

REBT explores how beliefs affect outlook. REBT is a form of psychotherapy that places personal beliefs front and center, inviting the patient to evaluate how their beliefs affects their thoughts and feelings.

Originally called rational therapy, its appellation was revised to rational emotive therapy in , then to its current appellation in REBT was one of the first of the cognitive behavior therapies, as it was predicated in articles Ellis first published in , [1] nearly a decade before Aaron Beck first set forth his cognitive therapy. The truths of Stoicism were perhaps best set forth by Epictetus, who in the first century A. The A-B-C model states that it normally is not merely an A, adversity or activating event that contributes to disturbed and dysfunctional emotional and behavioral Cs, consequences, but also what people B, believe about the A, adversity. A, adversity can be either an external situation or a thought or other kind of internal event, and it can refer to an event in the past, present, or future. The Bs, beliefs that are most significant are highly evaluative and consists of interrelated and integrated cognitive, emotional and behavioral aspects and dimensions. Through REBT, by understanding the role of their mediating , evaluative and philosophically based illogical, unrealistic and self-defeating meanings, interpretations and assumptions in upset, people often can learn to identify them, begin to D, dispute, refute, challenge and question them, distinguish them from healthy constructs, and subscribe to more constructive and self-helping constructs. REBT claims that people to a large degree consciously and unconsciously construct emotional difficulties such as self-blame , self-pity , clinical anger, hurt, guilt, shame, depression and anxiety , and behaviors and behavior tendencies like procrastination , over-compulsiveness, avoidance, addiction and withdrawal by the means of their irrational and self-defeating thinking, emoting and behaving. By using different cognitive, emotive and behavioral methods and activities , the client, together with help from the therapist and in homework exercises, can gain a more rational, self-helping and constructive rational way of thinking, emoting and behaving. Insight 1 - People seeing and accepting the reality that their emotional disturbances at point C only partially stem from the activating events or adversities at point A that precede C. Insight 2 - No matter how, when, and why people acquire self-defeating or irrational beliefs i. They do so not because they held them in the past, but because they still actively hold them in the present, though often unconsciously, while continuing to reaffirm their beliefs and act as if they are still valid. In their minds and hearts they still follow the core "musturbatory" philosophies they adopted or invented long ago, or ones they recently accepted or constructed. Insight 3 - No matter how well they have achieved insight 1 and insight 2, insight alone will rarely enable people to undo their emotional disturbances. They may feel better when they know, or think they know, how they became disturbed - since insights can give the impression of being useful and curative. But, it is unlikely that they will actually get better and stay better unless they accept insights 1 and 2, and then also go on to strongly apply insight 3: There is usually no way to get better and stay better but by: Regarding cognitive-affective-behavioral processes in mental functioning and dysfunctioning, originator Albert Ellis explains: Much of what we call emotion is nothing more nor less than a certain kind " a biased, prejudiced, or strongly evaluative kind " of thought. But emotions and behaviors significantly influence and affect thinking, just as thinking influences emotions and behaviors. Evaluating is a fundamental characteristic of human organisms and seems to work in a kind of closed circuit with a feedback mechanism: Because perception biases response and then response tends to bias subsequent perception. Also, prior perceptions appear to bias subsequent perceptions , and prior responses appear to bias subsequent responses. What we call feelings almost always have a pronounced evaluating or appraisal element. Ellis alluded to similarities between REBT and General Semantics in explaining the role of irrational beliefs in self-defeating tendencies, citing Alfred Korzybski as a significant modern influence on this thinking. Psychological dysfunction Edit One of the main pillars of REBT is that irrational and dysfunctional ways and patterns of thinking, feeling and behaving are contributing to much, though hardly all, human disturbance and emotional and behavioral self- and social defeatism. REBT generally teaches that when people turn flexible preferences, desires and wishes into grandiose, absolutistic and fatalistic dictates, this tends to contribute to disturbance and upsetness. Albert Ellis has suggested three core beliefs or philosophies

