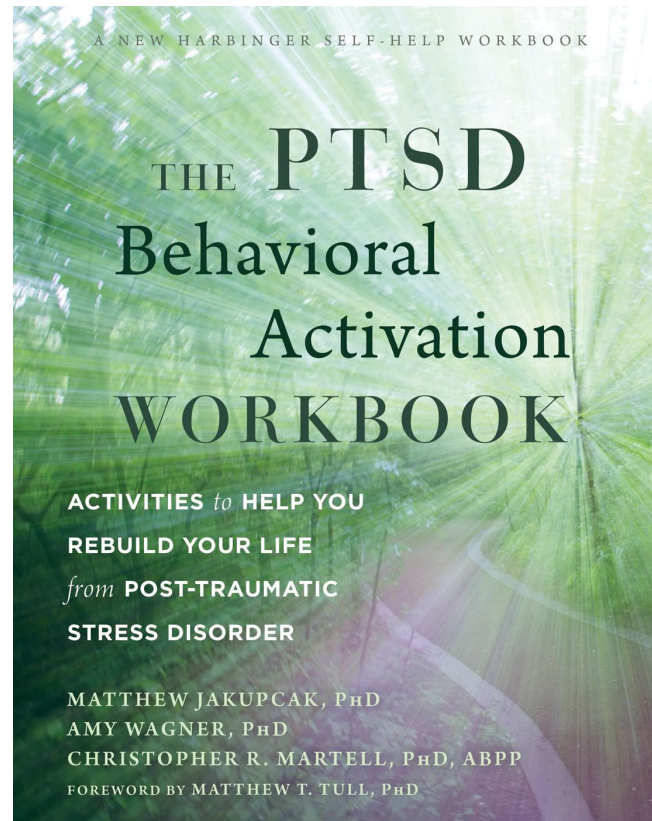


# Activating Happiness



A Jump-Start Guide  
to  
Overcoming  
Low Motivation,  
Depression, or Just  
Feeling Stuck

**RACHEL HERSHENBERG, PhD**  
FOREWORD BY MARVIN R. GOLDFRIED, PhD



A NEW HARBINGER SELF-HELP WORKBOOK

## THE PTSD Behavioral Activation WORKBOOK

ACTIVITIES to HELP YOU  
REBUILD YOUR LIFE  
from POST-TRAUMATIC  
STRESS DISORDER

MATTHEW JAKUPCAK, PhD  
AMY WAGNER, PhD  
CHRISTOPHER R. MARTELL, PhD, ABPP  
FOREWORD BY MATTHEW T. TULL, PhD

## Behavioral Activation with Adolescents

**A Clinician's Guide**



Elizabeth McCauley,  
Kelly A. Schloredt, Gretchen R. Gudmundsen,  
Christopher R. Martell, and Sona Dimidjian

