

Glossary: Logotherapy, Psychological, Biological Terms

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GLOSSARY OF Franklian Terms

The terms listed here are frequently encountered in Frankl's philosophy, which in turn, offers the tools to his therapy.

A

Aesthetic: an inauthentic orientation to self and world characterized by (1) an emphasis upon the *pleasure to be derived from the present*, and an attempt to deny the necessary integration of the present with the past and future; (2) a giving over of and responsibility for actions to accident or fate. A branch of philosophy dealing with the nature of beauty, art, and taste and with the creation and appreciation of beauty;

Attitudinal Values – Values of acceptance of life's vicissitudes and of irreversible suffering; trying to transcend them and search for a meaning in them. I value this desire so much I will put time and energy to get what I really want.

Authenticity All that a person has not yet become but could be, through active use of powers of awareness and decision-making; the human ability to surpass or transcend limitations that mitigates or seeks alternatives to the specific *facticity* (the quality or state of being a fact) of each person's life; the given facts of a person's existence over which he/she cannot have total control; physical statue, environmental resources, demands made by employers or teachers, and inevitability of death. Semantics: (Authentic: real; fully trustworthy as represented by the facts) (Genuine: true, actual, honestly felt, sincere; not counterfeit)

1. **Sincerity:** free of hypocrisy; to say you believe in something when you really don't believe that; you are saying something is true when in reality it is false; the false assumption of an appearance of virtue; playing a role, a part
 - 1.1. Honesty: free from deception
 - 1.2. Forthright: free from reserve
 - 1.3. Wholehearted Total: devotion w/out misgiving
2. **Genuine:** free from pretense (pretense: professed rather than real intention or purpose; to cause to accept as true or valid what is false or invalid; pretext)
 - 2.1. True: free of deceit (deceit: an attempt or device to deceive; to trick;
 - 2.2. Pure: free from fraud
 - 2.3. Truthful: telling the truth without hurting others
3. **Authentic:** free of dissimulation
 - 3.1. Accurate-Real: free from error
 - 3.2. Actual: free from falsehood
 - 3.3. Trustworthy: worthy of confidence

Deceive, mislead, delude, beguile mean to lead astray or frustrate usually by underhandedness. DECEIVE implies imposing a false idea or belief that causes ignorance, bewilderment, or helplessness

MISLEAD implies a leading astray that may or may not be intentional

DELUDE implies deceiving so thoroughly as to obscure the truth

BEGUILE stresses the use of charm and persuasion in deceiving

B

Boredom: Extreme boredom is a critical indication of a beginning *existential frustration*; it is an increasing symptom in an affluent, industrial society, not to be neglected by the psychologist, and can lead to severe psychological illness. Boredom leads to severe psychological illness. See Sunday neuroses, which is a loss of meaning in retirement, and the tendency to drift in people who have everything and find no satisfaction in anything) (the state (a feeling) of being weary and restless through lack of interest); *D2 Hopelessness; I'm easily bored; I feel disgusted; Life is painful; I feel hopeless*

C

Cartesian – Pertaining to doctrines and methods of Rene Descartes, a French philosopher and mathematician of the 17th century, who's thinking greatly influenced Western scientific postulates, including medicine, and consequently, psychotherapy.

Catharsis – A state often experienced in psychotherapy when you uncover your deepest feelings and emotions. Doing this, you may find psychological relief.

Collective Neuroses [Neuroses = Mental Disorders] – Franklian psychosocial entities of meaning frustration that lead to collective actions such as collective thinking fanaticism, provisional and fatalist actions. In submergence to the collective “group think”, individual freedom for discernment is given up.

Comprehension – A psychological method of captivating the person’s meaning through emphatic approach and through intuition. It is different from explication, where the therapist uses reason to captivate a person’s meanings and logic.

Comprehension vs. Explication - Comprehension: a psychological method of captivating a person’s meaning through emphatic approach (tending to express oneself in forceful speech or to take decisive action) and through intuition (quick perception of truth without either conscious attention or reasoning. Knowledge from within; knowing without direct expression of words; immediate knowledge of an object, truth, or principle; immediate apprehension of reality, through feelings and emotions, without using reason)

Conscience – A specifically human organ to detect the meaning potentials offered by life. Franklian Psychology sees conscience as more than the product of the superego. Beyond the outside influences, powerful as they may be, the conscience contains a personal voice, faint and prone to error, which can advise you to take a stand beside and even against the dictates of the superego. Your capacity to hear the voice of your conscience and respond to it to the best of your abilities is strengthened.

Conscience: To detect the meaning potentials of life; the conscience contains a personal voice, which is faint and prone to error that advises me to take a stand beside and against the dictates of the superego; Your capacity to hear the voice of your conscience and respond to it to the best of your abilities;

Creative Value – involves making a difference in the world with the gifts that life or a divinity have given you. Creative values help you to dedicate your life to something larger than yourself. These values help you to develop an awareness or realization that your creative work is meaningful and it is consistent with your proven cultural values.

D

Dasein – A German term that comes from the existential theories of Martin Heidegger and that signifies a “being in the world” as it is and the way the individual experiences it.

Defiant Power of the Human Spirit – The conscience resistance against biological, psychological, or sociological limitations, the human capacity to take a stand against your fate. Franklian Psychology helps you become aware and develop the defiant power of his spirit to overcome your existential frustration. Anything that reduces your will to defy your unhappy fate (such as unhappy childhood, negative influences in one’s upbringing, poor health, poverty) will only strengthen the effect of such a fate; (conscience resistance against your limitations) Your human capacity to take a stand against your fate. (Existential frustration; I am frustrated in your search for meaning because I’m releasing from your commitments and responsibilities; I am trying to eliminate stress;);

Dereflection – Logotherapeutic technique to counteract a diagnosed hyper-intention or hyper-reflection. Dereflection helps you ignore your symptoms and find meaning potentials in tasks that appeal to you and challenge you.

Despair – Incapacity to find meaning in suffering; often the underlying dynamic in aggression, depression, and addiction.

Determinism – A philosophical doctrine that man’s choices, decisions, and actions are decided by antecedent causes, inherited or environmental, acting upon his character: opposed to free will. Frankl adamantly opposes Pan-determinism, the notion that you are totally determined by forces beyond your control; instead, he maintains that even in dire situations you have the inner freedom to take an attitudinal stand to a given situation.

Dialogic Duality—A term coined by Martin Buber, that shows man as a being in relation with another human being, constituting a unity. Dialogue is the essential meaning link.

Dimension--Any measurable extent or magnitude.

Dimensional Ontology – The theory of Man that considers his dimensions of being: biological, psychological, and social. In Dimensional Ontology, originated in Max Scheler’s Anthropological Philosophy and in Frankl’s Logotherapy, the spiritual dimension -- *noetic dimension* -- is especially considered, as the source of freedom of will, will to meaning, and meaning of life.

E

Empirical—Relating to or based on experience or observation. Given to experiments.

Epistemology—That department of Philosophy which investigates critically the nature, grounds, limits and criteria, or validity of human knowledge.

Existential—Pertaining to existence. Coming from existentialism, a movement in 20th Century Philosophy, influenced in its development by Kierkegaard and Nietzsche and popularized in France by Sartre, emphasizing the active participation of the will rather than the reason in confronting life situations.

Existential Frustration—A Franklian condition where the person suffers from not having found meaning in his life. A condition where the person suffers frustration in the search for meaning; more prevalent in affluence, homeostasis, elimination of stress, irresponsible release from commitments and responsibility. Symptoms are boredom, discontent, feeling of meaningless, lack of interest, and a frantic desire to fill your emptiness leading to an overemphasis on sexual pleasure seeking, drug addiction, or violence

Existential Vacuum – A term introduced by Frankl in 1955 to denote the feeling of inner emptiness. Symptoms: Increasing idleness, tendency toward aggression, drug addiction, over emphasis on fashionable “games,” increase of criminal acts, insolvency; excess sexuality and seeking of pleasure, discontent, and increasing doubts about the world, society, and life. Franklian term used to designate a state in which you have completely lost your meaning of life. Existential Vacuum: feeling of inner emptiness; feelings of emptiness; hopelessness, apathy, and doubt-confusion; *Symptoms* – increasing idleness; tendency toward aggression; drug addiction, over emphasis on fashionable “games,” increase of criminal acts, solvency, excessive sexuality; seeking pleasure, discontent; increasing doubts about the world, society, and life. Existential Vacuum—Franklian term used to designate a state in which you have completely lost your meaning of life.

Existential Analysis – In the 1930’s when Frankl was developing his own theories on psychotherapy, it became necessary to create neologism or new nomenclature that would set it apart from the prevailing Freudian terms. Whereas Freudian psychoanalysis was retrospective – probing the depths of the psyche to uncover hidden drives, Frankl – looking for existential causes of disturbance – named his approach *Existenceanalyse*.

Experiential Value helps you to pay attention to the joys of life, accepting the pains and stresses of life, and helps you to appreciate moments of perfection and happiness that reflect a meaningful life. Examples include listening to music, taking in the sunset, and or enjoying the view from a mountain top.

F

Facticity—The given facts of a person’s existence over which he/she cannot have total control; physical statue, environmental resources, demands made by employers or teachers, and inevitability of death.

Franklian Anthropology—Theory of Man by Viktor Frankl whose postulate states that the will to meaning is the main motivation for living.

Franklian Psychology— School of Psychology founded in Vienna by the Austrian psychiatrist Viktor Emil Frankl, after the Second World War and, today, named the “Third Viennese School of Psychotherapy”. It postulates that meaning is the main motivation for living. A therapy that maintains or restores mental health by helping patients find meaning; it goes beyond other psychologies and psychotherapies by including the *noetic*, a uniquely human dimension of the spirit. It integrates all human dimensions in its treatment model holistically -- thus re-humanizing psychotherapy. Specifically indicated for *noögenic* neuroses or disturbances; has supplementary uses for psychogenic and somatogenic disorders, for despair in situation of unalterable fate such as incurable illness (medical ministry), as well as preventive uses for people tending toward existential frustration.

Frustration—State of keeping plans, schemes, purposes or aims from being fulfilled.

Freedom of Will (free to choose)— One of the three main tenets of Franklian Psychology. “Freedom” is understood not as “freedom from something” but as “freedom to something.” We are considered free, under all circumstances. We choose your attitude toward conditions you cannot change. Without this freedom of choice, there is no responsibility, no guilt, no evaluation of human behavior, no meaning of human existence.

G

H

Heuristic—Human knowledge which aids or guides in discovery, inciting to find out new ways, methods or theories of investigation.

***Hyper-intention** – Excessive striving for a goal such as pleasure, happiness, potency, orgasm, sleep, relaxation. We thereby transfer your intention from your principal goal to mere side effects. As a consequence, the side effect – if directly intended – is missing resulting in a disturbed or disordered pattern of behavior.

***Hyper-reflection** – A state of emotional tension due to extreme preoccupation with some psychological disturbances as symptoms, conflicts, illnesses, etc., often with obsessive-compulsive overtones. Hyper-reflection is a term used in Logotherapy to show its influence in reinforcing such disturbances.

I

Iatrogenic—Induced inadvertently by a therapist or his treatment.

I and You: Buberian approach—Is a way of relating between two persons that entails a direct and authentic feeling one to the other and vice versa. Martin Buber calls it the “between”, a mysterious relationship not explainable either by reason or by comprehension. Buber states this relationship as a transcendent divine attribute of man and characterizes it as a duality and a fundamental of human life. Logotherapy recognizes this approach as authentic.

Intuition—Quick perception of truth without either conscious attention or reasoning. Knowledge from within. Immediate knowledge of an object, truth, or principle. Immediate apprehension of reality, through feelings and emotions, without using reason. entering the *nooumenon*, the place of inner knowing. knowledge from within; knowing without direct expression of words; immediate knowledge of an object, truth, or principle.

J

K

L

Logotherapy – Is the name Frankl used (in addition to Existential Analysis) to differentiate his approach to psychotherapy from existing methodologies. It is a composite of *Logos*, which he translated as “meaning” and *therapy*, which stands for “treatment,” particularly healing- or curative treatment. (*Searching for Meaning leads to Healing*)

Logotherapy: A therapy that maintains or restores mental health by helping patients find meaning; it goes beyond other psychologies and psychotherapies by including the *noetic*, a uniquely human dimension of the spirit. It integrates all human dimensions in its treatment model holistically -- thus rehumanizing psychotherapy. Specifically indicated for *noögenic* neuroses or disturbances; has supplementary uses for psychogenic and somatogenic disorders, for despair in situation of unalterable fate such as incurable illness (medical ministry), as well as preventive uses for people tending toward existential frustration.

M

Maieutic dialogue— From the Greek word for mid-wife. Used in Socratic dialogue, *maieutic* questions help birth latent knowing. *Maieutic* questions are often challenging, but they are non-invasive; they aim to bring deep inner knowing to conscious awareness. A direct approach to a client without mentioning or inducing any ideas from the observer. It is both an educational and a psychotherapeutic method; besides bringing insight from the spiritual or psychological dimensions, it brings relief to the clients who participate in it. See Socratic Dialogue.

Meaning—According to Franklian Psychology, the essence of existence, and the main motivation for living. Man's realizations of values, in a spiritually transcendent way, freely and responsibly intentioned, are inherent in searching for meaning. Meaningful and purposeful human actions constitute the main postulate of Logotherapy.

Meaning of Life – One of the three main tenets of Logotherapy, the other two being “Freedom of Will” and “Will to Meaning.” Life has meaning under all circumstances because meaning can be found not only through actions and experiences, but also through attitudes in situation of unavoidable suffering which in themselves are meaningless. An *ultimate meaning* is postulated as an awareness of existing *order* in which you can take part and which is gradually elucidated by your responding to the best of your abilities, to the meaning potentials life offers from moment to moment.

Medical Ministry – Can help you where actual cures are impossible (incurable disease, death of a loved one, loss of sight or limb). Here “therapy” aims at changing your attitude toward your unalterable fate through compassionate caring when “curing” is beyond human capacity.

Metaphysical—Pertaining to metaphysics. Beyond or above the physical or experiential; pertaining to or being of the essential nature of reality; transcendental.

Methodology—The science of method or of arranging investigations and studies in due order.

Moral conflicts—Conflicts, which come from the spiritual intuition that some acts, feelings, or thoughts are not in conformity with the internal and the external personal ethics.

N

Nihilism—The doctrine that affirms that nothing exists and nothing can be known. It rejects religious and moral creeds. Frankl sees it linked to pessimism and reductionism of the human being, which has detrimental effects on mental health.

Noetic—Your spiritual dimension that we all have, which pertains to spirit; spiritual -- beyond the biological, psychological, and social, yet is permeating all human dimensions; of, relating to, or based on the intellect;

Nöetic Dimension – Dimension of your spirit containing your healthy core whose contents of inner strengths the Logotherapist mobilizes so that the spiritual resources can be tapped. Among the contents of the *noetic* dimension are such uniquely human capacities as the (1) *will to meaning*, (2) ideas and ideals, (3) creativity, (4) imagination, (5) faith, (6) love, (7) conscience, (8) self-detachment, (9) self-transcendence, (10) authentic humor, (11) learning from past experiences, (12) striving toward goals, (13) the taking on of commitments, and (4) responsibility.

Noödymanisms—A composed term that comes from “noös”-spiritual, ethereal, abstract-and from “dynamic”-transit, movement, motion. Noodymanisms, then, signify movement of the spirit toward a meaning of life.

Noögenic Neuroses—Franklian term that indicates a neurosis originating in the noetic dimension of man. As he demonstrates in his work, noogenic neurosis constitutes about 20% of all clinical neurosis known in psychiatry.

Nosology—The branch of medical science which deals with the systematic classification of diseases.

Noös – From the Greek language, stands for “mind” or “spirit.” (The adjectives *noetic*, *noögenic*, *noölogical* are derived from it.) This is the dimension of your being that sets you apart from animals and makes you specifically human. *Noös* – the spirit – is not a substance. It is beyond time and space. It is your essence, your core, to which you look for guidance and inspiration. (values, conscience; commitments, responsibilities, content, feeling of meaningfulness, wide range of interest, and not frantic desire to fill your emptiness leading to an overemphasis on sexual pleasure seeking, drug addiction, or violence).

Nous: mind, reason: as a : an intelligent purposive principle of the world; the divine reason regarded in Neo-Platonism as the first emanation of god; chiefly British; common sense, alertness; shrewdness; **your** mind's ability (or heart's ability) to appreciate and to know of higher things; wisdom as compared to common sense (practical knowledge);

O

Ontological—Pertaining to ontology-the science of being; the doctrine of the universe and necessary characteristics of all existence; including the physiologic, psychosocial, as well as the noetic or spiritual.

P

Paradigm—Any pattern or example of things or actions existent in the world.

Paradoxical Intention – Logotherapeutic technique, first presented by Frankl in 1939, using the human quality of self-detachment you can yourself to step away from your symptoms, and to break the vicious circle caused by anticipatory anxiety in psychogenic neurosis, especially phobias and obsessive-compulsive disorders. Paradoxical intention encourages you to do, or wish to happen, the very things you fear, making use of your sense of humor and your defiant power of human spirit.

Philosophical Anthropology—Max Scheler’s theory of man, which considers his transcendent, existential, and spiritual dimensions as a reality.