that humans tend to disturb themselves through: If I fail in these important and sacred respects, that is awful and I am a bad, incompetent, unworthy person, who will probably always fail and deserves to suffer. Otherwise, it is terrible and they are rotten, bad, unworthy people who will always treat me badly and do not deserve a good life and should be severely punished for acting so abominably to me. My life is impossible and hardly worth living. Holding this belief when faced with adversity tends to contribute to feelings of anger, rage, fury, and vindictiveness. Holding this belief when faced with adversity tends to contribute to frustration and discomfort, intolerance, self-pity, anger, depression, and to behaviors such as procrastination, avoidance, and inaction. REBT commonly posits that at the core of irrational beliefs there often are explicit or implicit rigid demands and commands, and that extreme derivatives like awfulizing, frustration intolerance, people deprecation and over-generalizations are accompanied by these. REBT therefore first teaches that when people in an insensible and devout way overuse absolutistic, dogmatic and rigid "shoulds", "musts", and "oughts", they tend to disturb and upset themselves. Further REBT generally posits that disturbed evaluations to a large degree occur through over-generalization, wherein people exaggerate and globalize events or traits, usually unwanted events or traits or behavior, out of context, while almost always ignoring the positive events or traits or behaviors. For example, awfulizing is partly mental magnification of the importance of an unwanted situation to a catastrophe or horror, elevating the rating of something from bad to worse than it should be, to beyond totally bad, worse than bad to the intolerable and to a "holocaust". The same exaggeration and overgeneralizing occurs with human rating, wherein humans come to be arbitrarily and axiomatically defined by their perceived flaws or misdeeds. Essential to REBT theory is also the concept of secondary disturbances which people sometimes construct on top of their primary disturbance. This does not by any means mean that a relatively un-disturbed person never experiences negative feelings, but REBT does hope to keep debilitating and un-healthy emotions and subsequent self-defeating behavior to a minimum. To do this REBT generally promotes a flexible, un-dogmatic, self-helping and efficient belief system and constructive life philosophy about adversities and human desires and preferences. REBT clearly acknowledges that people, in addition to disturbing themselves, also are innately constructivists. Because they largely upset themselves with their beliefs, emotions and behaviors, they can be helped to, in a multimodal manner, dispute and question these and develop a more workable, more self-helping set of constructs. REBT generally teaches and promotes: That the concepts and philosophies of life of unconditional self-acceptance, other-acceptance, and life-acceptance are effective philosophies of life in achieving mental wellness and mental health. That they are better off not measuring their entire self or their "being" and give up the narrow, grandiose and ultimately destructive notion to give themselves any global rating or report card. This is partly because all humans are continually evolving and are far too complex to accurately rate; all humans do both self- and social-defeating and self- and social-helping deeds, and have both beneficial and un-beneficial attributes and traits at certain times and in certain conditions. REBT holds that ideas and feelings about self-worth are largely definitional and are not empirically confirmable or falsifiable. That people had better accept life with its hassles and difficulties not always in accordance with their wants, while trying to change what they can change and live as elegantly as possible with what they can not change. REBT Intervention Edit As explained, REBT is a therapeutic system of both theory and practices; generally one of the goals of REBT is to help clients see the ways in which they have learned how they often needlessly upset themselves, teach them how to un-upset themselves and then how to empower themselves to lead happier and more fulfilling lives. Although REBT teaches that the therapist or counsellor had better demonstrate unconditional other-acceptance or unconditional positive regard, the therapist is not necessarily always encouraged to build a warm and caring relationship with the client. In traditional REBT, the client together with the therapist, in a structured active-directive manner, often work through a set of target problems and establish a set of therapeutic goals. After working through these problems, the client learns to generalize insights to other relevant situations. In therapy, the first step often is that the client acknowledges the problems, accepts emotional responsibility for these and has willingness and determination to change. This normally requires a considerable amount of insight, but as originator Albert Ellis [10] explains: Central through these methods and techniques is the intent to help the client challenge, dispute and question their destructive and self-defeating cognitions, emotions and

behaviors. REBT seeks to acknowledge that understanding and insight are not enough; in order for clients to significantly change, they had better pinpoint their irrational and self-defeating constructs and work forcefully and actively at changing them to more functional and self-helping ones. REBT posits that the client must work hard to get better, and in therapy this normally includes a wide array of homework exercises in day-to-day life assigned by the therapist. The assignments may for example include desensitization tasks, i. By doing so, the client is actively acting against the belief that often is contributing significantly to the disturbance. Another factor contributing to the brevity of REBT is that the therapist seeks to empower the client to help himself through future adversities. REBT only promotes temporary solutions if more fundamental solutions are not found. The client then moves toward unconditional self-acceptance, other-acceptance and life-acceptance while striving to live a more self-fulfilling and happier life. Limitations and critique Edit REBT and CBT in general have a substantial and strong research base to verify and support both their psychotherapeutic efficiency and their theoretical underpinnings. A great quantity of scientific empirical studies has proven REBT to be an effective and efficient treatment for many kinds of psychopathology, conditions and problems [10] [12]. For instance originator Albert Ellis has on occasions emphasized the difficulty and complexity of measuring psychotherapeutic effectiveness, since many studies only tend to measure whether clients merely feel better after therapy instead of them getting better and staying better. It has also been argued by Ellis and by other clinicians that REBT theory on numerous occasions has been misunderstood and misconstrued both in research and in general. He repudiated the claim by saying that REBT on the contrary emphasized that thinking, feeling, and behaving are interrelated and integrated, and that it includes a vast amount of both emotional and behavioral methods in addition to cognitive ones. These include his use of four-letter words and confrontational attitude. Prominent REBTers have promoted the importance of high quality and programmatic research, including originator Ellis, a self-proclaimed "passionate skeptic". He has on many occasions been open to challenges and acknowledged errors and inefficiencies in his approach and concurrently revised his theories and practices. This includes both its theoretical concepts but also its practices and methodology. Applications and interfaces Edit REBT is used with a broad range of clinical problems in traditional psychotherapeutic settings such as individual-, group - and family therapy. It is used as a general treatment for a vast number of different conditions and psychological problems normally associated with psychotherapy. In addition, REBT is used with non-clinical problems and problems of living through counselling , consultation and coaching settings dealing with problems including relationships, social skills, career changes, stress management , assertiveness training, grief, problems with aging, money, weight control etc. Rational psychotherapy and individual psychology. Journal of Individual Psychology, 13, Nature and relation to behavior therapy. Behavior Therapy, 1 2 , The Philosophy of Cognitive-Behavioural Therapy: Stoicism as Rational and Cognitive Psychotherapy. Overcoming Destructive Beliefs, Feelings, and Behaviors: Essential Rational Emotive Behaviour Therapy. Feeling better, getting better, staying better. Early theories and practices of rational emotive behavior theory and how they have been augmented and revised during the last three decades. A guide to well-being using rational emotive behavior therapy, p. Google Books preview retrieved August 18, The efficacy of rational-emotive therapy: A quantitative review of the outcome research. Clinical Psychology Review, 11, Leading Exponents Explain Their Differences. Essential Research Findings in Counselling and Psychotherapy. A synopsis of rational-emotive behavior therapy: Fundamental and applied research. Journal of rational-emotive and cognitive-behavior therapy , vol. Critical Perspectives, New York: ISBN External links.

