

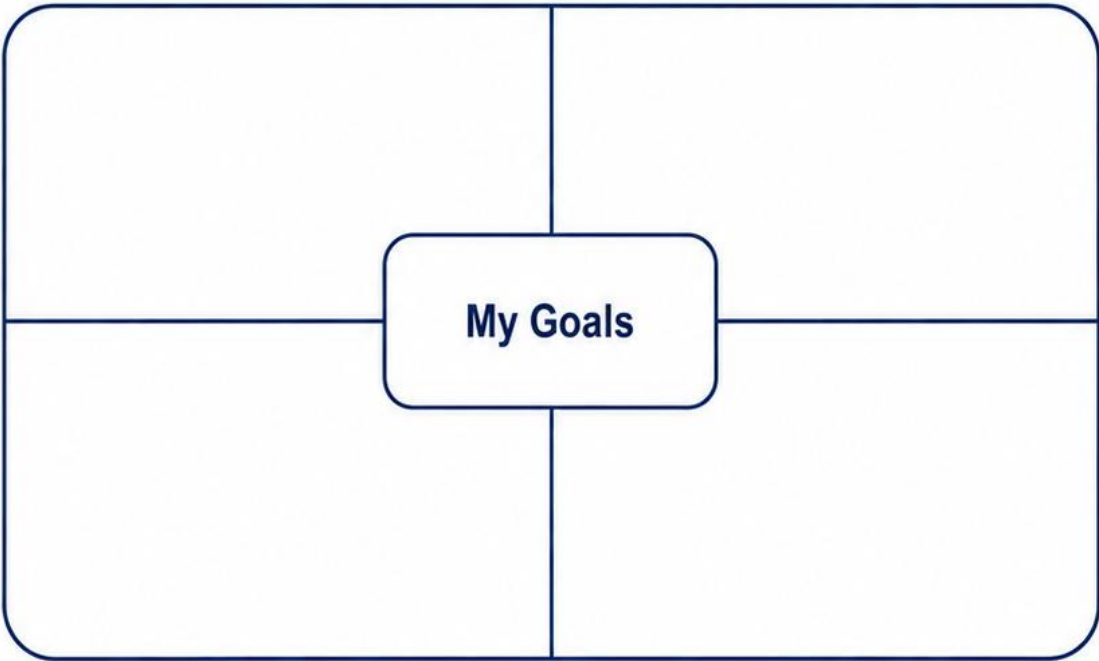
CREST

Cognitive Rehabilitation and Exposure/Sorting Therapy (CREST)



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● Cognitive Rehab (1-5)
 ● Preparation (6-8)
 ● Exposure (9-22)
 ● Advanced (23-24)
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Session 1: Introduction and Psychoeducation



SESSION 1 OUTLINE

Cognitive Rehabilitation and Exposure Sorting Therapy

-  **STEP 1: Introductions and Overview of Program**
-  **STEP 2: Important Program Expectations**
-  **STEP 3: Information on Hoarding**
-  **STEP 4: Cognitive Differences**
-  **STEP 5: Program Overview**
-  **STEP 6: Is This the Right Program for You?**
-  **STEP 7: Importance of Daily Practice**
-  **STEP 8: Program Goals and Expectations**

Welcome to the CREST Program

This program includes **26 sessions** that will help you learn new skills for organizing, decision-making, and reducing clutter.

Sessions will usually happen **once per week** and may take place in your home or through telehealth.

During the program you will practice new skills every day so they can become habits.

Your therapist's name is _____ and can be reached at _____ . In the event of an emergency, please call the Crisis Line @ 988, or 911.

Important Expectations

- Bring this binder to every session
- Attend each scheduled session whenever possible
- Let your therapist know if you are struggling with any part of the program

Cognitive Differences and Hoarding





Research shows that people with hoarding have cognitive differences compared to people without hoarding.

These differences can include:

- Forgetting appointments or tasks
- Difficulty making decisions

- Trouble thinking of different solutions to a problem
- Avoiding stressful decisions

Think about how these might affect your own experiences with possessions.

Cognitive Challenge or Difference	How might this affect your hoarding symptoms?
 Forgetting to do something or missing an appointment	<input data-bbox="862 741 1528 905" type="text"/>
 Difficulty making decisions	<input data-bbox="862 972 1528 1136" type="text"/>
 Only seeing one solution to a problem	<input data-bbox="862 1203 1528 1367" type="text"/>
 Tendency to avoid distressing problems rather than confront them	<input data-bbox="862 1434 1528 1598" type="text"/>

How the Program Works

The CREST program has two main parts: Cognitive Training and Exposure Training

1. Cognitive Training

You will learn skills to help improve:

- Organization
- Planning
- Problem Solving

These skills include:

- Using a calendar
- Creating To-Do lists
- Prioritizing tasks
- Solving problems

2. Exposure Training

Exposure training helps you practice making decisions about possessions. With daily sorting practice, these tasks become easier.

You will gradually practice:















- Sorting items
- Discarding possessions
- Resisting acquiring new item
- Tolerating the stress that may come with these decisions

Daily Practice

- You will complete daily practice assignments throughout the program.
- Daily practice is extremely important for success in the program.
- Think of this program like a training program for building new habits, rather than a “quick fix.”
- The more effort you put into daily practice, the more you will benefit.

Barriers to Practice

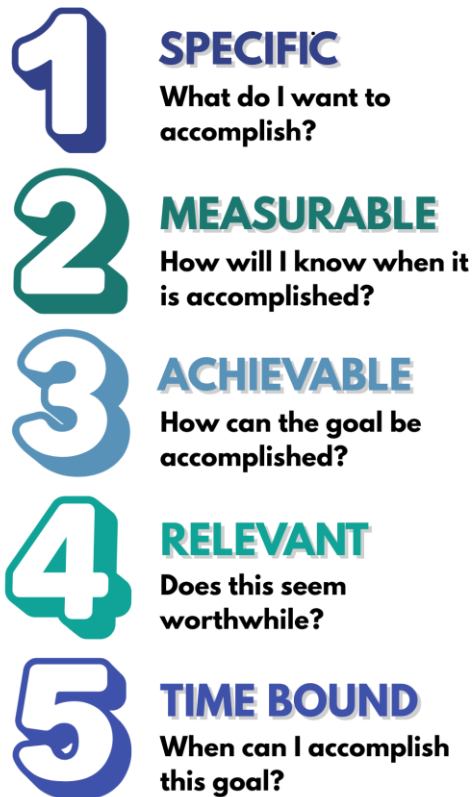
What barriers might make it difficult to complete daily homework or practice?

 Barrier	 Solution
 	 
 	 
 	 

Your Goals for This Program

Think about what you would like to achieve during the CREST program.

Try to make your goals **SMART goals**:



Goals:

- Clear clutter from one area of the home within two weeks
- Sort items for 15 minutes each day
- Reduce clutter in the living room

On the next page, please write down the goals you'd like to work on in this program!

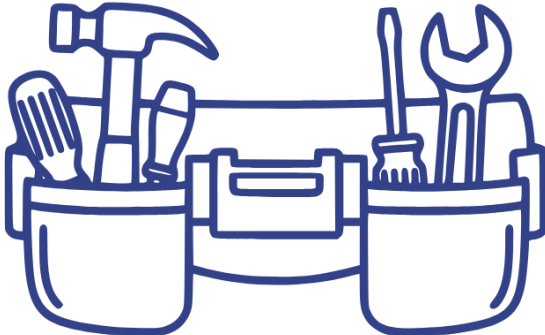


My Goals 



We are looking forward to giving you some new tools to use!

Any questions for today?



Homework After Session 1

Date Assigned: _____

Before the next session:





- Review this session
- Add additional information into text boxes

Session 2: Calendar Use, Linking Tasks, and Automatic Places



SESSION 2 OUTLINE

Cognitive Rehabilitation and Exposure Sorting Therapy

-  **STEP 1: Daily Practice Review**
-  **STEP 2: Using Calendars**
-  **STEP 3: Calendar Exercise**
-  **STEP 4: Linking Tasks and Using Automatic Places**

Review of Daily Practice

- How did the daily practice go?
- Did you review Session 1 during the week?
- Did you think about the goals you set for the program?
- Write down anything that went well or anything that was difficult.

Using Calendars

Forgetting to do things is a very common memory problem.

Examples include:

- Forgetting to go to an appointment
- Forgetting to send a birthday card to a relative
- Forgetting to return a tool you borrowed from a neighbor

A calendar system can help you avoid these problems, organize your schedule, and remember important tasks!

Using a calendar can help you:

- Rely less on memory
- See upcoming appointments
- Keep track of past events
- Schedule tasks that are easy to forget

Your calendar can also include:

- A daily schedule
- A To-Do list
- Important phone numbers
- Important reminders

Calendar Planning Questionnaire

What system have you used in the past and how did it work?