Phenomenology—Scientific investigation and description of all life phenomena. General doctrine of phenomena, distinguished from ontology; science or study of being). (*Phenomenon*—Something visible or directly observable that can be experienced as an appearance, action, change, or occurrence of any kind.)

Phenomenological Methodology—A method that uses phenomenology to captivate or describe phenomena.

Phenomenon—Something visible or directly observable, as an appearance, action, change, or occurrence of any kind, as distinguished from the force by which, or the law in accordance with which it may be produced.

Positivism—A system of philosophy elaborated by Auguste Comte holding that man can have no knowledge of anything but actual phenomena and facts, rejecting all speculations regarding ultimate origin or causes.

Psychogenic Neurosis—The traditional denomination of neurosis in psychodynamic psychiatry, which are considered to originate in the psychological dimension.

Psychologism—Idealistic philosophy as opposed to sensationalism. In existential philosophy it means that all man’s actions, feelings, and thoughts are caused through psychological factors or intra-psychic dynamisms.

Psychopathology—Is the study of illnesses and symptoms of the mind.

Q

R

Realism—The doctrine which establishes that things have reality apart from the conscious perception of them.

Reductionism – Seeing only the physical and psychological aspects of the human being without acknowledging the spiritual dimension, a sub-human “image of man.”

Responsibility – Literally “response-ability,” the ability to respond to the meaning potentials offered by life. Logotherapy is education to responsibility because it challenges you to take on concrete tasks, to accomplish human achievements. The tasks must be self-chosen, regardless of whether they are suggested by others or society (“responsibility” proper) or assumed by ourselves (“responsibleness”). Without responsibility, freedom brings not meaning but meaningless chaos.

S

Self-Distancing – your capacity to step away from yourself and look at yourself from the “outside,” possibly with a sense of humor. You can use self-distancing when you take yourself too seriously.

Self-Realization – The striving toward the actualization of your potentials. Presupposes freedom of will; However, Logotherapy sees self-realization never as the ultimate goal but only as a side-effect of meaning fulfillment. Only to the extent that you fulfill

your meanings do you realize ourselves. On the other hand, indiscriminate self-realization, not directed toward meaning, may lead to the realization of negative, even criminal qualities.

Self-Transcendence – The human capacity to “reach out beyond oneself, toward meanings to fulfill, people to love, causes to serve.” The human being is not considered a closed system but as being directed and pointing to something or someone other than self. Self-transcendence is the basis for the technique of de-reflection

Spiritual thought—Max Scheler’s denomination of intuition, especially when man deals with spiritual values.

Spiritual—Pertaining to spirit. It is a non-corporeal content of human existence, pertaining to or affecting the immaterial nature of man’s soul. It is a dimension that transcends the biological, psychological or social conditions of life.

Spiritual-Person Nucleus—A term from Max Scheler’s Philosophical Anthropology which designates the spiritual dimension of man which orients life, through which he decides intentionally his meaning of life and assumes his place in the Universe.

Subjectivism—The doctrine that knowledge is merely subjective and relative and is derived from one’s own consciousness. Subjectivism leads to “Psychologism” a term used by Viktor Frankl to describe the tendency of traditional psychology to appraise and reduce all of man’s behavior as psychological reactions and causes.

Socratic Dialogue – It is both an educational and a psychotherapeutic method; like Socrates of old, who taught by asking questions instead of giving answers, the Socratic dialogue draws out insights from the spiritual or psychological dimensions. See *Maieutic Questions*.

Subjectivism – The doctrine that knowledge is merely subjective and relative and is derived from one’s own consciousness. Subjectivism leads to “Psychologism” a term used by Viktor Frankl to describe the tendency of traditional psychology to appraise and reduce all of man’s behavior as psychological reactions and causes.

Sunday Neurosesa loss of meaning in retirement, and the tendency to drift in people who have everything and find no satisfaction in anything.

T

Tragic Triad – Unavoidable suffering, ineradicable guilt, and death -- three inescapable predicaments of human life which can cause psychopathic conditions, mostly depressions. Logotherapy offers aid through *medical ministry*, by helping find meaning through changed attitudes in unchangeable situations. Facing one’s death is termed “last-aid” and is considered an important part of the psychotherapeutic task.

Transcendence—The act of rising above a condition or limit; excelling or surpassing in excellence or degree. In Kantianism, lying beyond the bounds of all human experience and knowledge.

U

Ultimate Meaning is postulated as an awareness of existing order in which you can take part and which is gradually elucidated by your responding to the best of your abilities, to the meaning potentials life offers from moment to moment.

V

Value—Desirability or worth of a thing. This work follows postulates of Viktor Frankl’s and Max Scheler’s theories of values which have a concept on the “material contents” of existence in a spiritual dimension as ethics, religiousness, esthetics, etc. Max Scheler approaches values in their content, as transcendent and metaphysical. Viktor Frankl adds his contribution disclosing the dynamics of values, their “transit” to Transcendence through searching for your meanings and value realizations.

Value Systems – A pyramidal value system places one value on top, while all others are regressively subordinated. In contrast, a parallel value system places several values at more or less the same level. Psychologically, the pyramid arrangement is more dangerous because meaning is lost when the value on top is removed. This arrangement also causes intolerance *vis-à-vis* other people who have different values on top of their pyramid. The parallel value system is a better guarantee for a healthy psychohygiene.

W

Weltanschauung – A German word that designates a particular world view or vision.

***Will to Meaning** – One of three main tenets of Franklian Psychology. In contrast to Freud who considered the “will to pleasure” the principal human motivation, and Adler who emphasized the “will to power,” Frankl sees the “will to meaning” as the central force of human motivation. We human beings are seen as creatures in search for meaning, and mental health is dependent on the extent to which you are able to find it.

X

Y

Z

Zeitgeist—German word indicative of the prevailing spirit at a given time: The intellectual and moral tendencies that characterize any age or epoch.

Glossary Worksheet for Cognitive Behavior Theapy

#1 How is a thought and a feeling different?

(Shifting from “figure to ground and ground to figure.”)

Facts	Thoughts	Emotional Feelings
Outside event	Inside event	Inside event
Biological Fact/ Social Fact	Self-Talk; sentence in our head;	Affect, Behavior, and a Choice
Emotional Fact/ Medical Fact/ Political Fact/ Historical Fact/ Situational Fact/ Dispositional Fact	Internal verbalization	Happy, mad, sad, glad
	Beliefs, Opinions, Guesses,	Unhealthy and Healthy
		Positive and Negative

How are thoughts and feelings similar? Both inside events and internal. Can’t pull it out of your head and lay it on the table. Outside event cannot control inside events. Outside events can influence

Thought: implies-infers-assumes

Judgment: Good-Bad-Indifferent

Goals

Thought is to form an idea of something in the mind *try to think exactly how the accident happened* Synonyms conceive, envisage, envision, fancy, feature, image, imagine, project, realize, see, vision, visualize

Related Word consider, contemplate, study, weigh; appreciate, comprehend, understand; cerebrate, ideate; conjecture, guess, surmise

Emotional Feeling and not (sensation of touch, feel, smell...)

Affect, Needs, Conflicts,

to have as an emotional response *felt pleasure in her company*

Synonyms experience, know, savor,

Related Word apprehend; notice, observe, perceive; encounter, meet; endure, suffer, undergo

Idioms be aware (or conscious) of, be sensible of

<p>Synonyms UNDERSTAND 3, assume, believe, expect, gather, imagine, reckon, suppose, suspect, take</p> <p>Synonyms CONJECTURE, guess, presume, pretend, suppose, surmise; Synonyms believe, consider, credit, deem, hold, sense, think; compare CONSIDER 3</p> <p>Related Word assume, presume, suppose, suspect; conclude, deduce, gather, infer, judge; conjecture, guess, surmise; esteem; repute Related Word estimate; regard; to use one's powers of conception, judgment, or inference</p>	
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<p>Control</p> <ul style="list-style-type: none"> ✓ Makes people do something. ✓ Makes people believe in something. ✓ Regulates another person's actions. ✓ Changes, cures, compels, curbs, constrains or compels another person to do something, to think a certain way, or to feel a certain way. ✓ Based on grandiosity "You'll do it because I SAY SO!!! – I'm god!!! ✓ Only control something that has an on or off switch 	<p>Influence</p> <ul style="list-style-type: none"> ✓ Use logic, reason to influence people. ✓ We use Verbal persuasion to influence people ✓ Outline cost and consequences ✓ Show rewards and benefits ✓ Based on choices and opinions ✓ Based on social reality ✓ Consequences point out and help us think about the personal costs we will pay
<p>How are control and influence similar?</p> <p>Involve management of resources; a way to get things done; a way of dealing with and directing power</p>	

Proof that I am responsible for my thoughts, feelings, and behaviors and I am not responsible for other people's thoughts, feelings, and behaviors.

Principle Seven – Choices-Changes-Corrections

Self-Evident Principle of Control #1 Outside events cannot control inside events.

Self-Evident Principle of Influence#2 Inside events can influence inside events.

Self-Evident Principle of Choice #3 I can influence *how* others think but I can't control *what* other people think

Principle #1 Outside events cannot control inside events

Facts (outside events) cannot cause thoughts and feelings (inside events). Yes, outside events can influence inside events but outside events cannot control, cause, or alter our thoughts. Thoughts cannot materialize into outside objects. If I think of a hot dog, one will not appear in my hand. Outside events, like facts and other people, cannot control what I decide to think about and what I chose to focus on.

How is #1 true? Prove #1 (Give examples why #1 is true)

An outside object like a pen or a person cannot control or alter my neurons in my brain. There is no way an outside object, person, or a concept (a holiday) can make me like something I chose to *hate*.

Principle #1 is true because we are responsible for our "Thoughts-Feelings-and Behaviors." We are not responsible for other people's thoughts, feelings, and behaviors because we cannot control their choices, their thoughts, and their past or their future. At this time and with our present technology, an outside event cannot control our thoughts and feelings.

What are the negative side effect of seeing #1 as false (outside events can and do control inside events)?

Lowers my sense of self-determination

Lower my sense of self-determination (the opposite of helplessness is self-determination)

The principle of self-determination: *“My moment-to-moment interpersonal signals pull, fabricate, and create the personal environment I inhabit. I will not blame myself, my parents, my race, my genes, or my society-community. I will accept responsibility for my behaviors, which in turn elicits the response I get from my world.”*

# I need... <ul style="list-style-type: none"> ✓ We need for things to survive: air, water, food, shelter/ ✓ Emotionalism: If I do not have....I feel like... If I don't get what I need, I am going to die. ✓ Biological 	I want reflects that attitude of <ul style="list-style-type: none"> ✓ A preference, desire, wish, ✓ I like this and I don't like that ✓ Goal directed behavior: Goals, Dreams, ✓ Today with an eye on the future ✓ Important ✓ Psychological
How are they similar? Both are thoughts, motivations	

How are “self-respect and “self-esteem” similar?	
How are self-respect and self-esteem different?	
## Self-Esteem: I feel good after I complete a task; <p>Self-affirmation, which is feeling good about oneself; emotionalism; self-affirmation might be excessive and unwarranted; esteem is to have great regard for, value highly; you have worth because you can do something;</p> <p>Psychological concept</p> <p>Appraisal</p> <p>Unhealthy</p> <p>Increase anger, needs to be protected</p> <p>External</p>	Self-Respect <p>Consists of valuing oneself for the right reason and in morally appropriate ways; confidence in one’s abilities; unconditional self-acceptance and knowing one’s strengths as well as one’s limitations.</p> <p>Moral concept</p> <p>Recognition</p> <p>Healthy</p> <p>Decreases anger, doesn’t need to be protected and is internal</p>
Both evaluations; we want to be self-reliant in a rational way	
<p>Self-respect is based on self-understanding and on an appreciation of one’s true personality resources and moral behavior. We want to honestly acknowledge our lack of commitment before we can reclaim our self-respect; genuine remorse will likely prompt us to make amends and to avoid similar self-defeating behaviors in the future; self-respect increase healthy self-confidence in our abilities;</p> <p>Maintaining self-esteem usually involves self-deception; to avoid the pain that results from acknowledge our limitations and faults. Maintaining self-esteem unwilling to face the truth about ourselves; avoids looking at our fears, laziness, envy,; we are haunted with “inner dishonesty” when we focus on self-esteem (we can’t be perfect all the time); self-esteem can conceal our motives; we belittle ourselves because we cannot live up to standards in which our esteem is derived from unrealistic standards; self-esteem can damage our self-development and talents</p> <p>Objective: To differentiate conditional self-esteem from confidence in your abilities.</p>	

#How is “unhealthy hope” different from “healthy hope?”

Irrational Hope <ul style="list-style-type: none"> ✓ Negative evaluation: If I get revenge, then my entire world will be better ✓ Dream destroyer ✓ Based on emotionalism: If I feel like it will come true, it will come true ✓ Not goal directed but it is more like an “immature fanciful fantasy” (I’ll win the lottery, and then everything will be better. ✓ Based on irrational faith: I believe it because other people want me to believe in it; belief in big papa will make it all better; someday someone will come along and make everything better ✓ Leads to destructive and self-defeating behavior; If I run away, then my life will be better. ✓ Passive 	Rational Hope <ul style="list-style-type: none"> ✓ It is realistic; it is doable ✓ Helps us to realize a dream/ goal ✓ Based on reality, facts, social reality ✓ Healthy hope keeps us working toward our goals. ✓ Hope is the seed of healthy optimism ✓ Based on rational faith: inner activeness in thought and feeling. Faith in active friendship; See the importance in being reliable, being committed to our promises and repairing broken promises; rational faith involves: (1) cherishing, (2) courage, and having the (3) confidence “I can” ✓ Active
How are they similar? Thought, faith	

How are Self-Criticism and Concern different?	
Self-Criticism <p>I’m lazy.</p> <p>I enjoy being ill.</p> <p>I’m inadequate.</p> <p>I am a failure.</p> <p>I am a loser.</p> <p>This lying around doing nothing represents the real me.</p> <p>I could have done more.</p> <p>Everyone ones.</p>	Concern <p>I have worked harder.</p> <p>It is not fun to be sick.</p> <p>I have some degree success.</p> <p>Sometimes I fail, sometimes I succeed.</p> <p>I win sometimes and I loss sometimes.</p> <p>When I experience these symptoms, it is not the real me!</p> <p>At least, I did...</p> <p>It is meaningless and pointless to say...</p>
How are criticism and concern similar?	

Conditional Shoulds	Demand	Low Frustration Tolerance	Preference
I <i>should</i> be perfect, if not, then I'm	I <i>must</i> never make mistakes; I am demanding of myself that I will never make a mistake. I must absolutely be perfect.	I can't stand it to make mistakes. I must never make any mistakes because I can't tolerate the consequences.	I prefer not to make numerous mistakes. I don't like making a lot of mistakes. I can cope with my misdeeds and mistakes I frequently make.
You <i>should</i> love me all of the time, if you don't, then you'll pay the price.	I demand that you always love me and always be kind to me.	I can't stand it when people don't love me the way I demand that they should and must love me.	I like it when people I love – love me back. I can cope with people rejecting me. I am not in control of other's feelings.
The world <i>should</i> treat me fairly and kindly and if it doesn't, then I can't this unfair awful place.	I demand that the world will always treat me kindly and be considerate of my specific needs.	I can't stand it when the world treats me poorly, when it is cruel, unfair, hurtful, and it doesn't care about me.	I like it when things go my way but I can cope with the world when it doesn't go my way.
Things <i>should</i> be easy, and if they are not, then....	I demand that everything must be easy, comfortable, come to me with no trouble at all ...	I can't stand it when things are "too" hard, too complex, too frustrating, too difficulty, too demanding, too challenging	I like when things come easy to me. I can cope when things become frustrating. I want to learn how to confront challenges in my life
You <i>should</i> act that way I want you to, if not, then....	I demand that you better not act the way you shouldn't act.	I can't stand it when things don't go my way, things should always go my way.	I like to reach my realistic goals and have my preferences and desires satisfied.
I <i>have to</i> be strong, I must never show weakness, if I do, then...	I demand that I have to be strong all the time.	I can't stand it when people try to show I'm weak.	I like to be confidence and demonstrate the skills I'm proud of...
Other kids should like me. If kids don't like me, then I feel mad, awful, miserable...	Other kids should look up to me and like me 100% of the time.	I can't stand it when people don't like me	I like to get along with others .