2: Rational Emotive Behavioral Therapy (REBT)

Rational emotive behavior therapy, also known as REBT, is a type of cognitive-behavioral therapy developed by psychologist Albert Ellis. REBT is focused on helping clients change irrational beliefs. REBT is focused on helping clients change irrational beliefs.

Cognitive therapy of personality disorders. Cognitive therapy of substance abuse. The REBT resource book for practitioners. Why two, central REBT hypotheses appear untestable. The generalizability of the psychoanalytic concept of the working alliance. Theory, Research and Practice, 16, 1-16. The feeling good handbook. Thinking what to feel. Comprehensive cognitive disputing in RET. Resistance and reactance in cognitive therapy. International Cognitive Therapy Newsletter, 10 3 , 3-5. Vivid methods in rational-emotive therapy. The essential Albert Ellis. Preparing for client change in rational emotive behaviour therapy. Understanding persons in the context of their problems: Rational emotive behaviour therapy: Dictionary of rational emotive behaviour therapy. Requisite conditions for basic personality change. Journal of Consulting Psychology, 23, 1-16. Psychological Reports, 13, 1-16. Personality characteristics of rational-emotive therapists and other kinds of therapists. Theory, Research and Practice, 15, 1-16. How to maintain and enhance your rational-emotive therapy gains. Reason and emotion in psychotherapy revised and updated ed. Rational and irrational aspects of countertransference. Psychotherapy in Practice, 57, 1-16. Rational-emotive therapy with alcoholics and substance abusers. Keys to effective RET. Therapy with difficult clients. The neurotic agreement in psychotherapy. Rational Living, 1 1 , 32-36. Brief counseling with RET. Hold your head up high. The practice of multimodal therapy updated paperback ed. The Johns Hopkins University Press. Multimodal life history inventory. Overcoming resistance in cognitive therapy. Maximizing psychotherapeutic gains and preventing relapse in emotionally distressed clients. The goals of psychotherapy. Dealing with difficulties in rational emotive behaviour therapy. Essential rational emotive behaviour therapy. Learning from errors in rational emotive behaviour therapy. Cognitive therapy in practice: The necessary and sufficient conditions of therapeutic personality change. Journal of Consulting Psychology, 21, 1-16. Negotiating the therapeutic alliance. The cognitive approach to anxiety: Affect, cognition and change: The principles and practice of rational-emotive therapy. The Rational Emotive Behaviour Therapist, 2 1 , 16-21.

3: Rational Emotive Behavior Therapy

Rational Emotive Behavior Therapy remains an effective method for helping people challenge their dysfunctional thoughts, encouraging them to use reason to approach their problem-solving, and replacing their negative beliefs with new, positive, and life-enhancing beliefs.