Are you willing to try another calendar system? Do you have any concerns?

Where do you plan to keep your calendar?

When will you check your calendar?

When will you sit down with your calendar and plan your schedule?

Planning Session

A planning session is a specific day or time each week when you sit down with your calendar and organize your appointments and tasks for the upcoming week.

Ideally, your calendar should be with you at all times and reviewed daily. About once a week, it's helpful to plan ahead for what's coming up. For example:

- If you have a party to attend, you may need to bring a gift
- You might need to prepare or bring food
- Planning in advance helps you stay organized and prepared

Calendar Practice Exercise

This exercise will help you practice organizing and planning events using a calendar. Imagine the following situation and enter the events into your calendar.

Your Tuesday

You need to complete the following tasks:

- Call your friend Jane to remind her about a party at the YMCA on Saturday at 12:00 PM.
- Drop off a tool to your neighbor sometime between 9:00 and 10:00 AM.
- Go to a doctor's appointment at 11:00 AM.
- Stop at Rite Aid before the doctor appointment to buy lotion and toothpaste and pick up a medication refill.
- Attend your aerobics class at 1:30 PM.
- Meet with the condo manager at 4:00 PM.

- Meet your friend Sybil for dinner at a new restaurant, Dominic's, at 3700 Water Way, (858-748-1265) at 6:00 PM.

Thinking Ahead

Sometimes you need to prepare for tasks ahead of time. Answer the questions below.

1. What should you do ahead of time before picking up your medication refill?

2. What should you do ahead of time before going to your aerobics class?

3. What should you do ahead of time before meeting with the apartment manager?

Calendar Exercise (Rationale: to help with organization and planning)

MONDAY

(Preparation)

7 am
8 am
9 am
10 am
11 am
12 pm
1 pm
2 pm
3 pm
4 pm
5 pm
6 pm

TUESDAY


(Day off)


7 am
8 am
9 am
10 am
11 am
12 pm
1 pm
2 pm
3 pm
4 pm
5 pm
6 pm

Linking Tasks

Forming a habit by adding a new task to something you already do

Examples of Linking Tasks:

 **Waking up**
Back-up note on alarm clock, light switch, or something you have to touch

 **Eating breakfast**
Back-up note on cereal box, kitchen cabinet handle, coffee maker, or something you have to touch

Practice

Think about the habits you already have. **How could you link a new task to an existing habit?**

- 1 _____
- 2 _____
- 3 _____
- 4 _____
- 5 _____
- 6 _____

Automatic Places

Places you will see something you need to remember

You may use automatic places already...

- Do you have a place where you always put your keys?
- A place where you always keep your glasses?
- A place where you always keep your medications?

Key Principles:

- Keep your things **all together** in a bowl at home, backpack, purse, etc.
- Decide where you will keep these things in your house (e.g., on a coffee table, near the front door, on the kitchen table, etc.)
- Put your things in the **SAME place EVERY time** you come home

This helps you remember important things and saves you time.

Practice

What are some ways you can use the automatic places strategy?

①	_____
②	_____
③	_____
④	_____
⑤	_____
⑥	_____

Session Summary

Today we reviewed:

- How calendars can help you stay organized
- How weekly planning sessions can help you manage your schedule
- How linking tasks can help build new habits
- How automatic places can help you remember important item

These skills will help improve organization and make daily tasks easier.

Homework After Session 2

Date Assigned: _____

Before the next session:

- Enter upcoming events into your calendar
- Carry your calendar with you and check it daily
- Have one weekly planning session to organize the coming week
- Review this session
- Identify the automatic places below for important items like keys and your phone

In what automatic place could you keep your items, so you'll see them in the morning?

ITEM	AUTOMATIC PLACE
Keys	
Wallet	
Calendar	
Other	

Session 3: Using a To-Do List and Short-Term Memory Strategies



SESSION 3 OUTLINE

Cognitive Rehabilitation and Exposure Sorting Therapy



STEP 1: Daily Practice Review



STEP 2: Discuss cognitive flexibility in hoarding



STEP 3: The 6-step problem solving method (DBESTE)

Review of Daily Practice

- How did your calendar practice go this week?
- Did you carry your calendar with you?
- Did you check your calendar each day?
- Did you have a weekly planning session?
- Write about your experience below. What other things could you remember to do by linking tasks?




Calendar Use and Linking Tasks Follow-Up

- What happened when you tried your new calendar system?

-  What are the pros of using this strategy?

-  Are there any cons?

-  What other things could you remember to do by linking tasks? What back-up reminders would you put in place to establish the new habit?

Why Use a To-Do List?

A To-Do list helps you keep track of tasks that need to be completed.

Using a To-Do list can help you:

- Remember tasks
- Stay organized
- Reduce feeling overwhelmed
- Break large projects into smaller steps

Instead of trying to remember everything, you can write tasks down and complete them one step at a time. They are more likely to get done when they are listed in your calendar, which you should be checking daily.

Creating a To-Do List

Good To-Do lists should be:



For example:

Instead of writing “Clean the house”, you could write:

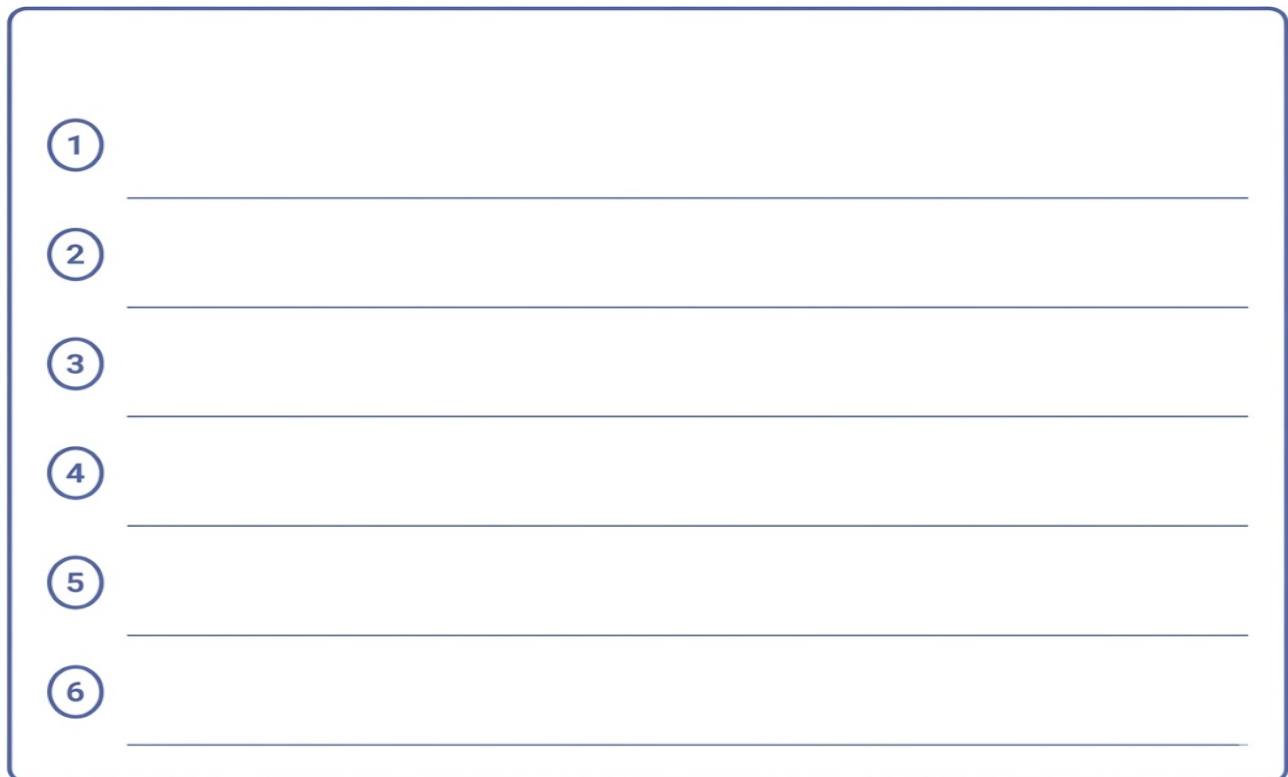
- Vacuum the living room
- Wash dishes
- Sort mail

Breaking tasks into smaller steps makes them easier to complete!

Practice Creating a To-Do List

Think about things you need to do tomorrow (e.g. call doctor, pick up medication).

Write your tasks below.



1 _____

2 _____

3 _____

4 _____

5 _____

6 _____

Prioritizing Tasks

Sometimes we have many tasks to complete. It can be helpful to decide which tasks are **most important**.

You can prioritize tasks by asking:

- What must be done today?
- What can wait until later?

- Which tasks take the longest?

One way to prioritize tasks is by labeling them “NEED to do” and “NICE to do” in your calendar.