When you place conditions on yourself and if the conditions are met, you are good and your esteem inflates. See Saw Esteem; Conditional Esteem <i>I have to....</i>	Unconditional Confidence in our abilities Unconditional Self-Acceptance <i>I want... I accept my errors as well as my skills</i>
Examples: "I have to meet these conditions to feel good." If I get approval and love, then I'm somebody. If I can a lot of things well, then I can feel good about myself. If I'm good looking, if I'm smart, thin, attractive, strong, handsome, clever, then I can feel good about myself.	Examples: "I know certain skills to reach my goals." There are certain social skills I can use to get along with people. There are certain rewards and there are certain costs if people like me or dislike. Their approval does not make me a good person and it does not make me bad person.
Emphasizes strength: "I better than you..." I can only feel good if I'm better than other people.	Accepts strengths: I'll improve because I'll work on that skill. I know I can do that skill. I'm not good for having this strength. There are certain rewards.
De-emphasizes or ignores limitations. Limitations make me look bad, stupid, weak...Limitations are seen as a weakness. When I don't live up to these conditions, I'm worthless.	Sees limitations as an area of improvement or a signal to re-adjust one's goals. Works to minimize limitations or find other skills to compensate for limitations.
Self-Criticism: "I can only feel good about when I never do anything wrong or when I'm perfect."	Accepting one's limitations and developing skills by work and commitment to one's realistic goals.
Self-Grandiosity; dishonest, denial, I'm smarter than you, so I'm better than everyone else.	Being honest and being aware of rewards and costs. Over evaluation is unhealthy of putting yourself down.
Feeling good about myself is based on image you "should be"	Being objective and base opinions of facts.
Dwelling on all my shortcomings	I made a mistake, correct it, and move on .
If you don't meet the condition, then you write yourself off as total loser.	There are a few things I better start improving on...I'm not good or bad, but I'm unwilling to pay those costs.
Subjective emotionalism: Because I feel good, I must be good. If I feel strong, I must not be weak.	Feelings are signals and not to be used as a source of evaluation. Feeling good means I enjoy doing that activity.
Esteem has to earned	Learning a skill based on hard work, commitment.
I'm a worthwhile person because "I can do this...(and you can't).	I'm neither bad nor good. I enjoy doing some activities and some activities I don't enjoy.
I always have to be productive and successful to be happy.	Enjoy and happiness comes from the doing and meeting new challenges.
I'm a total failure if I don't live up to all my goals or have more accomplishments than my father, brother, neighbor, friend...	Life is full of ups and downs. I can't change other people's opinions that are their choices. I need to work on my goals.
I have failed at this (one thing) and this proves I'm a failure.	With learning come risks of failing. If you are afraid to fail, then you'll be afraid to try and you reduce your chances of learning new and interesting activities.
I'm inferior to other people because they always get what they want, they're rich and successful. Their success proves I'm a failure.	People are neither better than me nor worse than me. We are all different. We all have different ideas, goals, values, strengths, limitations, etc.
Excessive need to protect our self-esteem leads to using criticism to get back at people, to being more defensive and not being open to information, and to being more contemptuous and disrespectful to another person's individuality, uniqueness.	When I judging myself as good or bad, worthless or useful, or smart or dumb, is a waste of time, I'm not listening to other people's concerns. I don't appreciate other people and I rarely take responsibility for my own actions. When I judge myself, there are too many negative costs.
Cost of conditional esteem is: less motivation, you give up easily on difficult tasks, become more complacent (smug, self-righteous), become more self-centered and disregard others ideas, feelings, and opinions, become more insensitive to the wants, needs, and desires of others, spend most of you time criticizing people and not	Rewards of unconditional confidence: When I don't judge myself, I'm less likely to get angry-rage, depression, anxiety, and I'm able to tolerate more frustration. When I minimize judging myself, I have a better chance of evaluating others. When I don't judge others, I increase the chances of not evaluating myself.

listening, therefore not gaining valuable information; more proneness to attacking and being aggressive and being vindictive, proneness to be abusive, impatient, sarcastic, contemptuous, proneness to exploit and reject others and manipulating others, being envious, boastful	I have more independence when I think for myself and not on the conditions other people have laid out for me. I have more freedom and responsibilities when I stop judging myself. I have less stress in my life when I stop judging myself.
	Be able to confront people in a rational and assertive manner. Be judicial and fair with people. Be more assertive and self-caring of yourself. Show people you respect yourself unconditionally.
	Confidence is the belief you have the skill and knowledge to reach certain goals; faith you can do, self-reliance, poise.

<p>Healthy Negative Emotion: Annoyed</p> <ul style="list-style-type: none"> When we are annoyed, we don't have to give up our preferences, values, and things we like. Feeling annoyed is when we don't like what the other person is doing. Demonstrates self-control and solves problems. When we are annoyed, we feel mildly frustrated, we are unhappy, displeased, and we are being bothered, mildly. More likely to solve problems and a better way of expressing your concerns or a complaint. When we are annoyed, we experience mild frustration. Frustration is when we can't do something but we keep on working at it. We feel frustration when we are not getting what we really want and prefer. We are all different and we have some things in common. Respect is accepting that every one is different. Nobody is the same. When we are annoyed, we still respect the person regardless of his or her behavior. When we are annoyed, we don't feel like we "have to get even." When we are annoyed, we can walk away, ignore the other kids, or we feel ok about standing up for ourselves. Determined: Many people confuse anger with being determined. Being determined is being committed to an idea or an issue. Determination is that you are willing to go the extra mile to bring about change, justice, parity, fairness, or a sense of equal opportunity. Determined is related to rational indignation. I want you to avoid mixing up rational indignation with irrational self-indignation. Rational indignation involves standing up for your rights as well as the rights of others in a reasonable and rational manner. Irrational self-indignation is thinking you are "absolutely" right and the other person is "100% bad" for being "wrong." Irrational self-indignation and self-righteousness are similar. 	<p>Unhealthy Negative Emotion: Anger (anger-irritable / resentful) is when...</p> <ul style="list-style-type: none"> Unhealthy emotions increase stress; increases hypertension and heart disease. Anger is based on a "must" or a should. Rigid Rule: "I must never be frustrated or uncomfortable." I don't respect the other person, I don't trust them and they don't trust me. Shows others you have limited lack self-control. I'm demanding that things must go my way. People shouldn't and must not be different. Everyone "must" be the same. I'm unique but no one else should be different. All stupid people are worthless. Anger involves disrespecting people so we can punish them or make you feel better about yourself. Everyone must think like me. I demand that people must not be different. I believe it is awful and terrible when I don't get my way. I can't stand it when things don't go my way. I make a big thing about nothing when I'm angry. I believe people are bad, no good when they don't do what I demand. My stomach hurts when I'm angry. My face looks mad when I'm angry. When we are angry, people don't trust us because we are showing them a lack of self-control and a lack of concern for others. Self-righteousness: When feel "righteousness," we believe we are more virtuous and we are more morally superior to others. Self-righteousness is seen in the attitude, "<i>I am better than others in every circumstance because I am right - therefore I'm "good" and they are wrong - therefore they are "bad, worthless."</i>" <p>Anger leads to defensiveness, disrespecting others, having contempt, and we feel disconnected from loved ones.</p>
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#Is anger similar to a punishment.	
Punishment	Anger
We hope that punishment will change people, correct people,	

cure people, control people, compel people, constrain people...	<p>We believe that anger will:</p> <p>stop people from acting stupid and modify other people's behavior</p> <p>Make people act properly after I punish them.</p> <p>My anger will alleviate my own suffering and prevent from doing that behavior ever again, but in reality, it only brings about more suffering. My anger will manage their actions in a positive direction.</p>
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BAD PEOPLE SHOULD BE PUNISHED: This is a form of damning. If you stop damning yourself, other people, and unkind conditions, **then** you would find it almost impossible to upset yourself emotionally. (Irrational Belief # 3) Dr. Ellis' listed irrational number 3: People **must not treat me** unfairly, unkindly, or unreasonably. People absolutely **must not** act obnoxiously, distastefully, spitefully, repulsively, or nastily, and when they do act this way we should damn them, judge and condemn them, and evaluate them negatively. When we evaluate this obnoxious, distasteful, repulsive, or nasty people negative, they must be and should be punished for their unreasonable and unkind behavior. This is irrational for the following reasons:

1. Judging and evaluating a person negatively does not lead to "free will or an exercise of one's free will" but usually leads to ill will. What do you think this statement means?
2. Condemning people for their wrongdoings will not change their behavior. True or False.
3. Is there such a thing as "absolute responsibility?" In other words, am I responsible for everything that happens to me?
4. Are we unrealistic and unjust when we denounce other people for their difficulties? Yes or No. Explain your opinion.
5. If I'm a "bad" person, then I can never change to be a "good person." Does this statement make any sense?
6. Putting yourself down for immoral acts or not admitting your outright stupid behavior usually quickly leads to feeling worthless and inadequate, which results in feeling depressed.
7. Blaming your self rather than blaming your foolish or immoral thinking often leads to further immorality, hypocrisy, and evasion of shared responsibility.
8. When we judge ourselves or others, we are afraid of making mistakes. When we are afraid of making mistakes, we avoid commitments to life and learning.
9. Damning yourself or others avoid sensible morality. When we act morally we usually do not hurt others or our environment. When we hurt others, we only hurt ourselves in the long run.
10. When we needlessly interfere with the rights of others, their friends or relative usually retaliate. This is not rational behavior, but it is a social reality.
11. Out of enlightened self interest, you accept the rules of the community and you act ethically to help yourself and your loved ones.
12. Because someone is evil today does it mean that someday he can perform some great act that will help the human race?
13. Damning people we only convince the other person he is hopeless and he can never change his immoral and condemnable behavior.
14. To damn others means you make yourself angry-hostile toward them. Feelings of anger reflect your grandiosity. (non-sequitur – a conclusion that does not follow from your premise. It is unrealistic and godlike to believe that your preference about another person's behavior absolutely should make him act differently.)
15. Anger and punishment give people the incentive to keep acting wrongly because you hate them and they hate you back.
16. Two wrongs don't make a right. Rage against another person will probably make matter worse if you falsely believe anger corrects a person's behavior.
17. When you condemn others for what you consider their wrongdoing, you will tend to turn the same standards on yourself and end up with considerable self-loathing.
18. A lack of forgiveness in others breeds a lack of self-forgiveness.
19. Which of these statements could be accurate and which statement are un-provable, and which statement is definitional, un-provable and destructive:
 - i. You have behaved badly
 - ii. You will always and can only act badly
 - iii. You deserve utter damnation for allowing yourself to perform this way.
20. Explain this statement: *"rational morality stems from self-interest and social interest."*

How are punishment and consequence different?

# Punishment <ul style="list-style-type: none"> ✓ Need power over another person ✓ Something is taken away ✓ Decreases behavior ✓ Trains people to mistrust you ✓ Focus on the past ✓ Threats, retaliation, revenge, ✓ Demanding obedience ✓ They are incapable of taking responsibility ✓ Negative 	Consequences <ul style="list-style-type: none"> ✓ Happen naturally and socially ✓ Something can be gained or lost ✓ Increases or Decreases behavior ✓ Based on promises and agreements ✓ Focus on the past with an eye on the future ✓ Maintains safety, order, stability, social order ✓ Is logical and is based on social reality ✓ You need to keep promises or repair broken promises/ keep agreement or renegotiate for a new agreement. ✓ Can be negative or positive
How are they similar? Sense of trouble, result of our actions, decrease/ or increases behavior,	

Consequence Matrix

Praise & Punishment	Positive & Negative Consequences	Personal Costs
Other-Directed: imposed on you;	Goal Directed:	Self-Directed:
Decrease or increase behavior	Decrease or increase Social Belonging	Discover meaningfulness and responsible behavior
Past: obedient; social reality	Present: physical & objective reality	Future: personal & subjective reality

3 P's of Repercussions: a widespread, indirect, or unforeseen effect of an act, action, or event		
Praise & Punishment	Positive and Negative Consequence	Personal Cost
<p>The punishing or praising person has power and authority over you.</p> <p>Extrinsic Motivation: Another person takes something away from you, or something is not giving to you. You take something away from another person to change their behavior.</p> <p>Power disregards your physical world and health, your emotional and psychological life. Disregards the other person's health, etc.</p> <p>Punishment may disregard the other person's social realities and his/her emotional life.</p> <p>Other directed; ("They made you.") Based ideas that other people are controlling you.</p> <p>You want to hurt the person or want to change, cure, or correct that person.</p> <p>Another person uses punishment to decrease a behavior, and usually, it has short-term effects. Is punishment based on moral judgment?</p> <p>You assume people can't think for themselves. When you punish someone, you are training that person will mistrust you.</p> <p>Past: focuses on the past. When you focus on your past, you punish the person for "what you did."</p> <p>Punishment involves threats and retaliation. You think by threatening or getting back at another person, it will change his/her choices and decisions.</p> <p>Punishment is telling the other person that you lack confidence, cannot be trusted, and there is little concern for another person.</p> <p>You believe the other person has limited self-control.</p>	1. You experience the unpleasantness of one's actions, but the result is arranged by someone in charge, such as a parent, boss, etc. A "Natural Consequence" is a natural occurrence that follows the laws of physics and is observed in your social reality.	1. Personal costs are not punishments but could be a natural consequence or a logical consequence. In personal costs, your actions only bother you. For instance, your conflicts could lead to feelings of loneliness, which only bothers you.
	2. Logical Consequence: People impose consequence on you. You need to connect logically the consequence to your behavior.	2. A cost is a penalty you pay and you personally lose something. You are going to lose something personally in the long run. You weaken your self-sentiment.
	3. Logical consequences are based on the safety principles.	3. You are thinking about your sense of physical self, emotional self and social self. You see that the cost of that behavior or that way of thinking may be harmful to your physical and emotional health
	4. Logical consequences are annoying/ distasteful but not harmful	4. Personal Costs have an impact on your physical world, emotional (psychological) world and your social world.
	5. Logical consequences teach another to be self-directed. What goals will you accomplish?	5. Self-directed; based on self-control. Based on realistic and rational goals; your healthy goals that you have chosen.
	6. Applying logical consequences usually help the other person.	6. You want to help yourself. You have a healthy combination of "rational self-interest" and social interests.
	7. Logical Consequences focus on choices, goals, and it has little to no relationship to moral judgment.	7. Costs hurt you in the long run. Costs are based on your values, choices, and chosen moral code.
	8. If you don't understand the complete situation, know the personal costs, or every aspect of the social reality is that people will impose consequences on you.	8. Personal Costs help you to focus on what you can learn from the situation. You can learn from your past mistakes, so don't deny your past mistakes. PC's focus on independent thinking and rational thoughts.
	9. Present: Focuses on present behavior and actions; usually something you "did." Concerned with what will happen now.	9. Future: PC's focuses on your future behavior. PC 's focus on long-term goals as well as your short-term goals.
	10. Involves maintaining order and stability. Logical consequences express the reality of social other. Focus on immediate consequence.	10. You want to see the full range of consequences. You will personally lose something in the long run or will weaken your self-sentiment.
	11. The purpose of following through on consequences is that it increases responsible behavior. Getting along with others is a two-way street.	11. When you use personal cost to control your behavior, you show: self-confidence, self-control, collaborative certainty and you are reflective about concern for yourself, others, and the community.

<p>Presupposes you can't be reliable, receptive, realistic, rational, responsive, or reasonable. You assume the person is not honest, receptive, practical, balanced, sensitive, nor logical.</p> <p>Punishment involves demanding obedience, and it implies the other person is incapable of taking on responsibilities.</p>	12. Demonstrates you believe the other person has the ability to control his or her feelings, behaviors, and actions.	12. You can control your physical reactions (calm yourself down), you can show how your thinking is related to your emotional reactions, and you know you have the social skills to maintain a healthy sense of respect.
	13. Teaches you to be more reliable, receptive, realistic, responsive, and rational through logical reasoning and experiencing the logical consequences. You are rating deeds not the doer. (Social)	13. Presupposes you are reliable, receptive, realistic, rational, responsive, and reasonable. You see the numerous costs of being unreliable, untrustworthy, stubborn, unrealistic, illogical, irrational, and unresponsive, irresponsible. (Interpersonal)
	14. Logically, you logically connect consequences to a social reality. You state your preferences in a friendly-calm manner.	14. Costs are the natural consequences of your social reality but costs are personal and private. No one may know the personal costs you will pay.
	15. Implies you need to know the rules and keep the promises you make. You are willing to repair broken promises and accept others trying to repair broken promises.	15. You take responsibility for what happens to you and what does not happen to you. You use unconditional self-acceptance when dealing with personal costs.