It was first introduced in by Dr. Albert Ellis who had become increasingly frustrated with the ineffectiveness of psychotherapy. Ellis drew from his knowledge of philosophy and psychology to devise a method which he believed was more directive, efficient, and effective. Rational Emotive Behavior Therapy teaches the client to identify, evaluate, dispute, and act against his or her irrational self-defeating beliefs, thus helping the client to not only feel better but to get better. Rational Emotive Behavior Therapy is an active-directive, solution-oriented therapy which focuses on resolving emotional, cognitive and behavioral problems in clients. Fundamental to Rational Emotive Behavior Therapy is the concept that emotional suffering results primarily, though not completely, from our evaluations of a negative event, not solely by the events themselves. In other words, human beings on the basis of their belief system actively, though not always consciously, disturb themselves, and even disturb themselves about their disturbances. The Rational Emotive Behavior Therapy framework assumes that humans have both rational and irrational tendencies. In other words rational beliefs reduce conflicts with others and improved health. REBT claims that irrational and self-defeating thinking, emoting and behaving are correlated with emotional difficulties such as self-blame, jealousy, guilt, Low Frustration Tolerance, depression, and anxiety. This is a view shared with some other well-known therapies, such as Re-evaluation Counseling and Person-centred counseling - as these both arose in the mid-20th century, Ellis is thought to have had an influence on them. REBT is an educational and active-directive process in which the therapist teaches the client how to identify irrational and self-defeating tendencies which in nature are unrealistic, illogical and absolutist, and then to forcefully and emotionally dispute them, and replace them with more rational and self-helping ones. By using different methods and activities, the client, together with help from the therapist and in homework exercises, can gain a more rational, logical and constructive rational way of thinking, emoting and behaving. More about Rational Emotive Therapy One of the main pillars of Rational Emotive Behavior Therapy is that irrational patterns of thinking, feeling and behaving are the cause of much human disturbance, including depression and anxiety. Rational Emotive Behavior Therapy teaches that turning flexible preferences and wishes into grandiose absolutistic demands and commands will cause disturbances. Albert Ellis has suggested three core beliefs that cause disturbances Ellis, This leads to feelings of anger, rage, fury, and vindictiveness and lead to actions like fights, feuds, wars, genocide, and ultimately, an atomic holocaust. Otherwise, life is awful, terrible, horrible, catastrophic and unbearable. Rational Emotive Behavior Therapy then holds that an irrational belief system has strong tendencies to the following self-defeating components: It is therefore the evaluative belief system, based on core philosophies, that is likely to create unrealistic, arbitrary, and crooked inferences and distortions in thinking. REBT therefore first teaches that when people in an unsensible way overuse absolutistic and rigid "shoulds", "musts", and "oughts", they will very likely disturb themselves. Essential to Rational Emotive Behavior Therapy is that most "isms" and dogmas are, by nature, unhealthy and self-defeating, and that absolutistic ways of thinking will, in most cases, create unnecessary disturbances. These inflexible philosophies are, therefore, better replaced with more flexible, un-dogmatic and self-helping attitudes. The healthy alternative to demandingness is therefore unconditional acceptance of humans -- not their behavior, but that which cannot be changed -- and rigorous, effortful problem solving. Disturbed evaluations occur through overgeneralization, wherein one exaggerates and globalizes events or traits, usually unwanted events or traits or behaviors, out of context, while almost always ignoring the positive events or traits or behaviors. For example, awfulizing is mental magnification of the importance of an unwanted situation to a catastrophe, elevating the rating of something from bad to worse than it should be, to beyond totally bad, to intolerable, to a holocaust. The same exaggeration and overgeneralizing occurs with human rating, wherein humans come to be defined by their flaws or misdeeds: Frustration intolerance occurs when one sees that tasks are more difficult, tedious, or boring than one wants,

but exaggerates the badness of this to something that is wrongly too hard, too much, not as easy as it should be or beyond what one can stand. Many of these self-defeating beliefs are both innately biological and indoctrinated in early life and might grow stronger as a person continually revisits them. By emotive, cognitive and behavioral methods the client learns to replace the absolutistic and dogmatic musts with flexible and non-rigid preferences, which are likely to cause more healthy and constructive emotions and behavior. The Rational Emotive Behavior therapist strongly believes in a rigorous application of the rules of logic, straight thinking, and of scientific method to everyday life. Ellis, REBT points out that irrational beliefs will often be obvious in how people talk to themselves. The therapist asking, "What are you telling yourself about?" The therapist is most interested in finding core-beliefs and deep-rooted philosophical evaluations. These are usually the automatic causes of negative inferences and higher level evaluative thoughts. Unconditional self-acceptance, other-acceptance and life-acceptance is of prime importance in achieving mental wellness. They consider themselves valuable just as a result of being alive and kicking; and are better off not to measure their "self" or their "being" and give themselves any global rating, because all humans are far too complex to rate, and do both good and bad deeds and have both, not either-or, good and bad attributes and traits. REBT holds that ideas and feelings about self-worth are largely definitional and are not empirically confirmable or falsifiable. Ellis, REBT believes that the client has to work hard to get better, and this work may include homework assigned by the therapist. The assignments may include desensitization tasks, i. Often Rational Emotive Behavior Therapy focuses on specific problems and is used as a brief therapy, but in deeper problems longer therapy is promoted. Another factor contributing to the brevity of Rational Emotive Behavior Therapy is that the therapist helps the client learn how to get better through hard work, and help himself to get through future adversities. It holds that hard work, and hard work only, is the only way to get, and stay, better and not only temporarily feel better. Additional Information For more information about Rational Emotive Behavior Therapy and other therapeutic approaches, please click on the linked websites listed below.