Since you will have your calendar with you most of the time, it is a good place to keep important information you may need regularly, such as:

- A daily schedule
- A to-do list
- Commonly used phone numbers
- Important addresses or transportation routes
- A list of your medications and their dosages
- Medical information you want to have handy (e.g., questions for your doctor)

To Do Guidelines

“NEED to do” items are critical for your health, safety, finances, or survival. These are tasks that must be completed on time.

Examples include: Calling your doctor about a new symptom, paying your taxes on time.

“NICE to do” items are not essential for your immediate health or safety. These tasks are helpful to complete, but there are no serious consequences if they are delayed for a short time.

- Do not include more than 2-4 To Dos per day.

To Do List Categories Examples

I will have _____ NEED TO DOs every day






I will have _____ NICE TO DOs every day

Below are some To Do examples.



Mark whether each example is a “Need To Do” or “Nice To Do”

To Do List Categories

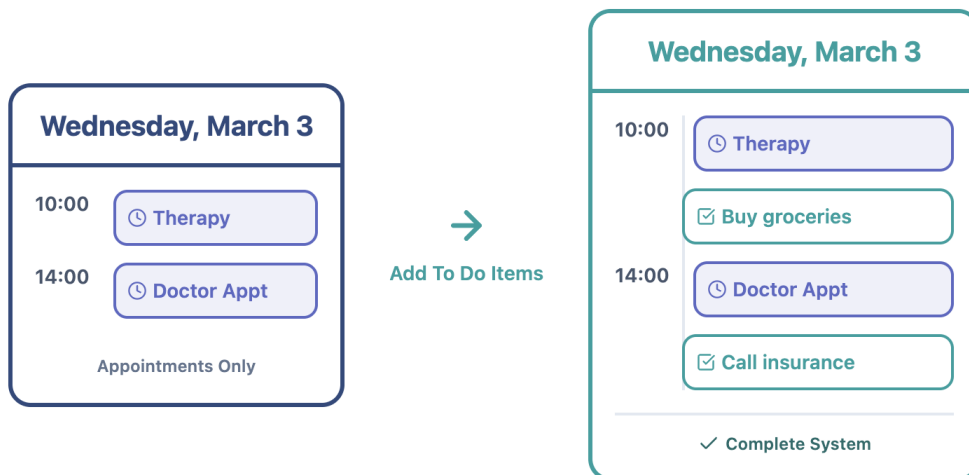
Check the appropriate box for each task

TASK / CATEGORY	NEED TO DO	NICE TO DO
 APPOINTMENTS		
Social outings	<input type="checkbox"/>	<input type="checkbox"/>
Exercise	<input type="checkbox"/>	<input type="checkbox"/>
Doctors' appointments	<input type="checkbox"/>	<input type="checkbox"/>
 ERRANDS		
Grocery shopping	<input type="checkbox"/>	<input type="checkbox"/>
Bank	<input type="checkbox"/>	<input type="checkbox"/>
Pharmacy	<input type="checkbox"/>	<input type="checkbox"/>
Clothing/Shoes	<input type="checkbox"/>	<input type="checkbox"/>
Post Office	<input type="checkbox"/>	<input type="checkbox"/>
Trip to Goodwill/Salvation Army	<input type="checkbox"/>	<input type="checkbox"/>
 PAPERWORK		
Pay bills/balance check book	<input type="checkbox"/>	<input type="checkbox"/>
Correspondence (letters, cards, email)	<input type="checkbox"/>	<input type="checkbox"/>
Filing papers	<input type="checkbox"/>	<input type="checkbox"/>
 HOUSEHOLD CHORES		
Cooking	<input type="checkbox"/>	<input type="checkbox"/>
Cleaning	<input type="checkbox"/>	<input type="checkbox"/>
Laundry	<input type="checkbox"/>	<input type="checkbox"/>
 HEALTH		
Health care appointments	<input type="checkbox"/>	<input type="checkbox"/>
Pick up medications	<input type="checkbox"/>	<input type="checkbox"/>
••• OTHER		
.....	<input type="checkbox"/>	<input type="checkbox"/>
.....	<input type="checkbox"/>	<input type="checkbox"/>
.....	<input type="checkbox"/>	<input type="checkbox"/>

Remember: Add your to-do items to your calendar to increase the likelihood they will be completed!

 NEED TO DO (today or tomorrow)	 NICE TO DO (within a month or so, or not necessary)
<input type="checkbox"/> e.g. call doctor, pick up medication	<input type="checkbox"/> e.g. finish scrapbook, pull weeds
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>

How to Integrate To Do's and Calendars



You should be writing out your To Do List in your calendar during your weekly planning session. You may need to update your To Do List in your daily calendar check in.

To-do items are different from scheduled appointments. They are tasks or errands that need to be completed.

The image contains two side-by-side boxes. The left box is titled 'To Do Items' with a checkmark icon and the subtitle 'Tasks & Errands'. It lists three characteristics: 'Flexible Timing' (can be done anytime during the day), 'No Set Time' (not tied to a specific hour), and 'Task-Based' (focused on completing an action). Below this is an 'Examples' box listing: Buy groceries, Call insurance company, Pick up prescription, and Sort mail. The right box is titled 'Scheduled Appointments' with a calendar icon and the subtitle 'Time-Specific Events'. It lists three characteristics: 'Fixed Time' (must occur at a specific time), 'Time-Sensitive' (cannot be easily rescheduled), and 'Event-Based' (meetings or appointments). Below this is an 'Examples' box listing: Doctor appointment at 2 PM, Therapy session at 10 AM, Meeting with friend at noon, and Dentist at 3:30 PM.

To Do Items	Scheduled Appointments
Tasks & Errands	Time-Specific Events
<ul style="list-style-type: none">Flexible Timing Can be done anytime during the dayNo Set Time Not tied to a specific hourTask-Based Focused on completing an action	<ul style="list-style-type: none">Fixed Time Must occur at a specific timeTime-Sensitive Cannot be easily rescheduledEvent-Based Meetings or appointments
Examples: <ul style="list-style-type: none">Buy groceriesCall insurance companyPick up prescriptionSort mail	Examples: <ul style="list-style-type: none">Doctor appointment at 2 PMTherapy session at 10 AMMeeting with friend at noonDentist at 3:30 PM

Adding your to-do items to your calendar can help ensure they get done, especially if you review your calendar daily!

Session Summary

Today we reviewed:

- How To-Do lists help with organization
- How to write clear and specific tasks
- How to prioritize tasks

Homework After Session 3

Date Assigned: _____

Before the next session:

- Create a daily To-Do list each day
- Carry your calendar and To-Do list with you
- Prioritize tasks using high, medium, and low priority
- Break large tasks into smaller steps
- Review this session


These skills will help make daily tasks feel more manageable!

Session 4: Problem Solving



SESSION 4 OUTLINE

Cognitive Rehabilitation and Exposure Sorting Therapy

-  **STEP 1: To Do Guidelines**
-  **STEP 2: To Do List Categories Examples**
-  **STEP 3: Short-Term Memory Strategies**
-  **STEP 4: To Do List Practice**
-  **STEP 5: Planning Your Day with To Do Lists**
-  **STEP 6: Review and Action Plan**

Review of Daily Practice

- How did your To-Do lists go this week?
- Did you create a To-Do list each day?
- Did you prioritize tasks?
- If you did not do the daily practice, what can you try next time to help you complete the daily practice?



Sometimes people get stuck in a rigid mindset, thinking there is only one solution, which can make problems feel harder to solve.

Learning to think of multiple possible solutions can help you:

- Solve problems more easily
- Reduce stress
- Feel more confident
- Avoid getting stuck

Example Problem: You need to clear the clutter from your desk but feel overwhelmed.

Seeing Only One possible solution: Clean the entire desk at once

Other possible solutions:

- Clean the desk for 10 minutes
- Sort only one pile of papers

- Throw away obvious trash first
- Ask a friend to help

We will use a problem-solving method that will help you think as flexibly as possible. You will need flexible thinking skills when you start your daily sorting practice.

Thinking of several solutions can make a problem easier to approach!