How is a consequence different from a personal cost?	
<p># Negative Consequence</p> <p>Based on social reality</p> <p>Objective</p> <p>Interpersonal Behavior</p> <p>Natural outcome</p> <p>What happened</p> <p>People know</p> <p>Not good for our health, well-being;</p> <p>Usually consistent across one's culture</p>	<p>Personal Cost</p> <p>Personal Penalty</p> <p>Based on personal reality</p> <p>Subjective</p> <p>Interpersonal Feelings</p> <p>Protects or hurts health, independence</p> <p>What might happen</p> <p>Only you know</p> <p>Leads to feelings of loneliness, isolation, hostility, and/or helplessness.</p> <p>Varies individual to individual</p>
How are they similar? Don't like it when it happens, can be related to learning, can improve our life or make it worse;	

How are laws and personal rules different?	
<p># Laws</p> <p>Laws are written</p> <p>Enforced by the courts</p>	<p>Personal Rules</p> <p>We make them up.</p> <p>Enforced by our anger</p>

<p>Socially derived</p> <p>We base our laws on due process, which are derived from our social sense of justice and fairness. The court, which is based on due process, is designed to defend our rights and a means to secure justice</p> <p>Law</p> <p>1 <i>a)</i> all the rules of conduct established and enforced by the authority, legislation, or custom of a given community, state, or other group <i>b)</i> any one of such rules</p> <p>2 the condition existing when obedience to such rules is general !to establish <i>law</i> and order"</p> <p>3 the branch of knowledge dealing with such rules; jurisprudence</p> <p>4 the system of courts in which such rules are referred to in defending one's rights, securing justice, etc. !to resort to <i>law</i> to settle a matter"</p> <p>5 all such rules having to do with a particular sphere of human activity !business <i>law</i>"</p> <p>6 common law, as distinguished from equity</p> <p>7 the profession of lawyers, judges, etc.: often with <i>the</i></p> <p>8 <i>a)</i> a sequence of events in nature or in human activities that has been observed to occur with unvarying uniformity under the same conditions (often law of nature) <i>b)</i> the formulation in words of such a sequence !the <i>law</i> of gravitation, the <i>law</i> of diminishing returns"</p> <p>9 any rule or principle expected to be observed !the <i>laws</i> of health, a <i>law</i> of grammar"</p> <p>10 inherent tendency; instinct !the <i>law</i> of self-preservation"</p> <p>11 <i>Eccles.</i> <i>a)</i> a divine commandment <i>b)</i> all divine commandments collectively</p> <p>12 <i>Math., Logic, etc.</i> a general principle to which all applicable cases must conform !the <i>laws</i> of exponents"</p> <p>13 [Brit.] <i>Sports</i> an allowance in distance or time as in a race; handicap</p>	<p>Individually derived</p> <p>Usually unfair, and based on demandingness.</p> <p><i>"You must follow my rules because I say so!"</i></p> <p>A rule is an authoritative regulation for action or conduct. A rule refers to a method, a procedure, or an arrangement. A rule is a fixed principle that determines conduct.</p> <p>A rule is a "code of conduct" you impose on yourself and others.</p> <p>They involve thinking, so make them flexible, realistic and see them as choices and preferences.</p> <p>We punish people for breaking our personal rules.</p> <p>1 <i>a)</i> an authoritative regulation for action, conduct, method, procedure, arrangement, <i>b)</i> an established practice that serves as a guide to usage !the <i>rules</i> of grammar"</p> <p>2 a fixed principle that determines conduct; habit; custom !to make it a <i>rule</i> never to hurry"</p> <p>3 something that usually or normally happens or obtains; customary course of events !famine is the <i>rule</i> following war"</p> <p>4 <i>a)</i> government; reign; control <i>b)</i> the period of reigning of a particular ruler or government</p> <p>5 a ruler or straightedge 7 [Obs.] way of acting; behavior</p> <p>ruled, rul\$[ing] : 1 to have an influence over; guide !to be <i>ruled</i> by one's friends" 2 to lessen; restrain !reason <i>ruled</i> his fear" 3 to have authority over; govern; direct !to <i>rule</i> a country" 4 to be the most important element of; dominate !action <i>rules</i> the plot" 5 to settle by decree; determine !the court <i>ruled</i> the validity of the point" 6 <i>a)</i> to mark lines on with or as with a ruler <i>b)</i> to mark (a line) thus</p> <p>1 to have supreme authority; govern</p>
<p>How are laws and personal rules similar?</p> <p>Governs behavior, it is an idea, we want people to obey laws and rules, we punish people for not obeying laws and rules; if this is done, then this will happen.</p>	

How are "thinking" and "believing" different?	
<p>Thinking</p> <p>Speculation; consider, judge, reflect on, ponder, mediate on, wonder, to think about something carefully, to classify, evaluate, you justify, rate, tell yourself, self-talk, way of</p>	<p>Believing</p> <p>Conviction, feel toward, strongly persuades you,</p> <p>Feeling certain, feeling of certitude, confidence, emotionalism;</p>

thinking, come to a conclusion, make a calculation, standards, calculate, reason, you have a hunch, my intention is..., I call to mind, make a conjecture,	feel assured this or that will happen;
How are “to think” and “to believe” similar?	

Conditional Shoulds Result in Unrealistic Demands	Conditional Shoulds Result in Disingenuous Behaviors and Ineffective Behaviors.
Number 1. Disregard feasibility, not practical, a low probability it will really happen, unrealistic, unreasonable,	1. Disregard your own feelings
Number 2. Disregard the conditions	2. Impairs the spontaneity of feelings, wishes
Number 3. Form unreachable goal, out reach goals, naïve, impractical	3. Develops “make believe feelings,”
Number 4. Disregard realistic frequencies, must always happen,	4. Involves an exaggeration of feelings
Number 5. Disregard individual difference, everyone must	5. Involves violent emotional reaction
Number 6. Form unrealistic demands on our sense of self, I must be	6. Have a lack of moral seriousness and genuine idealism
Number 7. Form unrealistic demands on other people, they must be...	7. Leads to hyper-sensitivity to criticism
Number 8. Form unrealistic demands on the world, conditions must be..	8. Has a coercive character and leads to self-hatred
Number 9.	9.
Number 10.	10.
Demanding, disregards, unrealistic, out of reach, unworkable,	Disingenuous, deceitful, untruthful, insincere Ineffective, unproductive, useless, hopeless, fruitless

<u>Unhealthy behaviors lead to</u>	<u>Healthy behaviors lead to</u>
<i>Increases Stress</i>	<i>An increase ability to manage stress</i>
<i>Feeling you can't cope, You can't solve your problems. Not knowing what you want</i>	<i>The ability to cope and solve problems. The ability to make decisions. Knowing what you want</i>
<i>Self-Defeating behavior</i>	<i>Constructive behaviors</i>
<i>Not reaching your goals</i>	<i>Helping you reach your rational goals</i>
<i>Hurtful and unhealthy behaviors</i>	<i>Helpful, beneficial, useful behaviors</i>
<i>Tissue damage</i>	<i>Healthy tissue growth</i>
<i>Injurious actions</i>	<i>Vigorous activities that enhance your life</i>
<i>Harmful behaviors that are toxic</i>	<i>Helpful in the long run</i>
<i>Things regress, get worse</i>	<i>Things get better, improve, and thrive</i>
<i>May feel good for the short run</i>	<i>Good for you in the long run</i>
<i>Satisfies in the short run</i>	<i>Improves your life in the long run</i>
<i>Extreme, rigid, inflexible</i>	<i>Moderate, unconditional playfulness</i>
<i>Feels great or feels painful</i>	<i>Feels annoying, frustrating, and negative</i>
<i>Immune system weakens</i>	<i>Immune system becomes stronger</i>
<i>Fall prey to more viruses</i>	<i>Stronger to fight off colds and the flu</i>

- ✓ **Being healthy is less expensive than being unhealthy and sick.**
- ✓ **When you are unhealthy, you do fewer activities. When you are sick in bed or your freedom is restricted, you do less. The less you do, the more your health decreases.**

- ✓ *People are more attracted to healthier people than unhealthy people, so you'll have more opportunities to do fun activities (unconditional playfulness).*
- ✓ *You have a greater chance of reaching your potential when you are healthy.*
- ✓ *You are more tolerant to individual differences when you are healthy.*
- ✓ *You get more things done when you are healthy.*
- ✓ *You physically feel better when you are healthy.*
- ✓ *You are more competitive and have a greater chance of winning when you are healthy.*
- ✓ *You accept yourself, accept others, and accept the world unconditionally when you are healthy.*

Glossary:

1. **Abstraction:** a theoretical idea; also, the process of abstracting, the condition of being disassociated, an abstract work of art, or the quality of being preoccupied
2. **Apprehension:** the act or quality of becoming aware or grasping a meaning; also, the act of arresting someone or to a sense of foreboding (comprehend; comprehension; ???)
3. **Assumption:** a statement taken for granted; also, the act of taking for granted that something is true, or taking something on or laying claim to it, or arrogance or pretension
4. **Belief:** something held to be true or proper; also, a conviction that something is true, or the state of mind in which someone places confidence in someone or something; we place confidence in a belief because a belief is our source of hope-evaluation-integrity;
5. **Brain wave:** see *brainstorm*; also, variations in voltage in the brain, and resulting electrical currents
6. **Brainchild:** an idea or product one has thought up or created
7. **Brainstorm:** A sudden idea; also, a brief bout of insanity
8. **Caprice:** a sudden change in an idea or way of thinking; also, a whimsical inclination, or a lively musical composition
9. **Chimera:** a fantasy or unrealistic idea; also, an imaginary or mythological creature with anatomical features of various animals or biological phenomena involving genetic diversity in a single organism
10. **Cogitation:** a distinct idea; also, the act of thinking, or the capacity to do so
11. **Cognition:** the result of a mental process; also, the mental process itself
12. **Conceit:** an imaginative idea, or an idea held to be true or appropriate; also, excessive self-regard, a complicated or far-reaching metaphor, a theme, or a fancy trinket
13. **Conception:** an idea, or the result of abstract thinking; also, the forming or understanding of ideas, the body of ideas that constitute one's understanding of something, or a beginning or the process of beginning pregnancy
14. **Conclusion:** an idea formed based on consideration, or a judgment or inference; also, a result or the act of bringing something to an end, or of deciding or summing up a legal case
15. **Conjecture:** an idea inferred or supposed, or reached by deduction; also, something that has yet to be proven or disproven
16. **Conviction:** a strongly held idea; also, the state of mind of someone who firmly holds an idea as true, or the act of finding someone guilty of a crime or the state of being found or having been found guilty
17. **Delusion:** an idea that is mistaken or misleading; also, the act of state of having false ideas, or holding such a false idea as a symptom of mental illness
18. **Fancy:** see primary definition of *whim*; also, liking for something, or imagination
19. **Freak:** see primary definition of *whim*; also, a strange event, person, or thing, or a person who is enthusiastic about or obsessed with something
20. **Guess:** an idea one has based on initial or incomplete information
21. **Hallucination:** an idea or sensory phenomenon produced by a drug or a mental disorder
22. **Hunch:** see *intuition*; also, a bulge or lump
23. **Hypothesis:** an unproven idea assumed to be true as a basis for experimentation or investigation
24. **Illusion:** see the primary definition of *delusion*; also, a misleading phenomenon, or the fact or state of being misled
25. **Image:** A mental picture or an idea one is able to envision based on words; also, a depiction or picture, the ideal depiction of someone or something based on propaganda or publicity, or someone who closely resembles another
26. **Impression:** an uncertain or vague idea; also, the act of pressing something into a medium or material to make an outline of it, or producing a figurative equivalent in someone's mind, or the literal or figurative result of such an action, or an imitation, for the purposes of entertainment, of a well-known person
27. **Inspiration:** an imaginative idea or feeling; also, something that prompts or is the product of such an idea or feeling, the quality

- or state of this condition, or the prompting of emotion or thinking, or the act of breathing in
28. **Intellection:** the act of thinking or reasoning
29. **Intuition:** an idea based on a sudden realization, or on feeling without conscious thinking
30. **Kink:** see the primary definition of whim; also, an unusual or clever approach, an eccentricity or fetish, a curl, twist, or other imperfection, or a cramp
31. **Mind's eye:** the ability to envision ideas or depictions, or the product of this ability
32. **Notion:** an idea or understanding that may be imaginative or speculative; also, something believed to be true or appropriate, or, in plural form, practical personal or hygienic items
33. **Observation:** an idea based on awareness or notice; also, adherence to a custom, principle, or rule, the act of seeing or thinking about something or the ability to do so, the gathering of information or evidence, or the state of being noticed or watched
34. **Opinion:** a statement or idea one holds to be true or appropriate; also, a judicial statement summarizing a decision about a case; an attitude is what you want, whereas opinion is describing something you like or dislike or an idea you agree with or disagree with
35. **Perception:** an idea based on noticing; also, awareness, or the ability to understand
36. **Phantasm:** a misleading idea; also, a fantasy, a ghost, or an illusion
37. **Picture:** a mental image; also, a copy, depiction, or image, an exemplar, or a set of circumstances
38. **Preconception:** an idea assumed before careful consideration
39. **Prejudice:** an idea or feeling of dislike or animosity about someone or something; also, wrong done to someone
40. **Premonition:** an idea or feeling of impending action or occurrence
41. **Prepossession:** see the primary definition of *prejudice*; also, an obsession with one idea or thing
42. **Presentiment:** see *premonition*
43. **Reflection:** an idea formed, or a comment made, after careful thinking; also, the act of careful thinking, or something that causes a negative response, or the return of light or sound waves from a surface, the creation of such a phenomenon, or the phenomenon itself
44. **Speculation:** consideration of what may be true or what may happen; also, a risky investment with potential for great profit, or the act of investing in this manner
45. **Supposition:** an idea based on preliminary consideration, or one that someone believes
46. **Surmise:** see *guess*
47. **Theory:** an unproven idea, or one presented for consideration; also, a group of ideas or principles
48. **Thought:** an idea formed in one's mind; also, the act of thinking, a way of thinking, or an intention, or consideration or the power to consider
49. **Vagary:** an odd or unpredictable idea
50. **Whim:** an unusual and perhaps sudden idea; also, a rotating drum or shaft

Beliefs Using Lies and Liabilities

1.	About-ism	I have to talk about my problem over and over again because I can't solve my problems by myself. (About-ism)
2.	Abreaction	I have to re-experience the pain, so the feeling will go away. (Unhealthy Abreacting)
3.	Absence	I have to give people one choice or they will make the wrong choice. This will make my life more stressful. (Absence of Choice for Others)
4.	Absence	I have to give myself one choice or things will not go as I have planned. (Absence of Choice for Myself)
5.	AchieveXXXX	I have to win. I need to win, so I can feel happy. (Achievement Addiction)
6.	Achieve	I'll do anything to win/achieve, so people will admire me. (Achievement Addiction-Esteem)
7.	Acting Out	I have to do disagreeable things to express my feeling, but that topic still bothers me. (Acting Out-Enactment) (Defensive Mechanism)
8.	Addiction	I have to give people excuses because I can't curb my addictions, so why try to change. (Addiction Excuse)
9.	All or Nothing	I have to have things my way. It is my way or it is no way! (All or Nothing Thinking: negative dichotomous thinking)
10.	All or Nothing	When things go my way, I will have absolute and permanent happiness. (All or Nothing Thinking: positive dichotomous thinking)
11.	Altruistic	I have to be selfless, and devote all my energy to the welfare of others. (Irrational-Unhealthy Altruism)
12.	Always-Never	I have to perform well all the time. When I fail, I think I never win; I'll never be happy, so why try. (Always and Never Thinking)
13.	Anger	I have to show my anger in unhealthy ways, so people will respect me and not see me as being weak. (Anger Addiction-at others)
14.	Anniversary	I have to feel bad because I can't control things that have happened to me. (Anniversary Date)
15.	Apathy	I have to be indifferent. I don't have to care, so I am free of any responsibilities or consequences. (Apathy: I don't care.)
16.	Apathy	I don't have to care because they don't care about me. (Apathy: Other people's apathy)
17.	Appeasement	I have to pacify others. I put up with suffering in the past, so I shouldn't experience any more suffering. (Appeasing Others)
18.	Approval	I have experienced people's approval, so this approval must continue. (Approval Addiction/Excuse)
19.	Arbitrary Infer.	I don't have to have evidence or facts to support my conclusions. (Arbitrary Inference/Thinking)
20.	Attribution	I know what he or she is really thinking or feeling without them telling me what he or she really thinks (Attribution-false)
21.	Autocratic	People must respect me, admire me, obey me, etc. because of my status. (Autocratic Thinking)
22.	Avoiding	I have to avoid my difficulties because it is easier to avoid my feelings, beliefs, and/or responsibilities (Avoiding/Justification)
23.	Awfulizing	I have to see things as being awful to protect myself from danger or any other horrible experience. (Awfulizing/Extreme Evaluation)
24.	Awkward	I don't have to be responsible because I would feel awkward in that particular situation. (Awkward/ Excuse)
25.	Axiomatic	I don't have to express myself or maintain my agreements because the truth is so obvious. (Axiomatic Thinking; Proverbs)
26.	Bad Thoughts	I have to worry about acting on my bad thoughts. (Bad Thoughts)
27.	Be Real	I have to be genuine and real. Therefore, I'll say anything because I am just being myself. (Being Real)
28.	Being Right	I have to be right to feel good about who I am. I have to be right, so I can do anything I want. (Being Right; See Disregarding)
29.	Bending Rules	I don't have to follow the small rules (has little consequence and who will care), so I can do anything I want. (Bending Rules)
30.	Best Bet	I don't have to think of the negative consequences because I'm no better off either way, so I don't have to care. (Best Bet Excuse)
31.	Bias	I have to go with my first thought, my instincts, my first impulse, etc. (Bias)
32.	Black & White	I have to put events, people, ideas, etc. into two separate but equal categories. (Black and White Thinking)
33.	Blaming	Because I am not in a situation I want to be in, I have to blame my DNC, my genetic makeup, etc. (Blaming my biology)
34.	Blaming Self	I have to be responsible for everything, so people shouldn't get mad at me. (Blaming: Self; see Guilt)
35.	Blaming Others	I have to blame others. Since it is not my fault, I don't have any responsibilities; I don't have to care what they are saying. (Blaming Others)
36.	Blind Accept.	I have to accept everyone, so I won't have any negative feeling. (Blind Acceptance)
37.	Burning Bridge	I have to seek revenge on others. I'll never see you again, so I can do anything I want. (Burning Bridges)
38.	Butterfly	I have to be comfortable all the time and never experience frustration because I am fragile. (Butterfly)
39.	Cart-Horse	Things have to go a certain way. If not, I'm not responsible and I don't have to take any further actions. (Cart Before the Horse)
40.	Carte Blanche	I have to have total freedom. If not, I am not responsible for what happens. (Carte Blanche)
41.	Catastrophic	When very bad things happen, I have to get upset and anxious. (Catastrophizing)
42.	Certainty	I have to feel certain about things before I do anything. (Certainty)
43.	Closure	I have to have closure so I can move on with my life. I can't do a new thing till I bad stuff behind me. (Closure)
44.	Cog. De. Bias	I have to know exactly what is going on, so I won't do a damn thing! (Cognitive Deconstruction)
45.	Comparing	I have to rate my total self by how well I am doing in comparison to other people (Comparing Unjustly)
46.	Comparing	I have to rate other people's behavior, so I don't feel so bad about myself (Comparing-negative-Misattribution)
47.	Compartment	I have to see the world and other people in two separate and isolated categories. (Compartmentalizing)
48.	Compensating	I have to offset an error or defect by out doing another. (Compensating) (Defensive Mechanism)
49.	Confirmation	I have to have beliefs that are perfectly sound and logical. I have to find excellent reasons to justify my choice. (Confirmation Bias)
50.	Control, Extern	I have to see fate or luck as working against me, so I am not responsible. (Control-External)
51.	Counter-Trans	I have to see others as important people have treated me in the past (Counter-Transference)
52.	Cyclical Define	I have to prove my point of view is superior to your point of view (Cyclical Definition) (Limited verbal ability)
53.	Dead-End	I have to take on the role of loser, so I don't have to keep my agreements and obligations. (Dead-End Excuse)
54.	Defective, I'm	I have to see myself as being defective, so people don't expect too much from me. I forget Excuse – (Defective; I am defective)
55.	Defective	I have to present myself to others as being defective because I have defective cognitive skills. I have a horrible memory. (Defective abilities)
56.	Definitional	I don't have to explain my thinking, so I can avoid my responsibilities. (Evasive) (Thinking) (Definition Thinking)
57.	Deflecting onto	I have to blame others because they are defective. I am not responsible for what happens afterwards. (Deflecting Global Rating onto Others)
58.	De-Idealizing	I have to put important people on a pedestal; wait for them to fail, so I can blame them and hate them. (Defensive Mechanism) (De-Idealizing)
59.	Denial	I have to I'll feel better, so I won't deny my feelings and unpleasant thought. (Defensive Mechanism) (Denial)
60.	Denying iB	I have to see my irrational thinking as being natural and everyone does it, so my thinking is not that irrational. Neglecting to Acknowledge iB
61.	Denying iB	I don't have to acknowledge my irrational beliefs, and I can easily say, "I feel depressed but I don't know why?" Neglecting iB
62.	Deny: Yes-But	I don't have to recognize the connection between my thoughts and feelings. (Denying: Yes-But)
63.	Denying iB	I have to avoid people pointing out how irrational my thinking is. (Denying the irrational beliefs are irrational)
64.	Denying iB	I have hundreds of irrational beliefs and nothing really bad has happen all those times, so why be concerned. (Denying the irrational beliefs)
65.	Denying iB	My beliefs and thoughts have nothing to do with the intensity of my feelings. (Denying iB lead to UNE)
66.	Dependent	I have to have other people help me. I can't do difficult things on my own. (Dependency Thinking)
67.	Deskilled	I have to be excellent at each and every step of a task before I will risk a new behavior or task. (Deskilled: Self-Deskilling)