4: Essential Rational Emotive Behaviour Therapy by Michael Neenan

Albert Ellis, an important contributor to the ideas behind cognitive-behavioral therapy and the founder of Rational Emotive Behavior Therapy (REBT), discovered that people's beliefs strongly.

Precursors of certain fundamental aspects of Rational Emotive Behavior Therapy have been identified in ancient philosophical traditions, particularly Stoicism. The A-B-C model states that it is not an A, adversity or activating event that cause disturbed and dysfunctional emotional and behavioral Cs, consequences, but also what people B, irrationally believe about the A, adversity. A, adversity can be an external situation, or a thought, a feeling or other kind of internal event, and it can refer to an event in the past, present, or future. E- The effective new philosophy or belief that develops in that person through the occurrence of D in their minds of A and B F- The developed feelings of ones self either at point and after point C or at point after point E. The Bs, irrational beliefs that are most important in the A-B-C model are explicit and implicit philosophical meanings and assumptions about events, personal desires, and preferences. The Bs, beliefs that are most significant are highly evaluative and consist of interrelated and integrated cognitive, emotional and behavioral aspects and dimensions. Through REBT, by understanding the role of their mediating, evaluative and philosophically based illogical, unrealistic and self-defeating meanings, interpretations and assumptions in disturbance, individuals can learn to identify them, then go to D, disputing and questioning the evidence for them. At E, effective new philosophy, they can recognize and reinforce the notion no evidence exists for any psychopathological must, ought or should and distinguish them from healthy constructs, and subscribe to more constructive and self-helping philosophies. The REBT framework assumes that humans have both innate rational meaning self-helping, socially helping, and constructive and irrational meaning self-defeating, socially defeating, and unhelpful tendencies and leanings. REBT claims that people to a large degree consciously and unconsciously construct emotional difficulties such as self-blame , self-pity , clinical anger, hurt, guilt, shame, depression and anxiety , and behaviors and behavior tendencies like procrastination , compulsiveness, avoidance, addiction and withdrawal by the means of their irrational and self-defeating thinking, emoting and behaving. By using different cognitive, emotive and behavioral methods and activities, the client, together with help from the therapist and in homework exercises, can gain a more rational, self-helping and constructive rational way of thinking, emoting and behaving. Insight 1 " People seeing and accepting the reality that their emotional disturbances at point C are only partially caused by the activating events or adversities at point A that precede C. Insight 2 " No matter how, when, and why people acquire self-defeating or irrational beliefs i. They do so not because they held them in the past, but because they still actively hold them in the present often unconsciously , while continuing to reaffirm their beliefs and act as if they are still valid. In their minds and hearts, the troubled people still follow the core "musturbatory" philosophies they adopted or invented long ago, or ones they recently accepted or constructed. Insight 3 " No matter how well they have gained insights 1 and 2, insight alone rarely enables people to undo their emotional disturbances. They may feel better when they know, or think they know, how they became disturbed, because insights can feel useful and curative. Insight 4 " That in order for point D to occur in ones life often circumstances need to occur or transpire in order for the dispute in ones self and ones own emotions to happen. This way the dispute is reinforced by actions taken by the self if the action is strong enough. However if this is not executed by others with the person in affect not aware of what is going on the situation could become dangerous or life threatening by the person being treated. Regarding cognitive-affective-behavioral processes in mental functioning and dysfunctioning, originator Albert Ellis explains: Much of what we call emotion is nothing more nor less than a certain kind " a biased, prejudiced, or strongly evaluative kind " of thought. But emotions and behaviors significantly influence and affect thinking, just as thinking influences emotions and behaviors. Evaluating is a fundamental characteristic of human organisms and seems to work in a kind of closed circuit with a feedback mechanism: First, perception biases response, and then response tends to bias subsequent perception. Also, prior perceptions appear to bias subsequent perceptions , and prior responses appear to bias subsequent responses. What we call feelings