# Cognitive Behavioral Therapy

*Made Simple*

**10** STRATEGIES  
for Managing Anxiety,  
Depression, Anger,  
Panic, and Worry

SETH J. GILLIHAN, PhD

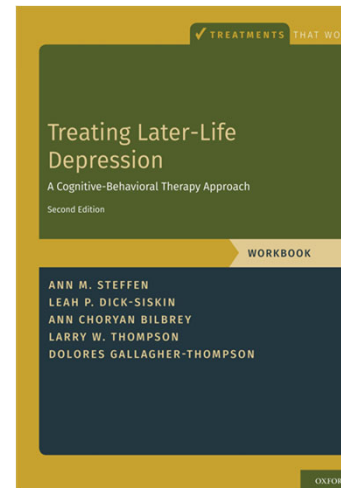
## Skills for Doing - Learn

- Do 1 Learn Introduction to Skills for Doing
- Do 2 Learn Activities Affect Your Mood<sup>†</sup>
- Do 3 Learn What Are Positive Activities?<sup>†</sup>
- Do 4 Learn Snapshot of Where You Are Right Now<sup>†</sup>
- Do 5 Learn Using the First Steps<sup>†</sup>
- Do 6 Learn Example of First Steps: *Days 1 - 4*
- Do 7 Learn Example of First Steps: *Days 5 - 7*
- Do 8 Learn The Importance of Doing<sup>†</sup>
- Do 9 Learn Making Your List<sup>†</sup>
- Do 10 Learn Using Past Activities<sup>†</sup>
- Do 11 Learn Using Values and Purpose<sup>†</sup>
- Do 12 Learn Physical Activity Is Important<sup>†</sup>
- Do 13 Learn Your Plan for Physical Activity<sup>†</sup>
- Do 14 Learn Schedule Your Activities<sup>†</sup>
- Do 15 Learn Example of Positive Activities Log
- Do 16 Learn Problem Solving with DEEDS – Step 1
- Do 17 Learn Problem Solving with DEEDS – Steps 2 & 3
- Do 18 Learn Problem Solving with DEEDS – Steps 4 & 5
- Do 19 Learn Setting Personal Activity Goals<sup>†</sup>
- Do 20 Learn Ways to Think About Progress Toward Your Goals<sup>†</sup>

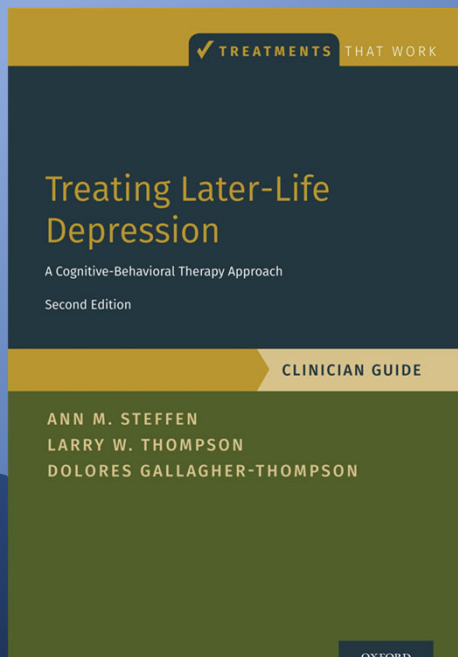
<sup>†</sup> *especially appropriate for telehealth*

## Skills for Doing Practice

- Do 1 Practice Review of My Treatment Goals<sup>†</sup>
- Do 2 Practice First Steps<sup>†</sup>
- Do 3 Practice First Steps Instructions<sup>†</sup>
- Do 4 Practice List of Positive Activities<sup>†</sup>
- Do 5 Practice PAL: Positive Activities Log<sup>†</sup>
- Do 6 Practice DEEDS
- Do 7 Practice As I Continue with Treatment--My Plan for Fully Participating
- Do 8 Practice My Review of Skills for Doing<sup>†</sup>



To Learn  
More....



## CHAPTER 8

## Module 3: Skills for Doing: Values-Based Living and Solving Problems

This core module of the workbook is focused on the skills of:

1. Monitoring therapy progress and fine-tuning treatment goals
2. Understanding the role of activities in depression
3. Recording daily activities
4. Developing a written list of positive activities
5. Scheduling and engaging in positive activities
6. Applying the steps of problem solving
7. Revising therapy goals, staying encouraged and engaged in treatment

This chapter is provided to help you use the *Skills for Doing* module of the workbook with your clients. We start with a brief overview, followed by some practical tips based on the most common questions we hear from clinicians during professional trainings. The bulk of this chapter is devoted to reviewing behavioral activation and problem-solving skills, with a description of the specific Learn pages and Practice forms available for your use in sessions. We provide recommendations for a standard progression of material (i.e., Learn pages and Practice forms that typically go with each other in the same session, estimates of how much can be accomplished in a given session), with the understanding that this may vary quite a bit depending upon your practice setting and specific client needs. We end the chapter with some comments about related topics that are not included in this treatment approach, and point readers to resources for additional professional development in behavioral activation.

# 8 Session Behavioral Activation Overview: Treating Later Life Depression

LLD Coping with the Blues Overview



**Overview**

*Coping with the Blues:*  
**Behavioral Activation Sessions**

Ann M. Steffen, PhD, ABPP

Laguna Woods Village®

OPTIMAL AGING CENTER

Treating Later-Life Depression  
A Cognitive Behavioral Therapy Approach  
8-Week Workbook  
ANN M. STEFFEN  
LEAH P. JOSE-GISBERG  
ANN LOUGHRAN BILBERT  
DAVID W. HUBBARD  
COLLEEN'S CALLIGRAPHY

0:00 / 12:54





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Thank You!!!

Ann M. Steffen, PhD, ABPP

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