68.	Detached	I have to distant myself from others, so I won't get hurt or in trouble. (Detached(from others))
69.	Detracting	I have to reduce the quality of something or someone by speaking ill of the object or person. (Detracting)
70.	Devaluing	I have to devalue, degrade, depreciate, etc., others, so it is okay to put others down. (Devaluing Others)
71.	Diagnosing	I have to put labels on people who strongly disagree with me. (Diagnosing – Unhealthy negative diagnosing)
72.	Dichotomous	I have to divide the world and people into two groups, so I can feel certain about my world. (Dichotomous Thinking- imposed on self)
73.	Dichotomous	I have to divide people into two groups, so I can evaluate them as being "good people" or "bad people." (Dichotomous Thinking)
74.	Dictatorial	I have to be in charge to feel good about myself, and people have to admire me. (Dictatorial Thinking)
75.	Dire Need	I have to turn a want into a dire need, so I am motivated to get the things I really want. (Dire Need Excuse)
76.	Disagreement	I have to limited my goals and keep my sights low, so I will never disappointed and feel hurt. (Anxiety) (Disappointment Phobia)
77.	Disappointment	I have to be pessimistic to feel safe. (Disappointment Phobia)
78.	Dis-attribution	I have to blame my failures on others, so I don't feel incompetent. (Dis-attribution)
79.	Discomfort	I have to worry about what people are thinking and saying about me. I can't stand such discomfort. (Discomfort Anxiety)
80.	Disconfirming	I don't have to listen to information that disconfirms my beliefs, so If I don't think it is true, and then it is absolutely false. (Disconfirming)
81.	Discounting	I don't have to look at my failures. I don't have to try at anything that I may fail at doing. (Discounting the Negative)
82.	Discounting	I don't have to look at my positive traits because they really don't matter. (Discounting the Positive)
83.	Displacing	I have to compromise too much by changing the subject that is more acceptable or less threatening, so I don't feel so bad. (Displacing)
84.	Disregarding	I have to disregard the consequences because I don't like how I feel when I think about them. (Disregarding the Consequences)
85.	Disregarding 1	I don't have to pay attention to negative events and my related feelings. (Disregarding)
86.	Disregarding 2	I have to underplay my negative emotions and what is really happening. (Disregarding the Negative)
87.	Distrustful	I don't have to try and/or I don't have to care about anything because I don't trust anyone. (Distrustful)
88.	Double-Std.	I have to be hard on myself, so I will be seen as humble. I have to be nice to others, but I don't have to be kind to myself. Double-Standards)
89.	Either-Or	Either they hate me or love, so I don't have to make any decisions about how I really feel. (Either-Or)
90.	Effort Excuse	Even that I failed, people shouldn't expect too much of me because I have given my best effort. (Effort Excuse)
91.	Emo Fatigue	I don't have to keep up with my responsibilities if I'm too tired, too depressed, too anxious, etc. (Emotional Fatigue Excuse)
92.	Emo Reasoning	I'm pissed off, so I don't have to keep up with my responsibilities because I don't feel like doing it. (Emotional Reasoning: anger)
93.	Emo Reasoning	I have to feel like a loser if I feel like a loser (Emotional Reasoning: devaluing)
94.	Emo Reasoning	I have to feel angry because I feel you have treated me unfairly, acted inconsiderately, etc. (Emotional Reasoning: justification)
95.	Emo Reasoning	I have to think everything is going to turn out great because it feels that way. (Emotional Reasoning: positive)
96.	End-Means	I have to disregard means because I feel my goal (ends) will be easily reached. (End-Means Distortions)
97.	Entitlement	People have to give me what I need. I have to make excuse to protect my self-esteem. (Entitlement Excuse)
98.	Exclusion	I have to focus on the positive and exclude the negative. I have to leave particular pieces of information. (Exclusion; Excluding)
99.	Exhibitionism	People have to pay attention to me if I'm in pain, suffering, having a difficult time, etc. (Exhibitionism)
100.	Experiential	I have to act on my feelings. (see Emotional Reasoning; Experiential Reasoning)
101.	Externalizing	I have to blame others to protect my self-esteem because other people's actions cause me to feel a certain way. (Externalizing)
102.	False General	The statement, "I don't have to change because that's the way I am" is a false generalization because we are always changing.
103.	Fairy god mom	I don't have to try because there is somebody looking out for me. (Fairy Godmother)
104.	Faith	I know it is true because I have faith it is true, so I am right and you are wrong. (Faith Thinking)
105.	Fanaticism	I don't have to listen to different opinions or ideas because my ideas are right and just and different ideas are horrible. (Fanaticism)
106.	Fatalistic	I have to expect the worse and be resigned to defeat. (Fatalistic: defeatist)
107.	Fatalistic view	I have to believe I'm helpless because events are fixed in advanced. (Fatalistic View of Life)
108.	Filtering	I only have to look at one aspect of the situation and exclude everything else. (Filtering and judging others)
109.	Filtering	I only have to see one part of myself and exclude everything else. (Filtering and judging myself)
110.	Filtering out	I have to overlook my failures, and I only have to think about my successes. (Filtering Out the Negative)
111.	Filtering out	I have to overlook my successes, and I only have to think about my failures. (Filtering Out the Positive)
112.	Filtering focus	I have to see myself as being completely negative. I have to obsess about my negativity. (Filtering and Focusing on the negative)
113.	Florence Night	I have to forfeit my happiness, so others will be happy. (Florence Nightingale)
114.	Forgiveness	I have to forgive you, so you'll stop being mad at me, I'll forgive you. (Forgiveness Thinking: Conditional Forgiveness)
115.	Fortune Telling	I have to predict things will always turn out badly. (Fortune Telling: Negative)
116.	Fortune Telling	I have to make predictions that things will always turn out great. (Fortune Telling: Positive)
117.	Fox, the	I have to out think everyone to prove I'm smarter than them. (Fox, the; additions)
118.	Fun Justify	I have to have fun, so I can disregard the consequences because I'm having fun. (Fun Justification)
119.	Get in Touch	I have to get in touch with some repressed-unconscious feeling to feel better or to stop experiencing a particular feeling. (Get in touch with)
120.	Global Rating	I have to judge people harshly, so I can avoid my responsibilities because they act so poorly. (Global Rating Others)
121.	Global Rating	I have to judge myself harshly to improve my life. I make broad judgments based on very little evidence. (Global Rating of Self)
122.	Global Rating	I have to judge my life as horrible to get motivated. (Global Rating of the World)
123.	Global Rating	I have to judge myself harshly to change my bad behavior. (Global Rating using self-accusation)
124.	Global Rating	I have to belittle myself and make disparaging remarks about myself. (Global Rating using self-contempt)
125.	Global Rating	I have to be seen as being very special. (Global Rating by feeling entitled)
126.	Global Rating	I have to judge myself harshly, so people don't think I am conceited. (Global Rating using self-destructive behavior)
127.	Global Rating	I have to judge myself harshly. I believe I don't deserve anything. (Global Rating using self-frustration)
128.	Global Rating	I have to anguish over decisions, and/or I exaggerate my (physical) pain. (Global Rating using self-torture)
129.	Global Think	I have to blow problems out of proportion. I inaccurately describe the problem I am facing. (Global Thinking)
130.	Good Person	I have to blame others. I think, "I can't be wrong because I'm the good person. (The Good Person Excuse)
131.	Gossiping	I have to put others down using gossip. (Gossiping)
132.	Grandiosity	I have to make absurd exaggerations about myself. I have to compensate for my negative traits. (Grandiosity)
133.	Guilt	I have to feel bad about doing bad things. I have committed an offense and/or I feel bad about hurting another person's feelings.
134.	Guilt Proneness	I have to feel extremely bad about my bad behavior. I have to globally rate myself, so I feel apprehensive, insecure. (Guilt Proneness)
135.	Guru Thinking	I have to take important people's advice to heart. I have to be a follower. (Guru Thinking)

136	Hard Luck	I have to explain away my bad behaviors by blaming “bad luck.” (Hark Luck, blaming)
137	Hedonism	I have to endorse the idea that pleasure or happiness is the sole or chief good in life. (Hedonism Excuse)
138	Helplessness	Because I feel helpless, I have to have other people’s assistance. (Helplessness)
139	Hindsight Bias	I should have known better. I should have anticipated. I should have acted other than I did. (Hindsight Bias)
140	Historical	I have to blame the past for my current mistakes. (Historical Blaming)
141	Hopeless	I don’t have to act on my current goals because my future looks bleak. (Hopeless Concluding)
142	Hopelessness	I have to see my life as being hopeless because I never seem to get it right. (Hopeless but almost)
143	Hopelessness	I have to experience pain and suffering before the good things in life happen. (Hopelessness: Can’t win until)
144	Hopelessness	I have to put myself down if I feel hopeless. (Hopelessness: Evaluative)
145	Hopelessness	I have to see things negative today, so I am not disappointed tomorrow. (Hopelessness: Pessimistic Anticipation)
146	Hopelessness	I have to believe I can’t improve my life. (Hopelessness-Never)
147	Hoping Neg.	I have to assume the worse, so I’ll never be disappointed. (Hoping for the Negative)
148	Hurt	Others have to care about me. (Hurt; feeling hurt)
149	Hydraulics	I have to yell and scream to release my anger. (Hydraulics)
150	I can’t stand it	I don’t have to do it because I can’t stand doing that particular task. (I can’t stand it; low frustration tolerance)
151	Idealizing	I have to put people on a pedestal to experience “real love.” (Idealizing)
152	Identifying	I have to imitate people because I am unsure of my own sense of identity. (Identifying with)
153	If Only Excuse	I have to give another person an excuse by placing demands on myself. If only I acted better, etc. (If only Excuse)
154	Ignorance is	I don’t have to be realistic because “ignorance is bliss. (Ignorance is Bliss)
155	Innocence	I don’t have to look at the negative side of life. I have to play the role of the innocent person. (Innocence, Absolutistic)
156	Intellectualizing	I have to talk my way out of things by giving a fabulous explanation. I have to over think simple statements
157	Introjecting	I have to make a decision based on other people’s wishes or from other sources without considering my thoughts and feelings. (Introjecting)
158	Introjective	I see other people feeling badly, so I have to feel badly. (Introjective Identification)
159	Introspecting	I have to focus on my thoughts and I have to obsess about what I am thinking. (Introspecting)
160	Irresponsible	I have to blame others, and I have to avoid my duties and responsibilities because other people act in an irresponsible manner. (Irresponsible)
161	Isolating	I don’t have to see the connection between my thoughts and feelings, so I don’t have to feel. (Isolating Thoughts from Feelings)
162	Isolating	When I experience an unhealthy negative emotion, I have to withdraw from people. (Isolating Myself)
163	Jumping to	I have to make a decision before I know all the facts. (Jumping to False Conclusions)
164	Just Enough	I have to beg people to give me one more chance. They have to disregard my long line of failures. (Just Enough Thinking)
165	Just the Way I	People shouldn’t bother me about my misbehavior. “I can’t do anything about my behavior, so deal with it!” (it is Just the Way I am)
166	Justification	I have to go around proving or showing that my actions are right or reasonable. (Justifying, Justification)
167	Kangaroo	I have to go from one problem to another. I can’t help it because I am distracted easily. (Kangaroo Thinking)
168	Kangaroo Court	I have to punish others when they do something wrong. (Kangaroo Court)
169	Labeling of	I have to characterize people or situations in global terms. (Labeling of Another (negatively)
170	Labeling	If I do something well and I think of myself as special, then I have to be in a permanent state of perfection and worth. (Positive Labeling)
171	Labeling	I have to give myself a negative identifying word or phrase (label). (Labeling Myself, negatively)
172	Lamb	I have to act like a helpless as a lamb. (Lamb, the)
173	Learn a Lesson	I have to mean to another person so he will learn a lesson and stop misbehaving. (Learn a Lesson)
174	Love Addiction	I have to obsess over the possibility of being rejected. (Love Addiction)
175	Love Need	I have to worship (deify) another person, so he or she will love me back. (Love Need)
176	Magical	I have to have magical power to get things I want. (Magical Thinking)
177	Magnifying	I have to make a big deal about one event, and I have to exaggerate what happened. (Magnifying)
178	Martyr	I have to ignore my wants, and I have to voluntarily suffer. (Martyr)
179	Means-End	I have to ignore the details. Only the big events matter. (Means-End Distortion)
180	Mind Reading	I have to infer that the other person is reacting negatively to me without evidence. (Mind Reading, negative)
181	Mind Reading	I have to jump to positive conclusion to be happy and feel good about myself. (Mind Reading, positive)
182	Minimizing	I have to treat my positive (negative) characteristics as insignificant. (Minimizing)
183	Misattribution	I have to blame my negative feelings on the negative intentions of others or on a negative situation. (Misattribution)
184	Mislabeling	I have to use loaded words to get my point across. (Mislabeling)
185	Moralizing	I have to improve the morals of another person. (Moralizing)
186	Motives	I have to disregard another person’s ideas, concerns, or opinions because I believe I have to expose the others person’s motivation.
187	Motivational	I only have to do things if I am motivated to do them. (Motivational-ism)
188	Naïve Realism	I have to make complex issues simplistic. (Naïve Realism)
189	Never Getting	I have to feel downhearted when I don’t get my way. (Never Getting What I want Thinking)
190	Negative, focus	I have to be negative. (Negative, focusing on the)
191	Non-Thinking	I have to let other people think for me. (Non-Thinking)
192	Obsessing	I have to preoccupy myself with irrelevant thoughts. (Obsessing)
193	Only the	I have to focus on the extreme. (Only the Extreme)
194	Ostrich	I have to ignore my problems. I have to “bury my head in the sand,” then everything will be okay. (Ostrich)
195	Outlet	I have to vent my feelings. (Outlet)
196	Over Focusing	I have to over focus on others. (Over focusing on the judgment of others)
197	Over Focusing	I have to judge myself frequently to improve my behavior. (Over focusing on the judgments I make about myself.)
198	Over Focusing	I have to pay more attention to what other people are doing rather than think about what I am doing. (Over Focusing on others)
199	Overgeneralize	I have to see a single negative event as a never-ending list of defeats. (Over generalizing; negative, example #1)
200	Overgeneralize	I have to see a single negative event as a never-ending list of defeats. (Over generalizing; negative, example #2)
201	Overgeneralize	I have to experience success and I tell myself, “It will always happen (success), so I must be a winner. (Over-generalizing, positive)
202	Over Justify	I have to show people, I was right in what I did. (Over Justification Effect)
203	Over Thinking	I have to think about one thing too much, so over analysis leads to paralysis. <i>Over Thinking: “Obsessive Maybe Thinking”</i>