almost always have a pronounced evaluating or appraisal element. Ellis alludes to similarities between REBT and the general semantics when explaining the role of irrational beliefs in self-defeating tendencies, citing Alfred Korzybski as a significant modern influence on this thinking. Psychological dysfunction[edit] One of the main pillars of REBT is that irrational and dysfunctional ways and patterns of thinking, feeling and behaving are contributing to much, though hardly all, human disturbance and emotional and behavioral self-defeatism and social defeatism. REBT generally teaches that when people turn flexible preferences, desires and wishes into grandiose, absolutistic and fatalistic dictates, this tends to contribute to disturbance and upset. These dysfunctional patterns are examples of cognitive distortions. Core beliefs that disturb humans[edit] Albert Ellis has suggested three core beliefs or philosophies that humans tend to disturb themselves through: If I fail in these important and sacred respects, that is awful and I am a bad, incompetent, unworthy person, who will probably always fail and deserves to suffer. Otherwise, it is terrible and they are rotten, bad, unworthy people who will always treat me badly and do not deserve a good life and should be severely punished for acting so abominably to me. My life is impossible and hardly worth living. Holding this belief when faced with adversity tends to contribute to feelings of anger, rage, fury, and vindictiveness. Holding this belief when faced with adversity tends to contribute to frustration and discomfort, intolerance, self-pity, anger, depression, and to behaviors such as procrastination, avoidance, addictive behaviors and inaction. Rigid demands that humans make[edit] REBT commonly posits that at the core of irrational beliefs there often are explicit or implicit rigid demands and commands, and that extreme derivatives like awfulizing, frustration intolerance, people deprecation and over-generalizations are accompanied by these. REBT therefore first teaches that when people in an insensible and devout way overuse absolutistic, dogmatic and rigid "shoulds", "musts", and "oughts", they tend to disturb and upset themselves. Over-generalization[edit] Further REBT generally posits that disturbed evaluations to a large degree occur through over-generalization, wherein people exaggerate and globalize events or traits, usually unwanted events or traits or behavior, out of context, while almost always ignoring the positive events or traits or behaviors. For example, awfulizing is partly mental magnification of the importance of an unwanted situation to a catastrophe or horror, elevating the rating of something from bad to worse than it should be, to beyond totally bad, worse than bad to the intolerable and to a "holocaust". The same exaggeration and overgeneralizing occurs with human rating, wherein humans come to be arbitrarily and axiomatically defined by their perceived flaws or misdeeds. Secondary disturbances[edit] Essential to REBT theory is also the concept of secondary disturbances which people sometimes construct on top of their primary disturbance. This does not by any means mean that a relatively un-disturbed person never experiences negative feelings, but REBT does hope to keep debilitating and un-healthy emotions and subsequent self-defeating behavior to a minimum. To do this, REBT generally promotes a flexible, un-dogmatic, self-helping and efficient belief system and constructive life philosophy about adversities and human desires and preferences. REBT clearly acknowledges that people, in addition to disturbing themselves, also are innately constructivists. Because they largely upset themselves with their beliefs, emotions and behaviors, they can be helped to, in a multimodal manner, dispute and question these and develop a more workable, more self-helping set of constructs. REBT generally teaches and promotes: That the concepts and philosophies of life of unconditional self-acceptance, other-acceptance, and life-acceptance are effective philosophies of life in achieving mental wellness and mental health. That they are better off not measuring their entire self or their "being" and give up the narrow, grandiose and ultimately destructive notion to give themselves any global rating or report card. REBT holds that ideas and feelings about self-worth are largely definitional and are not empirically confirmable or falsifiable. That people had better accept life with its hassles and difficulties not always in accordance with their wants, while trying to change what they can change and live as elegantly as possible with what they cannot change. REBT intervention[edit] As explained, REBT is a therapeutic system of both theory and practice; generally one of the goals of REBT is to help clients see the ways in which they have learned how they often needlessly upset themselves, teach them how to "un-upset" themselves and then how to empower themselves to lead happier and more fulfilling lives. Although REBT teaches that the therapist or counsellor is better served by demonstrating unconditional other-acceptance or unconditional positive regard, the therapist is not necessarily always encouraged to build a