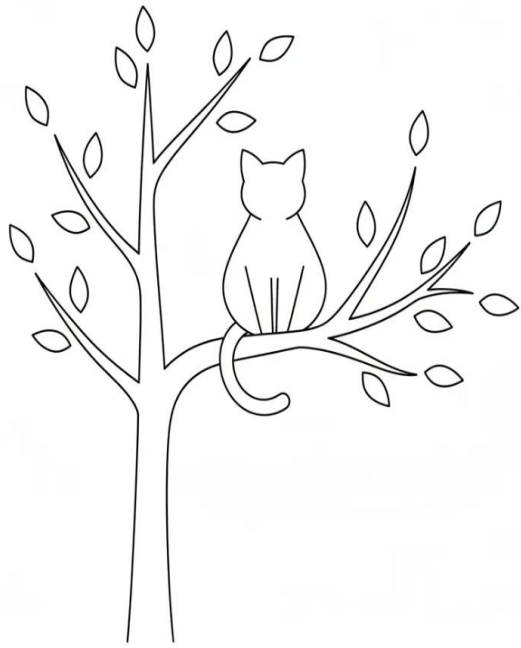
Brainstorming (Step 2 of Problem Solving)

- Coming up with as many ideas as possible on a particular topic
- Think up as many ideas as possible without making judgments about them.
- Don't edit out any ideas because they seem silly or bad. Just let the ideas keep coming because you never know when a "silly" idea will trigger a good one.

Brainstorm Practice Exercises

Try to come up with at least 10 ideas for the following scenarios.

Scenario 1: All the ways to get a cat out of a tree



1.

2.

3.

4.

5.

6.

7.

8.

9.

10.

11.

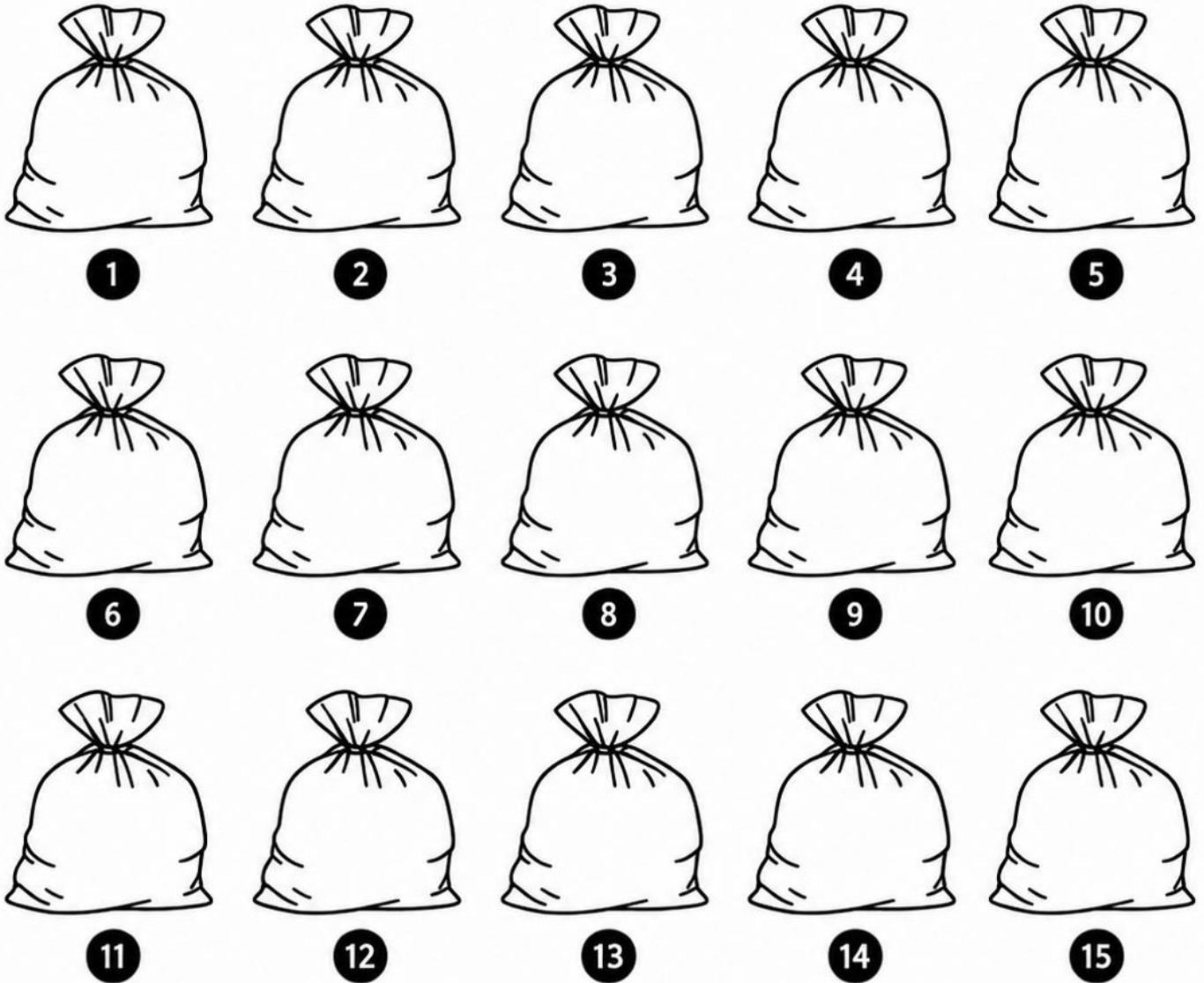
12.

13.

14.

15.

Scenario 2: All the ways to get rid of items.



Reflection

Did you get stuck? If so, when did you get stuck? How did you move past it?

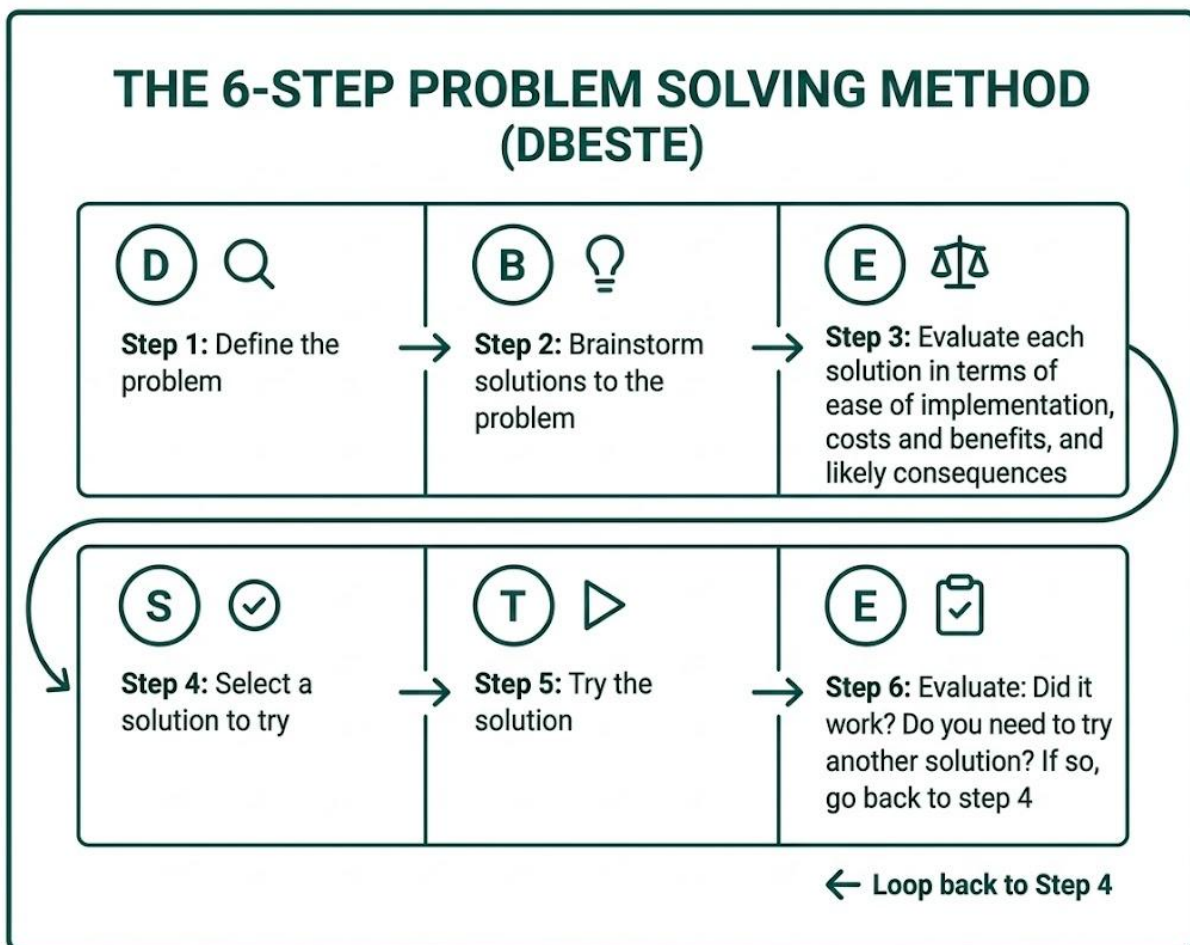
Why Problem Solving Is Important

Sometimes we avoid tasks because we feel overwhelmed or unsure what to do. Problem solving helps by breaking a situation into clear steps.