204	Overwhelmed	I have to tell people I'm too busy, so they don't expect too much from me. (Overwhelmed, anxious form)
205	Overwhelmed	People must not be demanding when I'm busy. (Overwhelmed, anger form)
206	Passively, Resis	I have to act nicely, but I'm really felt angry. (Passively Resisting)
207	Pathological	I have to blame my problems on someone else or something else. (Pathological-izing)
208	Perfectionism	I have to have the perfect face, figure, etc. to be desirable. (Appearance Perfectionism)
209	Perfectionism	I have to behavior perfectly to be perfect. (Behavior)
210	Perfectionism	I have to be perfectly organized before I do anything. (Compulsive)
211	Perfectionism	I have to have clean thoughts or I'll never act ethically, or be normal. (Desire Perfectionism)
212	Perfectionism	I have to be happy all the time. (Emotional)
213	Perfectionism	I have to control my negative feelings. (Emotional Rigidity Perfectionism)
214	Perfectionism	I have to be viewed by others as being fearless. (Fear Perfectionism)
215	Perfectionism	I have to be successful and I have to have high standards. (High Standard Perfectionism)
216	Perfectionism	I have to identify with my actions and performance. (Identity Perfectionism)
217	Perfectionism	I have to regard anything short of perfection as unacceptable, so I feel irritable. (Irritable)
218	Perfectionism	I have to be preoccupied with people's shortcomings. (Love Perfectionism)
219	Perfectionism	I have to act perfectly when I am confronted with an important and a difficult task. (Maximum Effort)
220	Perfectionism	I have a ready-made excuse for not doing things perfectly, so I put a minimum effort into tasks. (Minimum Effort)
221	Perfectionism	I have to be moral in every circumstance I face throughout life. (Moralistic perfectionism)
222	Perfectionism	People have to be moral under all circumstances. (Moralistic perfectionism from others)
223	Perfectionism	I have to conform to be seen as normal. (Normal)
224	Perfectionism	"I have to achieve all the time, and when I achieve people always think well of me." (Over Achieving)
225	Perfectionism	I have to regard anything short of perfection as unacceptable. I believe other people have to love me. (Perceived)
226	Perfectionism	I have to think it is terrible to make a mistake. (Performance Perfectionism)
227	Perfectionism	I must get the highest quality I think I need to feel good about myself and others. (Quality Perfectionism)
228	Perfectionism	I have to have a perfect relationship, which shows I am perfect. (Relationship Perfectionism)
229	Perfectionism	I have to be good in bed, sexually to be a worthwhile person. (Sexual Perfectionism)
230	Perfectionism	I have to regard anything short of perfection as unacceptable, so I withdraw socially if I think I'm going to fail. (Social Withdrawal)
231	Perfectionism	I have to tell the truth all the time, regardless of the consequences. I have to perfectly truthful. (Truthful Perfectionism)
232	Perfectionism	I have to be "understanding" of others all the time. (Perfectionism: Empathy)
233	Perfectionism	I have to win all the time. I think losing converts me into an absolute loser. (Winning Perfection)
234	Personalizing	I have to take everything people say personally. (Personalizing-negative)
235	Personalizing	I have to attribute another person's positive behavior to one of my positive trait. (Personalizing-Positive)
236	Pessimistic	I have to believe I'm going to loss. (Pessimistic Thinking)
237	Pig, the	I have to feel good (comfort; free of negative feelings) all the time.(Pig, the)
238	Polarizing	I have to put people or ideas into two mutually exclusive categories. (Polarizing)
239	Positive	I have to say positive things all the time. (Positive Thinking)
240	Predicting	I have to make predictions that things have to turn out badly. (Predicting-negative)
241	Predicting	I have to make predictions based on some sort of subjective criteria. (Predicting-negative)
242	Predicting	I have to make predictions that things will turn out perfectly and wonderfully. (Predicting-positive)
243	Pressuring	I have to put pressure on other people.
244	Procrastinating	I have to make excuses and procrastinate. (Procrastinating; rationalization)
245	Projecting	I have to blame others because it is their entire fault, and it is not my problem – it's theirs!" (Projecting-Inadequacies)
246	Projective	I have to focus on the feelings of others rather than my own feelings. (Projective Identification)
247	Provocation	I have to provoke others to anger. (Provocation-Provoking)
248	Put Out a Fire	I have to invent an excuse so I can punish others. (Put out a fire Excuse)
249	Questioning	I have to question my worth because I have failed. (Questioning My Worth Negatively)
250	Rationalizing	I have to protect my self-esteem. I have to make excuses. (Rationalizing)
251	Rationalizing	I have to have an explanation. (Rationalizing the Rationalization)
252	Reaction Form	I have to refuse to acknowledge my negative feelings. (Reaction Formation)
253	Reductionist	I have to blame bad events or feelings on one thing. (Reductionist Thinking)
254	Reflective	I have to blame myself, and I have to take things out on myself. (Reflected-overly; excessive self-reflection)
255	Refusal	I have to put things off and I have to express an unwillingness to accept the consequences. (Refusal)
256	Regressing	I have to act childishly in times of stress. (Regressing)
257	Regret	I have to obsess about the things I have lost or I have to constantly mourn about my horrible situation. (Regret, unhealthy)
258	Rejecting	I have to ignore particular pieces of information. (Rejecting Contradictory Evidence)
259	Relief	I have to have relief from these awful feelings. (Relief through Escape)
260	Relief	I have to unwind and to relax to feel comfortable and feel good. (Relief, Instant)
261	Relief	I have to use so I don't act too shy, and I have to unwind socially. I need to use substances. (Relief from Shyness)
262	Relief	I have to feel love to feel good. I need to feel young again. (Relief through Romance)
263	Relief	I have to control my cravings, but I can't control my cravings - I might as well give up the fight. (Relief Effort Excuse)
264	Repressing	I have to forget negative emotional experiences. (Repressing; Repression)
265	Resisting	I have to feel hostile and do contrary actions because I have to resist people's requests or suggestions. (Resisting)
266	Respectfulness	People have to respect me, but I'll respect you if you respect me first.(Respectfulness: Golden Rule Myth)
267	Respectfulness	"To get respect, you have to give respect. (Respectful: How Others Act Myth)
268	Respectfulness	I have to be respectful because "if I am respectful to them, then they won't be critical of me." (Respectfulness: Contract Myth)
269	Respectfulness	I have to do wonderful things so people will respect me. (Respectfulness: Status Myth)
270	Responsible	I have to complain about others. (Responsible Thinking that is Irrational)
271	Retrograde	I have to blame my current behavior on the past. (Retrograde Falsification)

272	Right, my	I have to get my way, and I believe I can do anything I want – because it is my “right.” (my Right)
273	Right, my	I have to get upset when people violated my “rights.”
274	Rights	“I have to get angry because you violate my “rights.” (Rights Violation Thinking)
275	Sacrificing	I have to surrender something for the sake of something else, such as my self-esteem to get what I really want.
276	Secondary	I have to feel bad about feeling bad. Secondary Disturbance Conclusion (meta-problem):
277	Seesaw	I have to put other down to feel good about myself. (Seesaw Thinking)
278	Selective	I have to focus on the one negative comment and I overlook a number of positive comments. (Selection Abstraction)
279	Self-As-Target	I have to be suspicious of others. (Self-As-Target Effect)
280	Self-Centered	I have to think only about myself. I have to feel apathetic. (Self-Centered Excuse)
281	Self-Defeating	I have to give up easily. (Self-Defeating Conclusion)
282	Self-Downing	I have to say bad things about myself in hopes of getting sympathy. (Self-Downing)
283	Self-Esteem	I have to rate the whole person as good rather than rating only some of his or her traits as okay. (Self-Esteem; Anger)
284	Self-Esteem	I have to rate my whole personhood as good rather than rating only some of my traits as okay. (Self-Esteem; Depression)
285	Self-Evident	I have to make excuses to protect my self-esteem and avoid feeling anxious. (Self-Evident Excuse)
286	Self-Justifying	People should not hold me responsible because I was only doing the best that I could do. (Self-Justification)
287	Self-Pity	I have to be self-indulgent, and I have to dwell on my sorrows or misfortunes. (Self-Pity)
288	Self-Reflecting	I have to be self-absorbed. (Self-Reflective Conclusion)
289	Shame	I have to degrade myself. (Shame Questioning)
290	Should-ing	I have to be demanding. (Should-ing (Should Statements))
291	Should-ing	I have to make such statement as I need your approval, etc. which are demands. Should-ing (Hidden Shoulds)
292	Should-ing	I have to make such statement as, “It’s okay to eat extra because I’ll work out extra tomorrow.” (positive should-hidden)
293	Should-ing	I must never screw up, and I should never make mistakes. Shoulding (negative): Directed Toward Myself
294	Should-ing	I have to make such statement as other people shouldn’t...(Directed toward Others)
295	Should-ing	I have to think that the world never gives me what I truly need. ...(Directed toward the World)
296	Should-ing	People have to always treat me in a positive manner. (Positive - Directed toward Others)
297	Should-ing	I have to do what I want, and it is okay for me to over indulge just this once. (Directed myself)
298	Should-ing	Things and people have to be the way I expect them to be! (Directed at the world)
299	Snake-oil	I have to have one reason, one cause – one solution or cure to everything.
300	So What	I have to act indifferently. (So What Thinking)
301	Someday	Today, I have to avoid my responsibilities and someday I’ll be responsible. (Someday Thinking)
302	Specialness	I have to see myself as more than unique individual.
303	Splitting	I have to play one person off another person.
304	Spotlight Effect	I have to feel like people are always judging me. (Spotlight Effect)
305	Solipsism	I have to take the position of extreme egocentrism.
306	Submissive	I have to follow others, but I don’t want to do what is expected of me.
307	Superiority	I have to put other people down to feel good. (Superiority Thinking)
308	Superstitious	My have to make decisions swayed by superstition.
309	Suppressing	I have to be seen as being inadequate and I deliberately don’t want to think about it.
310	Taking Over	I have to take over. I have to be in control. (Taking Over Thinking)
311	Tautological	I have to needless repeat an idea but I use different words or phrases. (Tautological Thinking)
312	Teleological	I have to blame outside forces for my actions. (Teleological Thinking)
313	Theological	I have to tell people how they are wrong. (Theological Conclusion)
314	Therapizing	I have to act like a therapist when I’m not one and point out what is wrong with them.
315	Thought of it	Things have to be done my way because I thought of the idea, so it must be true, right, and correct.
316	Throwing the	I have to tell people they are wrong. (Throwing the Baby Out with the Bath Water)
317	wait Till	I have to put things off. (“wait Till” Thinking)
318	Tit for Tat	I have to retaliate in kind. (Tit for Tat Thinking)
319	Too Big	I have to be successful in everything I do, but my effort has to be limited. (Too Big Thinking)
320	Too Busy	I have to give people excuses. I didn’t do it because I was too busy. (Too Busy Excuse)
321	Too Late	I have to give up because I’m not making any progress. (it is Too Late Thinking)
322	Too Ready	I have to avoid feeling anxious by avoiding particular situations. (Too Ready to Withdraw)
323	Transference	I have to disregard individual differences. (Transference Effect)
324	Turning	I don’t have to express myself. (Turning Against Oneself Thinking)
325	Unconscious	I have to avoid solving problems. (Unconscious Motivation)
326	Undoing	I have to do irrelevant behaviors to undo my bad feelings from the past. (Undoing)
327	Under Thinking	I have to avoid certain situations, so I have to not think about problems I am facing. (Under Thinking)
328	Unfairness	I don’t have to keep my responsibilities because you have treated me so unfairly.” (Unfairness Excuse)
329	Unrealistic	If I fail, I’ll never be happy. If I can’t find a great job, I’ll be poor for my entire life, so I have to give up easily. (Unrealistic Conclusion)
330	Unrealistic	I have to be in my own little world. I don’t have to think about how reasonable my thinking is. (Unrealistic Thinking)
331	Unreasonable	I don’t have to think before I act. I have to feel absolutely certain before I do something. (Unreasonable Thinking)
332	Unreceptive	I don’t have to listen, if other people act badly. I have to globally rate people. (Unreceptive Thinking)
333	Unreliable	I don’t have to keep my promises and agreements, and I think it is okay to be undependable. (Unreliable Thinking)
334	Unresponsive	I don’t have to be responsive to others. I can ignore people because I believe they are unimportant. (Unresponsive Thinking)
335	Valid, still	I have to make decisions today based on choices I made in the past. (I am acting “as if” the idea is <i>still</i> Valid)
336	Victimization	I have to feel dominated. I only find pleasure in being abused or dominated. (Victimization (masochism))
337	Violence	I have to be violent. I have to hit and attack people physically. (Violence)
338	What If	I have to keep obsessing and asking myself a series of unanswerable questions. (What if questioning)
339	What If	I keep bringing up complaints that have no solutions. I keep asking What if this happens and if that happened - what if

340	Worrying	I have to keep on getting nagging attention to one of my particular concerns. (Worry Thinking)
341	Wrongfulness	I have to go around explaining to people how their thinking is wrong or how horrible their behaviors are to me.
342	Xenophobe	I have to avoid particular tasks because things are different or I have to deal with different people. (Xenophobe Thinking)
343	Yellow Belly	I have to put myself down by calling myself a negative or degrading name. (Yellow Belly)
344	Yes, But	I have to lie to people in a passive way. Overtly, I am agreeing with you but covertly I disagree. (Yes, But Thinking)
345	Zealot	I have to blame my problems on a group of people that most likely I have very little contact with (Zealot Thinking)

Psychological Glossary

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action potential: Brief electrical signal related to changes in a neuron's membrane potential; produces a nerve impulse.

additive model (of behavior genetics): The model contending that individual differences in traits or behaviors are attributable to genetic factors, shared environmental factors, and non-shared or unique environmental factors, all of which are independent of one another.

adolescence: Developmental period beginning at the time of puberty/ sexual maturation; the end point is harder to pinpoint (e.g., development of independence from family of origin).

adoption studies: Method of inferring heritability in behavior genetics research, through comparing rates of a trait or disorder in biological versus adoptive relatives.

affective style: Individual's emotional tone for long periods of time, probably related to vestiges of early temperament.

agreeableness: One of the Big Five personality traits, linked to social warmth, empathy, optimism, and absence of hostility.

alleles: Variants of a given gene, with 1 form inherited from each parent.

amygdala: Almond-shaped subcortical nucleus; linked to basic emotions, especially fear.

antipsychotic medications: Psychoactive medications used to treat psychosis and schizophrenia; first-generation formulations blockade the postsynaptic dopamine receptor; second-generation formulations have more complex actions on dopamine, serotonin, and other neurotransmitters.

***Ardipithecus ramidus*:** A primate species, living between 4 and 5 million years ago. Thought to be a forerunner of *Australopithecus afarensis* ("Lucy"); an intermediate between chimpanzees and modern hominids. Speculation is that this species lived both in trees and on the ground.

artificial intelligence (AI): Machine-based, computer intelligence. See Turing test.

Asperger's disorder: Synonymous with high-functioning autism, in which an individual has normal intelligence, yet social oddities and idiosyncratic speech dominate the clinical picture.

attachment: The naturally selected processes of parent-child bonds in primates; individual differences in human attachment are assumed to relate to parental responsiveness to infants during the first year of life.

attention: Crucial mental process, akin to a "spotlight," signaling which stimuli the individual should focus on. Important subtypes include automatic attention, selective attention, executive attention, and sustained attention.

attention-deficit/hyperactivity disorder (ADHD): Mental disorder characterized by extremes of inattention, impulsivity, and hyperactivity; originates in childhood; treated with stimulant medications and/or behavior therapy.

attribution: An individual's causal explanation for an event or occurrence.

***Australopithecus afarensis*:** Primate species living approximately 3–4 million years ago; assumed to be a direct ancestor of hominids and modern humans, perhaps having descended from *Ardipithecus ramidus*. Lucy is the name of the complete female skeleton.

authoritarian parenting: Style marked by high levels of control/demands but low levels of warmth/responsiveness; associated with overcompliance or aggression, but not in all ethnic groups.

authoritative parenting: Style marked by high levels of both warmth/ responsiveness and control/demands; associated generally with good academic and social outcomes.

autism/autistic disorder: Mental disorder with origins early in childhood, marked by social isolation, language difficulties and abnormalities, restricted play, and a need for order and sameness.

autoreceptor: Receptor for the neurotransmitter of a neuron located on the axon of that same neuron; stimulation of autoreceptor usually serves to slow synthesis of that neurotransmitter.

axon: Long “arm” of a neuron, carrying signals down its length to the synapse.

Baldwin effect: Hypothesized mechanism of natural selection in which general learning abilities are favored as adaptations.

behavior genetics: Field of study to infer genetic, or heritable, versus environmental contributions to individual differences in traits and conditions; major research methods include family studies, twin studies, and adoption studies.

behavior therapy: Application of principles of classical and/or operant conditioning to mental disorders, such as phobias, depression, ADHD, and schizophrenia.