warm and caring relationship with the client. In traditional REBT, the client together with the therapist, in a structured active-directive manner, often work through a set of target problems and establish a set of therapeutic goals. After working through these problems, the client learns to generalize insights to other relevant situations. In therapy, the first step often is that the client acknowledges the problems, accepts emotional responsibility for these and has willingness and determination to change. This normally requires a considerable amount of insight, but as originator Albert Ellis [17] explains: Central through these methods and techniques is the intent to help the client challenge, dispute and question their destructive and self-defeating cognitions, emotions and behaviors. REBT seeks to acknowledge that understanding and insight are not enough; in order for clients to significantly change, they need to pinpoint their irrational and self-defeating constructs and work forcefully and actively at changing them to more functional and self-helping ones. REBT posits that the client must work hard to get better, and in therapy this normally includes a wide array of homework exercises in day-to-day life assigned by the therapist. The assignments may for example include desensitization tasks, i. By doing so, the client is actively acting against the belief that often is contributing significantly to the disturbance. Another factor contributing to the brevity of REBT is that the therapist seeks to empower the client to help himself through future adversities. REBT only promotes temporary solutions if more fundamental solutions are not found. The client then moves toward unconditional self-acceptance, other-acceptance and life-acceptance while striving to live a more self-fulfilling and happier life. Efficacy[edit] REBT and CBT in general have a substantial and strong research base to verify and support both their psychotherapeutic efficiency and their theoretical underpinnings. A great quantity of scientific empirical studies has proven REBT to be an effective and efficient treatment for many kinds of psychopathology, conditions and problems. For instance, originator Albert Ellis has on occasions emphasized the difficulty and complexity of measuring psychotherapeutic effectiveness, because many studies only tend to measure whether clients merely feel better after therapy instead of them getting better and staying better. It has also been argued by Ellis and by other clinicians that REBT theory on numerous occasions has been misunderstood and misconstrued both in research and in general. He repudiated the claim by saying that REBT on the contrary emphasizes that thinking, feeling, and behaving are interrelated and integrated, and that it includes a vast amount of both emotional and behavioural methods in addition to cognitive ones. Prominent REBTers have promoted the importance of high quality and programmatic research, including originator Ellis, a self-proclaimed "passionate skeptic". He has on many occasions been open to challenges and acknowledged errors and inefficiencies in his approach and concurrently revised his theories and practices. This includes its theoretical concepts, practices and methodology. Applications and interfaces[edit] Applications and interfaces of REBT are used with a broad range of clinical problems in traditional psychotherapeutic settings such as individual-, group - and family therapy. It is used as a general treatment for a vast number of different conditions and psychological problems normally associated with psychotherapy. In addition, REBT is used with non-clinical problems and problems of living through counselling , consultation and coaching settings dealing with problems including relationships, social skills, career changes, stress management , assertiveness training, grief, problems with aging, money, weight control etc. Comprehensive Method of Treating Human Disturbances: Evolution of a Revolution: Selections from the Writings of Albert Ellis, Ph. Reflections of Albert Ellis in the Work of Others. Albert Ellis in the Wilds of Arizona. Paper read at Amer.

5: SAGE Books - The Rational Emotive Behavioural Approach to Therapeutic Change

Rational emotive behavior therapy (REBT), previously called rational therapy and rational emotive therapy, is an active-directive, philosophically and empirically based psychotherapy, the aim of which is to resolve emotional and behavioral problems and disturbances and to help people to lead happier and more fulfilling lives.

Saul McLeod, published, updated Cognitive behavioral therapy CBT can be used to treat people with a wide range of mental health problems. CBT is based on the idea that how we think cognition, how we feel emotion and how we act behavior all interact together. Specifically, our thoughts determine our feelings and our behavior. Therefore, negative and unrealistic thoughts can cause us distress and result in problems. When a person suffers with psychological distress, the way in which they interpret situations becomes skewed, which in turn has a negative impact on the actions they take. CBT aims to help people become aware of when they make negative interpretations, and of behavioral patterns which reinforce the distorted thinking. Cognitive therapy helps people to develop alternative ways of thinking and behaving which aims to reduce their psychological distress. Cognitive behavioral therapy is, in fact, an umbrella term for many different therapies that share some common elements. Beck in the s. This faulty thinking may be through cognitive deficiencies lack of planning or cognitive distortions processing information inaccurately. If our mental representations are inaccurate or our ways of reasoning are inadequate then our emotions and behavior may become disordered. The cognitive therapist teaches clients how to identify distorted cognitions through a process of evaluation. The clients learn to discriminate between their own thoughts and reality. They learn the influence that cognition has on their feelings, and they are taught to recognize observe and monitor their own thoughts. The behavior part of the therapy involves setting homework for the client to do e. The therapist gives the client tasks that will help them challenge their own irrational beliefs. The idea is that the client identifies their own unhelpful beliefs and then proves them wrong. As a result, their beliefs begin to change. For example, someone who is anxious in social situations may be set a homework assignment to meet a friend at the pub for a drink. The goal of the therapy is to change irrational beliefs to more rational ones. REBT encourages a person to identify their general and irrational beliefs e. "I must be perfect" and subsequently persuades the person challenge these false beliefs through reality testing. Albert Ellis, proposes that each of us hold a unique set of assumptions about ourselves and our world that serve to guide us through life and determine our reactions to the various situations we encounter. Albert Ellis calls these basic irrational assumptions. Some people irrationally assume that they are failures if they are not loved by everyone they know - they constantly seek approval and repeatedly feel rejected. According to Ellis, these are other common irrational assumptions: Ellis believes that people often forcefully hold on to this illogical way of thinking, and therefore employs highly emotive techniques to help them vigorously and forcefully change this irrational thinking. The first three steps analyze the process by which a person has developed irrational beliefs and may be recorded in a three-column table. The first column records the objective situation, that is, an event that ultimately leads to some type of high emotional response or negative dysfunctional thinking. In the second column, the client writes down the negative thoughts that occurred to them. The third column is for the negative feelings and dysfunctional behaviors that ensued. The negative thoughts of the second column are seen as a connecting bridge between the situation and the distressing feelings. The third column C is next explained by describing emotions or negative thoughts that the client thinks are caused by A. This could be anger, sorrow, anxiety, etc. Ellis believes that it is not the activating event A that causes negative emotional and behavioral consequences C, but rather that a person interpret these events unrealistically and therefore has a irrational belief system B that helps cause the consequences C. The Activating event, A, is that she failed her test. The Belief, B, is that she must have good grades or she is worthless. The Consequence, C, is that Gina feels depressed. This helps the client to develop more rational beliefs and healthy coping strategies. A therapist would help Gina realize that there is no evidence that she must have good grades to be worthwhile, or that getting bad grades is awful. She desires good grades, and it would be good to have them, but it hardly makes her worthless. If she realizes that getting bad grades is disappointing, but not awful, and that it means she is currently bad at math or at