Using a structured approach can help you:

- Reduce stress
- Feel more confident
- Find multiple solutions
- Take action instead of avoiding the problem

DBESTE Problem Solving



DBESTE Considerations

- Your goal is to use the 6-step problem solving method quickly when you need it. Being able to do this requires practice until it becomes automatic.
- Remember that this process takes a while.
- You may pick 1 solution at a time vs. multiple solutions depending on the problem.
- Practice the 6-step problem solving method with these scenarios:
 1. A family member from out of state wants to come visit your home.
 2. Your accountant is asking for old receipts, but you cannot seem to find them.
 3. You have a leak in your roof, and it should be fixed soon.

What problems do you want to solve? Pick a couple of problems and use the 6-step method on them. Solutions are not specific steps. You may add in steps to the worksheet if you find it helpful.

Write down the steps on the next page.

Define the problem:			
Brainstorm solutions below		Evaluate solutions.	
		Cost OK?	Likely to Work?
1.			
2.			
3.			
4.			
5.			
6.			
7.			
Select a solution (or >1 solution) to try			
Try out solution(s)			

Selected Solutions and Steps	
<u>Solution:</u>	
Step 1:	
Step 2:	
Step 3:	
Step 4:	
<u>Solution: (optional)</u>	
Step 1:	
Step 2:	
Step 3:	
Step 4:	
Evaluate again. Is your problem solved? If not, try a new solution or solutions.	

Self-Talk

Having a conversation with yourself (either verbally aloud or mentally) while you are working out how to solve a particular problem.

Why does this help with problem solving? Self-talk while you are solving a problem helps you generate alternatives, keep your mind on the task, remember the steps you've done or alternatives you've tried, and catch errors in thinking.

Examples of times you may have used this strategy: Troubleshooting a software problem on a computer; trying to figure out which remote control button to use to change a setting on your TV; getting a large couch through a small doorway.

Self-Monitoring (Step 6 of Problem Solving)

Self-monitoring is a way of taking a step back and evaluating your problem-solving strategy to make sure it is effective.

- ✓ If a strategy is working, you want to keep using it.
- ✗ If a strategy is not working, you want to shift strategies.
 - If something is not working or you find yourself feeling frustrated, it is a good time to take a step back.
 - Be sure to gather evidence that you are wrong, as well as evidence that you are right.

Real-world example:

Your physical therapist prescribed neck stretches for you to do every 4 hours. Your first strategy for remembering to do your stretches was to schedule the

stretching lessons on your calendar. You found that you were stretching once a day with this method. Evaluating your strategy: you found evidence that it was not working as well as it should because you were not meeting the goal of stretching every 4 hours. You decided to try a different strategy. You tried linking stretching to every meal and found that you were able to remember to stretch 3 times a day (about every 4 hours). This strategy worked, so you stuck with it.

Think of a time when you kept doing something that was clearly not working. For instance, setting aside the weekend to sort but not getting anything done or continuing to buy organizational items at the container store but not using them.



Session Summary

Today we reviewed:

- How problem-solving helps reduce stress
- How brainstorming multiple solutions can help find better answers
- DBESTE problem solving method
- How to use the strategies of self-monitoring and self-talk to help solve problems

Homework After Session 4

Date Assigned: _____

Before the next session:

- Continue using your calendar, To Do List, linking tasks, and important automatic places skills
- Pick one problem in your life that needs to be solved. If you can't think of any problems right now, try asking a friend or family member for ideas, or think of problems you've had in the past. Use the worksheets in Appendix 4 to record your responses
- Review this session

Using problem solving skills can help you take action instead of avoiding difficult situations!

Session 5: Thinking Flexibly and Planning



SESSION 5 OUTLINE

Cognitive Rehabilitation and Exposure Sorting Therapy

-  **STEP 1: Daily Practice Review**
-  **STEP 2: Planning to Meet Goals/Deadlines**
-  **STEP 3: Problem Solving and Cognitive Flexibility for Long-Term Goals**

Review of Daily Practice

- How did the problem-solving practice go this week?
- Did you use the problem-solving steps when you encountered a problem?
- Did brainstorming multiple solutions help you find an answer?
- If you did not do the daily practice, what can you try next time to help you complete the daily practice?

Planning to Meet Goals/Deadlines





* *Bite size pieces*

- Set aside time to think about your goal or deadline – this can be a discarding goal or a different goal. Have your calendar handy.
- Define the goal or deadline in measurable, concrete terms (e.g., “By December 10, I will have all of my holiday cards mailed out”)
- Brainstorm the steps needed to meet the goal or deadline – it may help to “work backwards” from your goal
- Make sure all the steps are in the right order and figure out when each step must be completed by in order for you to meet the goal or deadline
- Schedule times in your calendar to complete the steps. Allow a bit more time than you think you need to accomplish each step.
- Review the timeline at each step to make sure it is realistic. You may have to re-order your steps or add additional steps.

Example:

Goal: By December 10, I will have all of my holiday cards mailed out.

HOLIDAY CARD TIMELINE

TARGET DATE	STEP
 11/1	Make a list of card recipients and addresses
 11/5	Purchase holiday cards
 11/10	Start writing cards, 30 minutes per night
 11/20	Have 50% of cards written
 11/25	Obtain any missing addresses
 12/1	Have all cards written and addressed
 12/5	Purchase stamps
 12/10	Mail cards



PROBLEM SOLVING AND COGNITIVE FLEXIBILITY FOR LONG-TERM GOALS



Think back to those life goals that you wrote down. How will problem solving and cognitive flexibility strategies we've covered in these past sessions help you achieve those goals?

Session Summary

Today we reviewed:

- How to break problems into manageable steps
- How thinking flexibly can help for achieving goals

Homework After Session 5

Date Assigned: _____

Before the next session:

- Continue using your calendar, To Do List, linking tasks, problem solving, and important automatic places skills
- Review this session
- Think about a goal that you would like to accomplish within the next few weeks. Use the 6-step problem solving method to brainstorm all the ways you could reach your goal. Use the worksheets in the appendices to record your response

Breaking goals down into bite sized pieces can make difficult situations feel more manageable!

Session 6: Organizational and Discarding Preparation



SESSION 6 OUTLINE

Cognitive Rehabilitation and Exposure Sorting Therapy

-  **STEP 1: Daily Practice Review**
-  **STEP 2: Organizational Preparation**
-  **STEP 3: Home Visits- Getting Started**
-  **STEP 4: Maintenance System**
-  **STEP 5: Maintenance Guidelines**

Review of Daily Practice

- How did the cognitive flexibility practice go this week?
- Did you try to think of multiple solutions when facing a problem?
- How are you using your calendar, To Do List, linking tasks, and important automatic places skill practice going?
- Did brainstorming different ideas make problems easier to solve?
- Write about your experience below. If you did not do the daily practice, what can you try next time to help you complete the daily practice?

Creating Your Own Organizational Plan

Organizational Plan: There are a few things you'll need to do to prepare for the exposure to discarding. First, we'll need to come up with an organizational plan. We will go back to this plan and revise it as your skills increase. Below are some examples. Use the unmarked space for some of your own examples and point these items out to me in your home.



ORGANIZATIONAL STORAGE FORM

TYPE OF ITEM	STORAGE SPACE
Magazines	Magazine rack
Shoes	Master bedroom closet
Books	Bookshelves in study
Dishes	Kitchen cabinets on far wall

Preparing for Organization

Sometimes people need items or need to complete tasks.

Remember to consider items you already have so you are not buying extra.

PREPARING FOR ORGANIZATION

Things I need to prepare myself for organization:

1

2

3

4

5

EXAMPLES:

 Ordering larger trash bins from Edco

 Ordering a dumpster

 Purchasing a file cabinet

 Clearing a space for sorting

Rules for Organization

In addition to your organizational plan, we will need to develop your own rules for organization and putting items away in your home. Below is a list of helpful rules to get you started.

- Everything has a place or a “home.”
- If you come across an object that does not have an immediate storage space, one of two things must happen: you must (1) discard the object in consideration OR (2) discard something else so that the object can be stored
- Like objects are kept with like objects. For instance, all dishes are kept in one location and all clothes are kept in one location.
- In some cases, you may be sorting through possessions and need to put them away in an area that is still cluttered. In this case, you may develop a temporary “sorted to be put away later” area. It is advisable that you don’t use this strategy too much because it will mean more work for you later on. **What areas of the house will become your “staging area”?**
- Only Handle It Once (OHIO) – once a choice is made, that's it!



What guidelines do you want to follow for replacing items or new purchases of something you already own?



What guidelines do you want to follow about discarding expired items?

Paper Filing

Papers are often the most difficult category to file. Below is a list of paper categories that people typically have. As part of your daily practice, you will need to adhere the labels to file folders, write the label name, and place them in your file cabinet. If you do not have a file cabinet or file folders, let's discuss economical ways to get you these items before our next session.