Big Five personality traits: Commonly accepted structure of adult personality, captured by acronym OCEAN representing 5 core traits: openness to experience, conscientiousness, extraversion, agreeableness, and neuroticism.

bipolar disorder: Severe mood disorder with alternating periods of depression, mania, and mixed states (combining manic and depressive features). Highly heritable; highly associated with risk for suicide, if untreated. Formerly termed manic-depressive illness.

blindsight: The implicit ability to “see” without conscious perception of objects.

case study: Research method involving intensive investigation of a single individual; leads to rich information but may be subject to non-representativeness and lack of control of extraneous variables.

cerebellum: Large area above brain stem linked to motor coordination, timing of actions, and learning.

classical conditioning: Form of learning in which unconditioned stimuli, which trigger an involuntary response, are paired temporally with conditioned or neutral stimuli, such that the conditioned stimuli come to evoke the initial response.

cognition: Processes of thinking; specifically, in cognitive science, refers to information processing models of the mind.

cognitive-behavioral therapy/cognitive therapy: Updated versions of behavior therapy, whereby cognitive processes and not just learned behaviors are the subject of active modification.

cognitive control: *See* executive functions.

cognitive map: Tolman's concept that even mice and rats learn a maze form a visualization of the maze; thus, learning can occur without reinforcement.

cognitive psychology: Product of cognitive revolution of the 1950s and beyond, the study of mental processes as underlying much of human behavior: perception, memory, higher-order abstract thinking, and the like.

concrete operational stage of development: Third stage of Piaget's model of cognitive development when children become able to reason logically about concrete events and objects, approximate ages 7–12.

connectivity: Patterns of synaptic linkages in the brain; high levels of connectivity are found in human brains.

conscientiousness: One of the Big Five personality traits, linked to achievement-orientation, carefulness, reliability, and deliberation.

consciousness: Subjective awareness, knowledge of self, and meta- awareness—that is, awareness of one's awareness; the subject of renewed scientific efforts related to gaining an understanding of how human self- awareness evolved.

correlational research: Method of appraising whether one variable is associated with another; commonly used in research on the human mind, when experimental control is not possible.

cortex: The outermost layers of our cerebral hemispheres; also known a “grey matter” because of accumulations of cell nuclei.

cranium: The skull; fossilized craniums are essential for inferring brain size.

critical period: Developmental “window” during which, if a psychological process does not take place, it will be too late afterwards. *Contrast with sensitive period.*

cultural evolution: Processes, in recent human history, of gains in human skill through means other than natural selection.

culture: A system of shared beliefs and values, transmitted by social groups to their members, shaping and guiding perceptions and behavior.

defense mechanisms: In psychoanalytic theory, the unconscious mental processes that mask the underlying conflicts, to ward off anxiety. Examples include denial, repression, projection, introjection, and sublimation.

delusion: A fixed, false belief that is extremely resistant to rational argument; a symptom of psychosis.

dendrite: Postsynaptic end of neuron; receives chemical input from axon terminal of presynaptic neuron via receptors.

depression: Mood disorder marked by a sad mood, despair, cognitive distortions, hopelessness, sleep and appetite disturbance, and suicidal thoughts; episodes tend to repeat across the lifespan.

depressive realism: Tendency for individuals with depression to not show positive illusory bias, with grim but accurate perceptions of personal deficits.

developmental gene: A gene that activates key processes during prenatal or early childhood phases of life, triggering a cascade of developmental processes. *See also evo-devo.*

developmental psychopathology: Field of study integrating normal developmental processes and atypical behavior patterns.

diffusion tensor imaging (DTI): An imaging technique allowing appraisal of the white-matter tracts of the brain; used to infer connectivity.

disorganized attachment: Individual difference in attachment security; child has no consistent response to parent's return after absence, engaging in disconnected, freezing behavior; believe to result from frightening, abusive parental behavior.

DNA (deoxyribonucleic acid): Complex double-helical molecule, found in the nucleus of every cell, that contains the genetic code for life; divided into chromosomes, genes, and non-genetic material.

dopamine: Key neurotransmitter related to attention, reward, voluntary motor movement, and higher cognitive function.

dualism: Belief that mind and body are different entities, which cannot be reduced to each other.

effortful control: Temperamental characteristic emerging near the end of the first year of life, related to increasing ability to regulate attention and sustain attempts to manipulate the environment.

emotion: Action tendency and feeling state, motivating and organizing an organism; composed of physiological, subjective, and facial components; a number of basic positive and negative emotions have been identified cross-culturally.

emotion regulation: Means of modulating or responding to one's emotions; major subtypes include reappraisal of emotion-eliciting situations or suppression of emotion displays. Begins during the first year of life as self-soothing; becomes increasingly sophisticated with maturation of frontal lobes and internalization of social input.

empathy: The sharing or matching of emotions with another person; subdivisions include emotional empathy or emotion matching and cognitive empathy.

empiricism: Philosophical contention that knowledge emanates from experience and evidence; thus, the mind is a blank slate at birth, with learning accounting for the human mind.

epigenetic factors: Broadly speaking, changes in gene expression for reasons other than actual alterations of genetic code.

episodic skills: First stage of prehuman cognitive development, per Merlin Donald, in which extensive memories guide adaptive behavior.

evo-devo (the evolution of development): Subfield of evolutionary theory dealing with genes expressed early in development, even prenatally; such genes alter developmental processes to create novel structures and functions. More generally, the field of study of the origin of developmental processes in all life forms.

evolution: Based on natural selection, a model developed by Darwin on the origin of diversity, and of species, among life forms.

evolutionary psychology: Field of study that views human traits as adaptations, subject to natural selection, or sexual selection; such universal tendencies interacting with culture and to shape specific behavior patterns in an individual.

executive functions: High-level mental processes subserved by the frontal lobes and their extensive connectivity with other brain regions, including planning, monitoring performance, inhibiting extraneous mental processes, and correcting errors.

experiment: Research method involving the random assignment of subjects to conditions, so that causal inferences are best made.

extinction: In psychology, form of operant conditioning in which response is followed by no stimulus, decreasing subsequent frequency of response. In evolution, the dying out of a species.

extraversion: One of the Big Five personality traits, linked to gregariousness, assertiveness, energy level, and tendencies toward action as opposed to reflection.

family (pedigree) studies: Method of determining heritability in behavior genetics research, through correlating degree of relatedness of family members with their risk of developing a certain condition or disorder; subject to the confound that more closely related individuals tend to share more interpersonal contact.

formal operational stage of development: Fourth stage of Piaget's model of cognitive development when youth become able to think abstractly and hypothetically; approximate ages 12 and up.

frontal lobe: Region of the cortex above the eyes and back toward the middle of the skull; larger in primates than other animals; linked to planning and emotional behavior.

functional magnetic resonance imaging (fMRI): Computer-assisted brain scanning device that uses powerful magnets to track oxygen levels in various brain regions; has the ability to track where neural activity has recently occurred.

gamma-amino butyric acid (GABA): Major inhibitory neurotransmitter in the brain.

gender: Psychologically and culturally determined differences between males and females. *See also sex.*

gene: Unit of DNA on a given chromosome that codes for a particular protein.

gene-environment correlation: The linking of genetic influences on traits or behaviors with contextual influences; such association may be passive, whereby children's environments are correlated with the genes inherited from parents; active, whereby children seek environments consistent with their genetically mediated traits; or evocative, whereby children elicit responses from the environment that promote their genetically-mediated tendencies.

gene-environment interaction: Process whereby certain genotypes are maximally expressed only in specific environments; reveals that "main effects" of genes or environments are often not sufficient to explain individual differences in behavior.

genotype: Genetic make-up of organism; particular allelic combination underlying a given trait or behavior.

glial cell: Support cells to neurons in the brain; source of myelin.

goodness of fit: The matching of caregiving style to a child's temperament; evidence exists that more than temperament alone or caregiving alone, the fit is essential for optimal development.

grey matter: Brain areas with an accumulation of cell bodies; characterizes the cortical layers of the brain.

hallucination: Perception in the absence of a stimulus (e.g., hearing voices, seeing visions); symptom of psychosis.

hemisphere: One of the 2 major divisions of the brain; typically, the right is specialized for spatial functions and the left for language functions.

heritability: Proportion of variation in a trait or behavior attributable to genes, rather than environments.

heterozygote superiority: The adaptive success of an organism with 2 different alleles.

hippocampus: Brain structure found in temporal lobe essential for consolidation of long-term memories.

hominids: Species of the genus *Homo*, originating 2.5 million years ago; the only surviving species is our own species, *Homo sapiens*.

Homo sapiens (Homo sapiens sapiens): Our species, originating approximately 150,000 years ago in Africa, and which has undergone extensive microevolution and cultural evolution since its inception, creating the modern human mind.

humanism: The perspective that the mind is linked to universal human processes and values, with the creation of narrative a key feature.

implicit mental processes: Mental processes occurring beneath conscious awareness, including attitudes, perception, and memory.

inhibitory control: The ability to suppress a previously-rewarded response, freeing the organism from constraints of the immediate environment.

insecure attachment: Individual difference in attachment security; insecure attachment comes in the form of avoidant attachment or ambivalent/resistant attachment; both believed to emerge from less-than responsive parenting during initial months of life.

instinct: In biological psychology, an inherited, fixed disposition toward behavior that does not require learning (or very little learning) to become fully formed. Although it is often assumed that humans have very few instincts compared to most other species—because of human neural plasticity and learning capacity—evolutionary psychologists contend that humans actually have a host of instinctive, automatic mental modules.

joint (shared) attention: The following of a gaze or a “point” by child and parent; severely compromised in young children with autism.

learning: Acquisition of knowledge, behavior, skills, values, and the like, through classical or operant conditioning or modeling.

levels of analysis: The spanning of genes, gene products, neurons, and brains through the contextual influences on factors such as families, schools, neighborhoods, and cultures, leading to a constant interplay across such factors.

magnetic resonance imaging (MRI; known as structural MRI): Computer-assisted brain scanning in which strong magnetic fields provide anatomical pictures of soft tissue.

manic-depressive illness: *See* bipolar disorder.

meme: Hypothesized unit of cultural transmission; an idea or concept, spread via human communication, which may be subject to an analogue of natural selection.

mental illness (models of mental illness): Dysfunctional behavioral and emotional patterns yielding high levels of impairment and personal suffering; underlying models include statistical, social deviance, moral, ecological/impairment, medical, harmful dysfunction, and developmental psychopathology.

mental synthesis: Creation of never-before-seen mental images from previous perspectives or images; per Andrey Vyshedskiy, this is one of the few uniquely human capacities.

mimetic skills: Second phase of hominid development, per Merlin Donald, in which imitative skills formed the basis of learning and cultural transmission; associated with pre-humans.

mind: The total set of mental processes, linked intimately with brain functioning.

modeling: Form of social learning in which behavior is learned through observation of model, without reinforcement.

module (mental): Specific, innate program of the mind, instinctive, guiding cognitive or social processes. Modules are assumed to be units of mental processing that evolved in response to various selection pressures

monoamine oxidase (MAO): Enzyme inside the presynaptic axon terminal that may degrade neurotransmitters that are not inside vesicles.

monoamine-oxidase inhibitor: Monoamine-oxidase inhibitors are medications that break down MAO, leading to higher functional levels of the neurotransmitter.

mood: Affective state lasting longer than a discrete emotion, spanning minutes or hours.

mutation: Error in DNA sequence produced during copying; often harmful, but could lead to diversity that is adaptive.

myelin: Fatty sheath or coating around axons, greatly increasing conduction speed; formed from oligodendrocyte glial cells.

mythic skills: Third phase of hominid development, per Merlin Donald, in which spoken language became the main means of communication and cultural transmission; associated with modern humans.

narrative: A means of communication involving stories with sequences of events; narratives are a common means of transmitting culture.

nativism (innatism): Philosophical contention that the mind is guided by inborn processes and instincts.

natural experiment: A means of inferring causal relationships between events when full randomization is not possible but through natural events that juxtapose causal factors.

natural selection: The process through which evolution works: Mutations may lead to structures or traits producing fitness for reproduction, propagating such genes in future generations; hence, nature “selects” such genes.

naturalism: The perspective that the mind is the result of observable physical processes; directly juxtaposed to spirit-based views.

nature versus nurture: Outmoded juxtaposition of biological/genetic verses psychosocial influences on human development; such influences work in concert, rather than in opposition.

negative reinforcement: Form of operant conditioning in which response is followed by cessation of aversive stimulus, increasing subsequent frequency of response.

neglectful parenting: Style marked by low levels of both warmth/ responsiveness and control/demands; associated with extremely poor cognitive and social outcomes.

neural correlates of consciousness: Brain regions, neural tracts, and neural processes that are associated with human self-awareness and sentience through brain imaging and other techniques.

neuroethics: Subfield at the conjunction of neuroscience and ethics dealing with brain mechanisms underlying human ethics and ethical implications of advances in neuroscience.

neurogenesis: Process of formation of neurons; most neurogenesis is prenatal in origin.

neuron: Specialized cell of the brain and nervous system; contains dendrites, cell body, and axons; conducts electrical current.

neuroticism: One of the Big Five personality traits, linked to pessimism, proneness to anxiety, stress reactivity, and becoming overwhelmed.

neurotransmitter: Chemical released from presynaptic axon terminal, traversing synaptic cleft to interact with postsynaptic

receptor on a dendrite.

non-shared (unique) environment: The set of environmental factors that are not shared by children in the same family (e.g., peers; different parental styles with different children).

norepinephrine: Major neurotransmitter, related to appetite, sleep/wake cycles, impulse control, blood flow, and more.

obsessive-compulsive disorder (OCD): Mental disorder characterized by unwanted, ruminative thoughts (obsessions) and repetitive behaviors that attempt to undo the obsessions (compulsions).

occipital lobe: Region of the cortex at the back of the skull; linked particularly to vision.

ontogeny: The individual's developmental course from fertilized egg through maturity.

openness to experience: One of the Big Five personality traits, linked to appreciation of the arts, intellectual curiosity, and deeply-felt emotions.

operant conditioning: Form of learning whereby responses of the organism are followed by stimuli that either increase or decrease the subsequent probability of responding. The 4 types are positive reinforcement, punishment, negative reinforcement, and extinction.

parietal lobe: Region of the cortex from the top of the skull back toward the occipital lobe; linked to sensory functions and motor functions.

perception: The active processes involved in gaining access to constructs in the world through the sensory organs.

permissive parenting: Style marked by high levels of warmth/responsiveness but low levels of control/demands; associated generally with lowered academic outcomes.

personality: Overall structure of person's cognitive, social, and behavioral features; formed from combinations of core personality traits. *See Big Five personality traits.*

phenotype: Observable characteristics, traits, or behaviors of an organism; expression of genotype, epigenetic factors, and environments working in concert.

phrenology: Pseudoscience of the 19th century, contending that personality is shaped by brain anatomy, able to be "read" by patterns of bumps on the skull.

phylogeny: The domain of evolutionary processes, across species from early times on Earth until the present.

plasticity: Changes in brain function and structure related to experience; human brains have been naturally selected for a great amount of plasticity.

positive illusory bias: Everyday set of cognitive distortions in which normally functioning individuals underappraise personal weaknesses and overestimate personal abilities.

positive reinforcement: Form of operant conditioning in which response is followed by rewarding stimulus, increasing subsequent frequency of response.

positron emission tomography (PET): Method of imaging body or brain using radioactive substances to examine metabolism and activity.

post-traumatic stress disorder (PTSD): Mental disorder linked to overwhelming trauma, characterized by re-experiencing of the event, numbing, and physiological overreactivity.

preoperational stage of development: Second stage of Piaget's model of cognitive development where children come to represent and express experiences in language and symbolic thought; approximate 2–7 years of age.

primates: Class of species originating 80 million years ago, including monkeys, great apes, hominids, and humans.

priming: In cognitive psychology, the process in which an early stimulus influences responses to later stimuli.

protective factor: Variable that occurs in the presence of a risk factor to mitigate the risk or vulnerability, promoting resilience.

pruning: Selective loss of neurons that do not form viable synapses with other neurons; necessary for optimal brain development.

psychoanalysis: Form of therapy originated by Freud; intensive, daily treatment in which the patient discusses dreams and free associates, with the therapist interpreting the unconscious material.

psychoanalytic/psychodynamic theory: Theoretical models of the mind, derived from Freud (psychoanalytic) or successors (psychodynamic) emphasizing unconscious motivation, defense mechanisms, and parent-child conflict in explaining behavior.

psychosis: Syndrome involving hallucinations, delusions, agitation, thought disorder, loss of contact with reality.

punishment: Form of operant conditioning in which response is followed by aversive stimulus, decreasing subsequent frequency of response.

qualia: Subjective quality of a percept or experience; not believed to be reducible to brain chemistry or other naturalistic phenomena.

reciprocal altruism: Pattern of sharing resources without immediate benefit, in the hope of receiving subsequent “payback”; may be a core mechanism of human social bonds.

reciprocal determinism: Process of individual development whereby individual characteristics affect environment at the same time that environment affects individual.

resilience: The processes whereby an individual at high risk develops better than expected outcomes; often attributed to the presence of protective factors.

reuptake: Process of reabsorption of neurotransmitters into presynaptic regions; linked to transporter molecules.

risk factor: Variable that precedes a negative outcome and correlates with that outcome.

schizophrenia: Mental disorder involving positive or excess symptoms and negative or deficit symptoms; often extremely debilitating.