studying, but not as a person, she will feel sad or frustrated, but not depressed. The sadness and frustration are likely healthy negative emotions and may lead her to study harder from then on. Critical Evaluation Rational emotive behavior therapists have cited many studies in support of this approach. Cognitive therapists help clients to recognize the negative thoughts and errors in logic that cause them to be depressed. The therapist also guides clients to question and challenge their dysfunctional thoughts, try out new interpretations, and ultimately apply alternative ways of thinking in their daily lives. As we confront the many situations that arise in life, both comforting and upsetting thoughts come into our heads. Quite often these negative thoughts will persist even in the face of contrary evidence. Beck identified three mechanisms that he thought were responsible for depression: The cognitive triad of negative automatic thinking Negative self schemas Errors in Logic i. These thoughts tended to be automatic in depressed people as they occurred spontaneously. As these three components interact, they interfere with normal cognitive processing, leading to impairments in perception, memory and problem solving with the person becoming obsessed with negative thoughts. Negative Self-Schemas Beck believed that depression prone individuals develop a negative self-schema. They possess a set of beliefs and expectations about themselves that are essentially negative and pessimistic. Beck claimed that negative schemas may be acquired in childhood as a result of a traumatic event. Experiences that might contribute to negative schemas include: Death of a parent or sibling. Parental rejection, criticism, overprotection, neglect or abuse. Bullying at school or exclusion from peer group. People with negative self schemas become prone to making logical errors in their thinking and they tend to focus selectively on certain aspects of a situation while ignoring equally relevant information. Cognitive Distortions Beck identifies a number of illogical thinking processes i. These illogical thought patterns are self-defeating, and can cause great anxiety or depression for the individual. Drawing conclusions on the basis of sufficient or irrelevant evidence: Focusing on a single aspect of a situation and ignoring others: Attributing the negative feelings of others to yourself. It was also found that the therapy was more successful than drug therapy and had a lower relapse rate, supporting the proposition that depression has a cognitive basis. In contrast, Beck stresses the quality of the therapeutic relationship. Beck places more emphasis on the client discovering misconceptions for themselves. Strengths of CBT 1. Model has great appeal because it focuses on human thought. Human cognitive abilities has been responsible for our many accomplishments so may also be responsible for our problems. Cognitive theories lend themselves to testing. Many people with psychological disorders, particularly depressive , anxiety , and sexual disorders have been found to display maladaptive assumptions and thoughts Beck et al. Limitations of CBT 1. The precise role of cognitive processes is yet to be determined. It is not clear whether faulty cognitions are a cause of the psychopathology or a consequence of it. Lewinsohn studied a group of participants before any of them became depressed, and found that those who later became depressed were no more likely to have negative thoughts than those who did not develop depression. This suggests that hopeless and negative thinking may be the result of depression, rather than the cause of it. The cognitive model is narrow in scope - thinking is just one part of human functioning, broader issues need to be addressed. RET is a directive therapy aimed at changing cognitions sometimes quite forcefully. For some, this may be considered an unethical approach. University of Pennsylvania Press. Cognitions, attitudes and personality dimensions in depression. British Journal of Cognitive Psychotherapy. Beck Anxiety Inventory Manual. Harcourt Brace and Company. A review of meta-analyses. Journal of the Norwegian Psychological Association, 37, Historical and philosophical bases of cognitive behavioral theories. Handbook of Cognitive behavioral Therapies. Rational Psychotherapy and Individual Psychology. Journal of Individual Psychology, Reason and Emotion in Psychotherapy. Cognitive and cognitive-behavioral therapies. The handbook of clinical psychology: Journal of abnormal psychology, 90 3 , The efficacy of rational-emotive therapy: A quantitative review of the outcome research. Clinical Psychology Review, 11 4 ,

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Rational emotive behavioral therapy (REBT), developed by Albert Ellis in and originally called rational therapy, laid the foundation for what is now known as cognitive behavioral www.enganche cubano.com

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Cognitive behavioral therapy is, in fact, an umbrella term for many different therapies that share some common elements. Two of the earliest forms of Cognitive behavioral Therapy were Rational Emotive Behavior Therapy, developed by Albert Ellis in the s, and Cognitive Therapy, developed by Aaron T. Beck in the s.

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