WHAT CATEGORIES DO YOU NEED?

See Appendix 1 for a list of recommendations for how long to keep items

Select the organizational categories relevant to your needs

- | | |
|---|--|
| <input type="checkbox"/> Bank Statements | <input type="checkbox"/> Retirement |
| <input type="checkbox"/> Savings Account(s) | <input type="checkbox"/> Stocks |
| <input type="checkbox"/> Credit cards | <input type="checkbox"/> Wills |
| <input type="checkbox"/> Insurance policies | <input type="checkbox"/> Car |
| <input type="checkbox"/> Checking Account(s) | <input type="checkbox"/> Electronics |
| <input type="checkbox"/> Coupons | <input type="checkbox"/> Entertainment |
| <input type="checkbox"/> Instruction Manuals/Warranties | <input type="checkbox"/> Medical |
| <input type="checkbox"/> Personal/Sentimental | <input type="checkbox"/> Photographs: Photos before they get installed in an album |
| <input type="checkbox"/> Product Information | <input type="checkbox"/> Receipts |
| <input type="checkbox"/> Stamps | <input type="checkbox"/> Stationary |
| <input type="checkbox"/> Taxes | <input type="checkbox"/> Calendar items (reminders for that specific month) |
| <input type="checkbox"/> Trips/Vacation information | |

OTHER (PLEASE SPECIFY)

- | | |
|--------------------------------|--------------------------------|
| <input type="checkbox"/> _____ | <input type="checkbox"/> _____ |
| <input type="checkbox"/> _____ | <input type="checkbox"/> _____ |
| <input type="checkbox"/> _____ | <input type="checkbox"/> _____ |

Questions to Consider

1. How often will you sort through your files?
2. What are your rules for how long you will keep these cards and papers?

Maintenance Systems

There are basic activities that must be done around the home to keep it clean and organized. Let's consider your home maintenance system.

How often do you think would be helpful to do the following in maintaining the cleanliness and order of your home?

Emptying Trash

- Daily
- Weekly
- Monthly

Doing Dishes

- Daily
- Weekly
- Monthly

Household Pickup

- Daily
- Weekly
- Monthly

Sorting mail and newspapers

- Daily
- Weekly
- Monthly

Doing Laundry

- Daily
- Weekly
- Monthly

Paying Bills

- Daily
- Weekly
- Monthly

Vacuuming/Sweeping

- Daily
- Weekly
- Monthly

Bathroom Cleaning

- Daily
- Weekly
- Monthly

Kitchen Cleaning

- Daily
- Weekly
- Monthly

Maintenance Guidelines

- Put all new purchases away upon arrival (or on the same day)
- Put away any used item as soon as the task is done
- Use recently cleared spaces in positive ways
- Incorporate recreational time to boost spirits and reinforce sorting work
- Put maintenance routines into calendar (e.g., clean bathroom on Tuesdays, take out trash Monday evening, etc.)

Homework After Session 6

Date Assigned: _____

Before the next session:









- Review this session
- Add additional information into text boxes
- Continue using your calendar, To Do List, linking tasks, problem solving, and important automatic places skills
- Fill in the organizational storage form
- Fill in the preparing for organization form
- Problem solve obstacles we identified in your home today
- Put labels on file folders

Session 7: Exposure Preparation



SESSION 7 OUTLINE

Cognitive Rehabilitation and Exposure Sorting Therapy

-  **STEP 1: Daily Practice Review**
-  **STEP 2: Avoidance vs. Exposure**
-  **STEP 3: Exposure**
-  **STEP 4: Assessment of Current Practices**
-  **STEP 5: Possible New Methods and Guidelines for Discarding**
-  **STEP 6: Subjective Units of Distress Scale (SUDS)**
-  **STEP 7: Preparation: Exposure to Acquiring (if necessary)**
-  **STEP 8: Preparation: Exposure to Discarding**

Review of Daily Practice

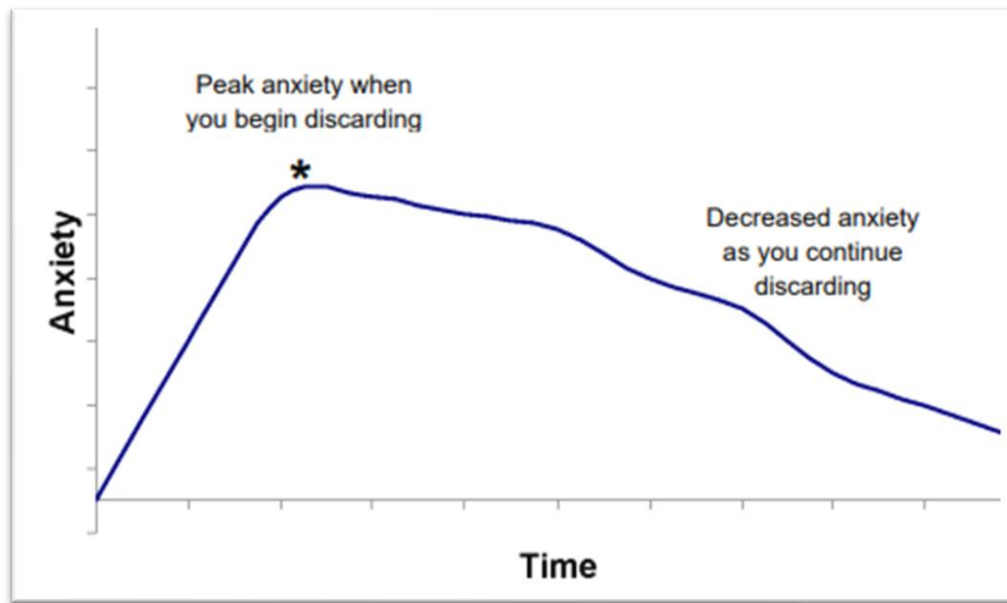
- How did the organizing practice go this week?
- Did you try organizing one small area of your home?
- Did creating categories make it easier to decide where items belong?
- If not completed, what can you try to help you complete the daily practice?

Avoidance vs. Exposure

- Letting go of possessions can feel stressful. Because of this, people often avoid discarding.
- Avoidance can take many forms.
 - Example:
 - “Churning” → moving items around instead of deciding
- Avoidance increases distress over time.
 - Avoiding the discomfort of throwing things away might feel good right now, but it will only make your anxiety worse over time. By dodging these difficult feelings, you miss the opportunity to build your tolerance to distress, and you stop yourself from ever learning how to let go of your possessions.

While avoidance helps in the short term, it makes things harder
long-term!

What would happen if you used exposure instead of avoidance?



Habituation and Inhibitory Learning

Facing your fears about getting rid of things helps your brain process anxiety in two major ways. You either get used to the discomfort until the fear naturally fades (a process called habituation), or you learn that letting go isn't actually as dangerous as you thought, which overrides your old fears (known as inhibitory learning). Ultimately, intentionally exposing yourself to the stress of discarding items teaches you to either significantly reduce your anxiety or successfully tolerate it.

The Links Between Exposure and Habituation

To successfully break the deeply ingrained cycle of avoidance and increase your capacity for distress tolerance, this program relies on structured exposure exercises. By intentionally facing the difficult emotions associated with your possessions, you actively rewire how your brain responds to fear. Our primary focus throughout this

process will be on two specific, challenging areas: the act of discarding items you already own, and the practice of resisting the urge to acquire new ones.

Benefits of Exposure Practice:

- Exposure teaches your brain that feeling uncomfortable is not the same as being in actual danger, allowing you to train your nervous system to recognize that the anxiety of discarding items will eventually pass so you can safely reshape your relationship with your belongings
- Creating new pathways and habits is a core benefit of exposure, much like the initial awkwardness of learning to ride a bike, because repeated practice naturally reduces your distress over time while increasing your ability to make faster, more efficient decisions about daily sorting
- Building deep personal confidence happens as you repeatedly prove to yourself that you can successfully cope with the difficult emotions of letting go of items, which not only makes future distress easier to manage but also allows you to finally reclaim and enjoy the physical spaces in your home
- Tolerating anxiety becomes a functional skill through exposure, teaching you the powerful lesson that you do not need to wait for fear to disappear before taking action, meaning you can still make significant progress in organizing your life even while actively experiencing anxious feelings

REPEATED exposure practice is essential!

You will feel less distress each time you sort. Discarding will get easier and easier. The same is true for resisting buying or picking up free items. Keeping your independent sorting practice structured and frequent is key! Remember that the goal is daily sorting by mid-way through the treatment.



What are the pros and cons of changing your approach and trying a new method?