secure attachment: Pattern of child’s being soothed by parental return after separation and using parent as secure base for exploration; believed to emerge from responsive parenting during initial months of life.

self-esteem: Inner sense of self-worth.

self-organization: The process whereby the internal organization of a system (like a brain, or a mind) increases in complexity without explicit external guidance.

sensitive period: Developmental “window” during which learning or development optimally takes place, although some learning may occur outside that window. *Contrast with critical period.*

sensorimotor stage of development: First stage of Piaget’s model of cognitive development, in which infants and toddlers express intelligence through sensory and motor functions and abilities; occurring from birth to approximately 2 years of age.

serotonin (5-HT): Neurotransmitter involved in emotional responses, sleep, and many other functions.

serotonin-selective reuptake inhibitors (SSRIs): Used in the treatment of depression and anxiety, these medications block the serotonin transporter, allowing more serotonin in the synaptic cleft.

sex: Biological maleness or femaleness, determined by genes and prenatal hormonal influences.

sexual selection: Form of natural selection in which differential tasks or problems encountered by males verses females lead to differentiation of physical structures and behaviors. In intrasexual selection, males fight among themselves for access to females; in intersexual selection, females choose for preferred males.

shared environment: The set of environmental factors that are shared by children in the same family (e.g., parenting styles, income levels).

social learning theory: The modern combination of behaviorism, modeling, and additional cognitive processes, based on the conception that most human behavior is learned.

sociobiology: Field originated by E. O. Wilson in 1970s dealing with naturally selected bases of social behavior; forerunner of evolutionary psychology.

socioemotional selectivity theory (SST): Theoretical model that as people age, they develop foreshortened time horizons leading to the accentuation of positive emotions and the display of emotional wisdom.

sociometric status: The level of peer approval or disapproval one receives, based on nominations of being liked or disliked from the peer group. Children may be popular, average, neglected, rejected, or controversial where they are liked by some and disliked by others.

stigma: Internal mark of shame, related to membership in a devalued social group; composed of stereotypes, prejudice, and discrimination.

stimulant medications: Used in the treatment of ADHD, these medications block the reuptake of dopamine and norepinephrine, increasing attentional focus and enhancing inhibitory control.

strange situation: Assessment method for appraising an infant's attachment security; involves caregiver and stranger entering and exiting room with infant.

synaptogenesis: Process of formation of synaptic connections between and among neurons; driven by genetic programs and experience; reaches a peak in the first years of life.

synapse: Junction between neurons; composed of preysynaptic axon terminal, synaptic cleft (space in between), and postsynaptic dendritic spines. Neurotransmitters cross the cleft to communicate between neurons.

temperament: Early appearing, biologically determined emotional and behavioral response tendencies; aspects of temperament form the basis of later personality.

temporal lobe: Region of the cortex above the ear, or temple; linked to hearing, language, and memory.

tertiary regions (association areas): Portions of cortex that do not receive direct sensory input but rather make abstract connections between concepts; these regions are larger in humans than other primates.

thalamus: Subcortical region; "relay station" of sensory inputs to the cortex.

theoretic skills: Fourth phase of hominid development, per Merlin Donald, in which written language became the main means of communication and cultural transmission; associated with extremely modern humans.

theory of mind: Mental module assumed to come "online" between 3–5 years of age, through which children come to the

understanding that other humans have perspectives different from their own.

thought disorder (formal): Disturbance in the structure and form of thinking and speech processes; symptom of psychosis and schizophrenia.

toolkit gene: Gene that regulates the actions of other genes; also called “master gene.”

tract: Nerve pathway, composed of axons traversing different brain regions.

transporter: Molecule that facilitates reuptake of neurotransmitter back into presynaptic region.

Turing test: “Test” suggested by mathematician Alan Turing for appraising the success of artificial intelligence, as measured by whether a conversation with a computer versus a conversation with a human would be indistinguishable.

twin studies: Method of inferring heritability in behavior genetics research, through determining the difference in concordance rates of a trait or disorder between identical versus fraternal twins.

unconscious mental processes: Cognitive and emotional activities that transpire without awareness. In cognitive psychology, unconscious processes are often termed implicit (unaware) attitudes, perceptions, and memory; in psychoanalytic theory, the unconscious is a conflict-ridden terrain at the intersection of the id, ego, and superego.

vesicles: Storage areas in presynaptic axon terminals, protecting neurotransmitters from enzymatic degradation.

white matter: Axonal regions of neurons; appear white because of myelination; source of connectivity of brain.

Behavior Biology Glossary

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acetylcholine: A neurotransmitter whose functions include release from the ends of the final neurons in the parasympathetic nervous system.

action potential: The burst of electrical excitation that shoots down the axon when a neuron is sufficiently stimulated via its dendrites. (Contrast with **resting potential**.)

activational effects of hormones: A hormonal effect (typically in adults) that has an immediate consequence. (Contrast with **organizational effects**.)

amino acids: The building blocks of proteins; about 20 different kinds, akin to letters, exist. Unique sequences of amino acids are strung together to form a particular protein. That sequence determines the folded shape of that protein and, thus, its function.

amygdala: A limbic structure with a key role in aggression and fear, as well as sexual arousal in males.

anabolic hormones: A rather imprecise term typically denoting androgenic (testosterone-related) hormones.

androgens: A class of steroid hormones, including testosterone, with roles in aggression and sexual behavior in both sexes but most notably in males. (See also **anabolic hormones**.)

autonomic nervous system (ANS): A series of neural pathways originating in the hypothalamus, hindbrain, and brainstem and projecting throughout the body; it regulates all sorts of nonconscious, automatic physiological changes throughout the body. The ANS consists of the sympathetic and parasympathetic nervous systems.

axon: The part of the neuron that sends signals to other neurons. (Contrast with **dendrite**.)

axon hillock: The beginning of the axon; this is the point where small excitatory inputs from various dendrites are summated and, if of a sufficient magnitude, trigger an action potential.

axon terminal: The part of the neuron from which neurotransmitters are released.

behaviorism: The school of American psychology that posited that the incidence of all behaviors can be shaped by reward and punishment and that these patterns are sufficiently universal that virtually any vertebrate species can be a stand-in for learning principles in humans. (Contrast with **ethology**.)

benzodiazepines: Compounds that reduce anxiety. Synthetic versions include Valium and Librium; naturally occurring versions are found within the brain, but their chemical structure is poorly understood.

central nervous system: The brain and spinal cord. (Contrast with peripheral nervous system.)

chromosome: A long, continuous sequence of genes. Metaphorically, the genome is like a massive phone book of information, with each message being a single gene made up of DNA letters. Because of its size, it is broken into separate volumes—each volume being a chromosome.

compulsion: See obsessive-compulsive disorder.

congenital adrenal hyperplasia: A disorder in which female fetuses are exposed to high levels of androgens (male sex hormones).

dendrite: The part of the neuron that receives signals from other neurons. Dendrites tend to come in the form of highly branched cables coming from the cell body of a neuron. (Contrast with **axon**.)

deoxyribonucleic acid (DNA): the nucleic acid that carries the genetic information of the cell.

dopamine: A neurotransmitter whose functions include a role in sequential thought (such that abnormal dopamine levels are associated with the disordered thought of schizophrenia), the anticipation of pleasure, and aspects of fine motor control.

endocrinology: The study of hormones.

epinephrine (a.k.a. adrenaline): Both a neurotransmitter throughout the brain and a hormone released in the adrenal gland during stress as a result of activation of the sympathetic nervous system.

estrogen: A class of female reproductive hormones.

ethology: The study of the behavior of animals in their natural environments. (Contrast with **behaviorism**.)

excitatory neurotransmitter: **See** neurotransmitter.

exon: The stretch of DNA coding for a gene can occasionally be broken into separate parts, called *exons*. The intervening stretches of DNA, which do not code for anything, are called **introns**.

fixed action pattern: A term in ethology referring to a behavior that occurs in a fairly intact form even in the absence of experience or learning but can be further refined by experience.

frontal cortex: A recently evolved region of the brain that plays a central role in executive cognitive function, decision making, gratification postponement, and regulation of the limbic system.

frontotemporal dementia: A neurological disorder (most often due to a specific mutation) in which disintegration of the frontal cortex occurs.

game theory: A field of mathematics formalizing strategies used in games of cooperation and/or competition.

gene: A stretch of DNA that designates the construction of one protein.

gene-environment interaction: The virtually universal phenomenon in which the effect of a gene varies as a function of the environment in which it is transcribed.

gene transcription: The process of a gene being “read” and transcribed into RNA.

glial cells: An accessory type of cell found in the nervous system. Glial cells support neuronal function by insulating the axons of neurons, indirectly supplying neurons with energy, scavenging dead neurons, and removing toxins from the extracellular space around neurons. (Contrast with **neurons**.)

glucocorticoids: A class of steroid hormones secreted during stress. They include cortisol (a.k.a. hydrocortisone) and synthetic versions, such as prednisone and dexamethasone.

glutamate: An excitatory neurotransmitter with critical roles in learning and memory. An excess of glutamate induces *excitotoxicity*, a route by which neurons are killed during various neurological insults.

gradualism: The theory that evolutionary changes occur constantly, in small, incremental steps. (Contrast with **punctuated equilibrium**.) Gradualism produces microevolutionary changes.

group selection: The mostly discredited notion that evolution works on groups rather than individuals and, thus, that the evolution of behavior can be understood in the context of animals behaving “for the good of the species.” (Contrast with **individual selection**.)

hippocampus: A brain region within the limbic system that plays a central role in learning and memory.

hormones: Blood-borne chemical messengers between cells.

hypothalamus: A limbic structure that receives heavy inputs from other parts of the limbic system; plays a central role in regulating both the autonomic nervous system and hormone release.

imprinted genes: Genes whose function differs depending on whether they are inherited from the father or mother. Imprinting of genes in this context should not be mistaken with the ethological notion of imprinting.

imprinting: An ethological concept in which a permanent change in behavior occurs rapidly, in the absence of experience (for example, the imprinting of newborn birds onto their mother).

individual selection: A contemporary notion in evolutionary biology that natural selection works mostly at the level of the individual and, thus, that the evolution of behavior can be understood in the context of animals behaving to maximize the number of copies of their genes passed on to the next generation. (Contrast with **group selection**.)

inhibitory neurotransmitter: **See** neurotransmitter.

innate releasing mechanism (IRM): An ethological term referring to the physiological mechanisms by which a stimulus (for example, a releasing stimulus) triggers a behavior (for example, a fixed action pattern).

intron: A stretch of DNA that does not actually code for a gene but, instead, breaks up a gene into separate parts (called **exons**).

jumping genes: **See** transposable genetic elements.

kin selection: A contemporary notion in evolutionary biology that an individual can maximize the number of copies of his or her genes that are passed on by aiding the reproduction of relatives.

Kluver-Bucy syndrome: A set of behavioral changes, including elevated levels of aggression, resulting from removal of large parts of the limbic system, including the amygdala.

limbic system: A part of the brain most strikingly involved in emotion. Some major parts include the hippocampus, amygdala, hypothalamus, and septum.

long-term potentiation (LTP): A phenomenon in which the strength of synaptic communication between two neurons is enhanced in a persistent manner; thought to be a cellular analog of learning.

mutation: An error in the copying of a gene. Classically, mutations can take three forms: In *point mutations*, a letter in the DNA code is misread as a different letter. In *deletion mutations*, a letter is entirely lost. In *insertion mutations*, an extra letter is inserted.

myelin sheath: The insulation, made from glial cells, that wraps around the axons of neurons. Myelin allows action potentials to travel down the axon more quickly.

neurobiology: The study of the nervous system.

neuroeconomics: A new field examining the brain bases of economic decision making.

neuroendocrinology: The study of the interactions between the nervous system and hormones.

neuroethology: The study of the neural mechanisms mediating the naturalistic behavior of animals.

neurons: The primary cells of the nervous system. (Contrast with **glial cells**.)

neurotransmitter: Chemical messengers released from axon terminals as a result of an action potential; these travel across the synapse and bind to specific receptors on the postsynaptic side, thereby changing the electrical excitation of the second neuron. Excitatory neurotransmitters increase the likelihood that the next neuron will have an action potential, whereas inhibitory neurotransmitters decrease the likelihood.

nongenetic inheritance: A phenomenon in which some event in the fetus changes the function of that individual when she is an adult, and that change produces a similar change in her own eventual fetus. Thus, a trait can be passed on for generations but in a way that does not involve genes and classic inheritance.

norepinephrine (a.k.a. noradrenaline): A neurotransmitter whose functions include release from the ends of the final neurons in the sympathetic nervous system, as well as a role in depression (with, most likely, a depletion occurring).

obsession: **See** obsessive-compulsive disorder.

obsessive-compulsive disorder: A neuropsychiatric disorder categorized by virtually ceaseless intrusions of distracting, disturbing, and repetitive thoughts (*obsessions*) and by irresistible urges to carry out pointless, ritualistic behaviors (*compulsions*).

organizational effects of hormones: Hormonal effects early in life (for example, in the fetus) that do not have an immediate consequence but that cause changes in the body's response to some hormone during adult life. (Contrast with **activational effects**.)

pair-bonding species: Species in which mating tends to be monogamous. (Contrast with **tournament species**.)

parasympathetic nervous system (PNS): The half of the autonomic nervous system associated with calm, vegetative function. (Contrast with **sympathetic nervous system**.)

peptide hormones: A class of hormones made from amino acids. They predominately work by changing the activity of preexisting proteins.

peripheral nervous system: Neurons and associated glial cells that occur outside the brain or spinal cord. (Contrast with **central nervous system**.)

pituitary: The gland underneath the hypothalamus that releases an array of hormones under the control of the brain.

plasticity: The general notion of aspects of neural function changing over time.

Prisoner's Dilemma: A classic game theory scenario.

progesterone: A class of female reproductive hormones.

promoters: Stretches of DNA that do not code for a gene but serve as the on-off switch for a gene to be transcribed.

protein: Long strings of amino acids. Unique sequences of amino acids are strung together to form a particular protein. That sequence determines the folded shape of that protein and, thus, its function.

pseudokinship: A form of cultural manipulation by which people are led to view other individuals as more related to them than they actually are.

pseudospeciation: A form of cultural manipulation by which people are led to view other individuals as less related to them than they actually are.

punctuated equilibrium: The theory that evolution consists of long periods of stasis, when there are no evolutionary changes, interspersed with periods of rapid and dramatic change. (Contrast with **gradualism**.) Punctuated equilibrium produces macroevolutionary changes.

releasing stimulus: An ethological term referring to the sensory stimulus in an environment that triggers a behavior.

resting potential: The state of electrical excitation in a neuron when it is quiescent. (Contrast with **action potential**.)

ribonucleic acid (RNA): An intermediate form of information. A strand of RNA is made under the direction of a single gene; that stretch of RNA, in turn, contains the information for the stringing together of amino acids into a protein.

RNA translation: The process of RNA being “read” and translated into protein.

schizotypal personality disorder: A neuropsychiatric disorder, on a genetic continuum with schizophrenia, characterized by social withdrawal, overly concrete thought, and metamagical beliefs.

selective serotonin reuptake inhibitors (SSRIs): Drugs such as Prozac that block the removal of serotonin from the synapse. Insofar as they lessen the symptoms of depression, this implies that depression involves a shortage of dopamine.

septum: Limbic structure with a key role in inhibiting aggression.

serotonin: A neurotransmitter whose functions include a role in aggression, sleep onset, depression, and impulsivity.

spatial summation: When an action potential is triggered thanks to enough separate dendritic inputs being stimulated all at once. (Contrast with **temporal summation**.)

steroid hormones: A class of hormones made from steroid precursor molecules that include estrogens, progestins, androgens, glucocorticoids, and mineralocorticoids. They predominately work by changing genomic events in cells.

sympathetic nervous system (SNS): The half of the autonomic nervous system associated with arousal and emergency physiological responses. (Contrast with **parasympathetic nervous system**.)

synapse: The space between an axon terminal and the dendritic spine of the next neuron.

synaptic plasticity: The concept of the strength of communication between two neurons changing over time.

temporal personality disorder: A neuropsychiatric disorder associated with temporal lobe epilepsy, characterized by perseverative behavioral patterns, aversion to novelty, obsessive writing (hypergraphia), and an intense interest in religious and philosophical subjects.

temporal summation: When an action potential is triggered thanks to the same subthreshold dendritic input being stimulated over and over. (Contrast with **spatial summation**.)

testosterone: A subtype of androgen.

theory of mind: The understanding that other individuals have different thoughts and knowledge than you; most frequently used as a term in child development.

thrifty metabolism: The idea that malnutrition during the prenatal environment causes metabolic “programming” so that for the rest of the individual’s life, there is more efficient storage of nutrients.

Tourette's syndrome: A neuropsychiatric disorder categorized by uncontrolled outbursts of scatology, tics, and utterances.

tournament species: Species in which mating tends to be highly polygamous and involves high levels of male-male aggression and competition. (Contrast with **pair-bonding species**.)

transcription factors: Messengers (often proteins) that bind to promoters and turn genes on or off.

transposable genetic elements: Stretches of DNA that can be moved around; also called *jumping genes*.

ventral tegmentum: A brain region that sends dopamine-releasing axons to the frontal cortex and limbic system, where that dopamine plays a central role in reward and anticipation of reward.