PROS

CONS

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

Possible New Methods and Guidelines for Discarding

- Post discarding rules sheet near you when discarding
- 2 piles only – keep and discard
- Decide where your discards will be going – trash, recycle, or donate? Have bins ready for all your discard categories.
- Only you can make the decision
- Decide what is a reasonable length of time to sort every day
- Set a timer
- Only Handle It Once (OHIO) – once a choice is made, that's it!
- After your sorting practice, all items must be put in their proper place. The items to be kept must be put away or in a "staging" area. The items to be discarded must go into the proper bin and leave the house as soon as possible.

Subjective Units of Distress Scale (SUDS)

The SUDS is a personal rating system used to measure your anxiety levels from 0 (complete relaxation) to 100 (extreme distress). It is "subjective" because everyone experiences and rates discomfort differently.

Setting your anchor points

To use this scale, we first need to identify your personal "anchors"—specific memories that represent different numbers on your scale. When choosing these events, ensure they are:

- Based on actual past or present experiences
- Not based on future worries or anticipated events
- Unrelated to hoarding or your possessions

Example SUDS Anchor Points

100 = life threatening car accident in 1997

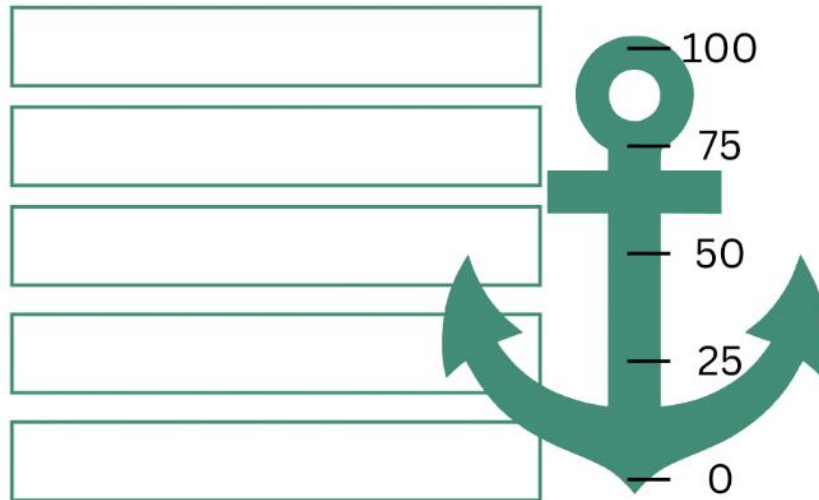
75 = learning that my child broke his arm at school

50 = being late for an important work meeting

25 = riding the subway during rush hour

0 = in bed reading a book

Your SUDS Anchor Points



We are going to use your SUDS scale to monitor progress and evaluate changes during exposures. **Also enter your SUDS in Appendix 2.**

Let's practice!

What is your SUDS now (0-100)? _____

Preparation: Exposure to Acquiring (IF NECESSARY)- See Appendix 3

We will work from a hierarchy to develop a personal exposure practice. We may begin with acquisition exposure prior to discarding exposures in order to stop the flow of incoming items.

Preparation: Exposure to Discarding

We will work from a hierarchy to systematically develop personal exposure practice. The Discarding Hierarchy is a ranked list of your most to least difficult discarding situations ranked from 100 (most) to 0 (least distressing or difficult).

☰ DISCARDING HIERARCHY EXAMPLE

Ranking Difficulty Levels for Different Discarding Situations

↑ MOST DIFFICULT	RANK (0-100)	DISCARDING SITUATIONS EXAMPLE
↓ LEAST DIFFICULT ↓	100	Master Bedroom
	80	Study; no donate pile
	70	Bathroom; 5 seconds per decision
	60	Living room; with loud timer
	50	Patio; with friend
	40	Kitchen

Fill in the table below with your discarding hierarchy

☰ MY DISCARDING HIERARCHY

Create Your Personal Difficulty Ranking for Discarding Situations

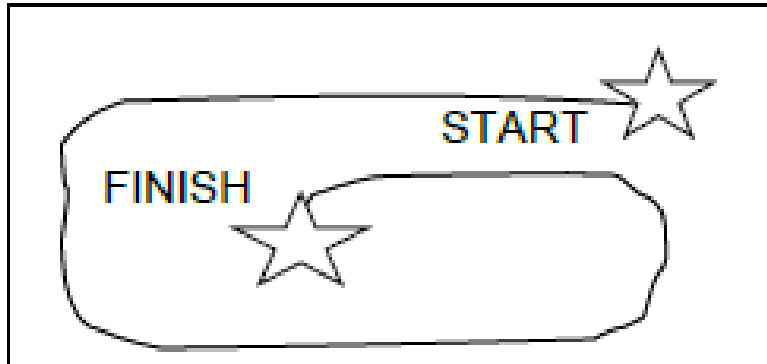
↑ MOST DIFFICULT	RANK (0-100)	MY DISCARDING SITUATIONS
↓ LEAST DIFFICULT ↓		

Invest distress now for an easier future!

We will work from your hierarchy to develop a personal exposure practice.

Initial discarding exposure room: _____

Pick one spot in that room and systematically proceed around the room or as outlined in your hierarchy. Begin at the starting point without looking at items. No skipping over or presorting items.



Session Summary

Today we reviewed:

- How avoidance can increase anxiety over time
- How exposure can help you tolerate and reduce distress when discarding items
- How structured tools can support consistent and effective sorting practice

Homework After Session 7

Date Assigned: _____

Before the next session:

- Continue using your calendar, To Do List, linking tasks, problem solving and important automatic places skills
- Review this session
- Add items to acquisition and/or discarding hierarchy as needed
- Keep a log of every item that enters your home on your Calendar
- Have items to sort next session (do not presort)
- Put labels on file folders if you have not already

Sorting is an important first step in reducing clutter and building new habits!

Session 8: Introduction to Exposure



SESSION 8 OUTLINE

Cognitive Rehabilitation and Exposure Sorting Therapy

-  **STEP 1: Daily Practice Review**
-  **STEP 2: Review: Organizational and Exposure Preparation**
-  **STEP 3: Review: Exposure Rationale and Guidelines**
-  **STEP 4: Review Exposure Hierarchy (Appendix 2)**
-  **STEP 5: Acquiring Exposure (if necessary)**
-  **STEP 6: In-Session Discarding Exposure**
-  **STEP 7: Exposure Processing**

Review of Daily Practice

- How did the daily practice go?
- How is your using your calendar, To Do List, linking tasks, problem solving, and important automatic places skill practice going?
- Did you run into any challenges? Let's review your work together.
- If not completed, what can you try to help you complete the daily practice?

Review: Organizational and Exposure Preparation

- Organizational Plan: Let's review your organizational plan from session 6.
 - Guidelines for Organization:
 - Everything has a place or a "home"
 - If you come across an item that does not have an immediate storage space, you must 1) discard the item OR 2) discard something else so you can store the item.
 - Like objects are kept with like objects. For instance, all dishes are kept in one location and all clothes are kept in one location.
 - In some cases, you may be sorting through possessions and need to put them away in an area that is still cluttered. In this case, you may develop a temporary "sorted to be put away later" area. It is advisable that you don't use this strategy too much because it will mean that more work later on.
- Maintenance System: Let's review your maintenance system from Session 6.
 - **Do you need to make any adjustments?**
 - Guidelines for Maintenance Systems
 - Putting all new purchases away upon arrival (or on same day)
 - Putting away any used item as soon as the task is done

- Utilizing recently cleared spaces
- Incorporating recreational time to boost spirits and reinforce sorting work
- Putting maintenance routines into calendar
- Paper Filing:
 - **Did you label your file folders?**
 - **Did you discover any other categories you need?**
 - **Have you decided any guidelines about what you can get rid of?**

Review: Exposure Rationale and Guidelines

- Exposure helps people face their fears.
- REPEATED exposure practice is essential! You will likely find a decrease in distress during sorting practice and each time you sort, it may become easier. The same is true for resisting buying or picking up free items. Keeping your sorting practice structured and frequent is key! Remember that you will be working toward daily sorting by mid-way through the treatment.
- Toleration of distress is a key component of the program. The more you practice, the easier it will become to tolerate your distress.
- Newly formed relationships with possessions will make it much easier to sort and resist acquiring in the future.
- By sticking with discarding and not avoiding, the natural process of habituation occurs. Habituation is a gradual process by which your distress decreases over time.

Acquiring Guidelines

- I will limit myself to ____ items per week to enter my home
- Only food or other needed items that will be used up within 1-2 weeks may enter the home
- Other:

Discarding Guidelines

- 2 piles – keep and discard
- Post discarding rules sheet near you when discarding
- Decide where your discards will be going – trash, recycle or donate? Have bins ready for all your discard categories.
- Only you can make the decision
- Decide what is a reasonable length of time to sort with your therapist
- Set a timer
- Only Handle It Once (OHIO) – once a choice is made, that's it!
- After your sorting practice, all items must be put in their proper place. The items to be kept must be put away or in a "staging" area.
- Remember to report your SUDS ratings to track your distress over time.
- The items to be discarded must go into the proper bin and leave the house as soon as possible.

Review Exposure Hierarchy (Appendix 2)

Review and continue to update your hierarchy

Discarding Exposure

From this point forward, **you will need to have items to sort at every session.** After daily practice and skill review, we will get started immediately with the sorting practice.

Note:

In our sessions together, we will sort into two piles: Keep and Discard. Please tell me the decision you make and place the item in the corresponding pile (keep or discard).

I will ask for your SUDS level every **5 minutes.**



Now we will begin sorting!

Discarding Situation Practiced: _____

🕒 SUDS RATINGS TRACKER

Subjective Units of Distress Scale (0-100)

TIME	SUDS RATINGS (0-100)
0 Minutes	
5 Minutes	
10 Minutes	
15 Minutes	
20 Minutes	
25 Minutes	
30 Minutes	
35 Minutes	

Exposure Processing

What lessons did you learn from your exposure? What did you notice?

Homework After Session 8

Date Assigned: _____

Before the next session:

- Enter all your upcoming events in your calendar
- Update your exposure hierarchy in Appendix 2
- Have items to be sorted during our next session
- Review this session
- Complete any other assignments that have not been completed yet
- Practice discarding or acquiring for _____ minutes daily, and log your practice below







Practice Log						
#	Situation Practiced	Date & Time	SUDS (0-100)			Duration (min)
			Before	After	Highest	
1						
2						
3						
4						
5						
6						
7						

Session 9 - 22: Exposure for Discarding (and acquiring if necessary)



SESSION 9-22 OUTLINE

Cognitive Rehabilitation and Exposure Sorting Therapy

-  **Daily Practice Review**
-  **Progress in Treatment**
-  **Goals Check-In**
-  **Reasons for Saving**
-  **Strategies to Help You Make Choices**
-  **Exposure Practice (In Session Sheets)**

Review of Daily Practice

- How did the daily practice go?
- How is your using your calendar, To Do List, linking tasks, problem solving, and important automatic places skill practice going?
- Did you run into any challenges? Let's review your work together.
- If not completed, what can you try to help you complete the daily practice?

Progress in the Program

Take a moment to review your progress in your specific skills set that you were working on. If there are areas that still need work, we can use problem solving to help you achieve your goals.


🎯 PROGRESS IN THE PROGRAM			
	COMPLETE/ REGULAR USE	PARTIAL/ IRREGULAR USE	NOT AT ALL
Use of Calendar	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Use of To Do List	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Use of Problem Solving	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Use of Goal Setting and Planning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Use of Home Organizing Skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Use of Linking Tasks	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Goals Check-In

Are you moving in the right direction toward your goals? If not, what is getting in the way?



List your current goals



Take a few moments and record any steps you need to take in your calendar.



Strategies to Help You Make Choices

Highlight the questions below that you may find helpful for discarding.

- How many do I already have?
- How many would be enough?
- Do I have enough time to actually review/read it?
- Will this add something different from what I already have?
- Does it fit with my important values and needs?
- Is this truly important or does it just seem so because I'm looking at it?
- Do I have a specific plan to use this item within a reasonable timeframe?
- Have I used this in the last year?
- Is it current?
- Is it good quality?
- Is it accurate and reliable?
- Is the author an authority on the subject?

- Is it easy to understand?
- Would I buy it again if I didn't already own it?
- Do I really need it?
- Could I get by without it?
- Can I get it again if I find I need it?
- Do I really care about this?
- What do I value most in the world and how does this compare with that?
- Do I have enough space for this?
- Do I want it taking up space in my home?
- Will not having this help me solve my hoarding problem?
- How much do I need this item?
- Would I die without it?
- Would my safety be impaired without it?
- Would my health be jeopardized without it?
- Do I have to have this for work?
- Is this needed to keep my financial records in order? (e.g., tax or insurance records)
- Do I actually need this or would it just be convenient to have it?

What 3 questions would be most helpful to you while you are sorting?

① _____

② _____

③ _____

Exposure Practice

Consider possible modifications to intensify discarding exposure:

- No donate and recycle pile, only keep and discard
- Discard only exposures (everything goes)
- Using a loud timer
- Predetermining what percent of the items you are allowed to keep
- Limiting amount of time per choice (i.e. 5 seconds, 10 seconds)
- Give your rule list to someone else and allowing them to discard
- Additional people assisting with discarding at home
- Others?

Now we will begin sorting!

IN SESSION SHEET

TIME	SUDS RATINGS (0-100)
0 Minutes	
5 Minutes	
10 Minutes	
15 Minutes	
20 Minutes	
25 Minutes	
30 Minutes	
35 Minutes	

Exposure Processing

What lessons did you learn from your exposure? What did you notice?



Homework After Session 9

Date Assigned: _____

Before the next session:

- Bring items to be sorted during our next session
- Continue using your selected skills -- calendar, To Do List, linking tasks, problem solving and/or important automatic places skills
- Practice discarding or acquiring for _____ minutes daily, and log your practice below

Practice Log						
#	Situation Practiced	Date & Time	SUDS (0-100)			Duration (min)
			Before	After	Highest	
1						
2						
3						
4						
5						
6						
7						

Session 10

Review of Daily Practice

- How did the daily practice go?
- How is your using your calendar, To Do List, linking tasks, problem solving, and important automatic places skill practice going?
- Did you run into any challenges? Let's review your work together.
- If not completed, what can you try to help you complete the daily practice?

Now we will begin sorting!

IN SESSION SHEET

SUDS RATINGS TRACKER

Subjective Units of Distress Scale (0-100)

TIME	SUDS RATINGS (0-100)
0 Minutes	
5 Minutes	
10 Minutes	
15 Minutes	
20 Minutes	
25 Minutes	
30 Minutes	
35 Minutes	

Exposure Processing

What lessons did you learn from your exposure? What did you notice?



Homework After Session 10

Date Assigned: _____

Before the next session:

- Bring items to be sorted during our next session
- Continue using your selected skills -- calendar, To Do List, linking tasks, problem solving and/or important automatic places skills
- Practice discarding or acquiring for _____ minutes daily, and log your practice below

Practice Log						
#	Situation Practiced	Date & Time	SUDS (0-100)			Duration (min)
			Before	After	Highest	
1						
2						
3						
4						
5						
6						
7						

Session 11

Review of Daily Practice

- How did the daily practice go?
- How is your using your calendar, To Do List, linking tasks, problem solving, and important automatic places skill practice going?
- Did you run into any challenges? Let's review your work together.
- If not completed, what can you try to help you complete the daily practice?

Now we will begin sorting!

IN SESSION SHEET

🕒 SUDS RATINGS TRACKER

Subjective Units of Distress Scale (0-100)

TIME	SUDS RATINGS (0-100)
0 Minutes	
5 Minutes	
10 Minutes	
15 Minutes	
20 Minutes	
25 Minutes	
30 Minutes	
35 Minutes	

Exposure Processing

What lessons did you learn from your exposure? What did you notice?

A large, empty rounded rectangular box with a thin blue border, intended for the user to write their response to the question above.

Homework After Session 11

Date Assigned: _____

Before the next session:

- Bring items to be sorted during our next session
- Continue using your selected skills -- calendar, To Do List, linking tasks, problem solving and/or important automatic places skills
- Practice discarding or acquiring for _____ minutes daily, and log your practice below

Practice Log						
#	Situation Practiced	Date & Time	SUDS (0-100)			Duration (min)
			Before	After	Highest	
1						
2						
3						
4						
5						
6						
7						

Session 12

Review of Daily Practice

- How did the daily practice go?
- How is your using your calendar, To Do List, linking tasks, problem solving, and important automatic places skill practice going?
- Did you run into any challenges? Let's review your work together.
- If not completed, what can you try to help you complete the daily practice?

Now we will begin sorting!

IN SESSION SHEET

SUDS RATINGS TRACKER

Subjective Units of Distress Scale (0-100)

TIME	SUDS RATINGS (0-100)
0 Minutes	
5 Minutes	
10 Minutes	
15 Minutes	
20 Minutes	
25 Minutes	
30 Minutes	
35 Minutes	

Exposure Processing

What lessons did you learn from your exposure? What did you notice?



Homework After Session 12

Date Assigned: _____

Before the next session:

- Bring items to be sorted during our next session
- Continue using your selected skills -- calendar, To Do List, linking tasks, problem solving and/or important automatic places skills
- Practice discarding or acquiring for _____ minutes daily, and log your practice below

Practice Log						
#	Situation Practiced	Date & Time	SUDS (0-100)			Duration (min)
			Before	After	Highest	
1						
2						
3						
4						
5						
6						
7						

Session 13

You are halfway through the CREST program! Are you sorting daily?

Review of Daily Practice

- How did the daily practice go?
- How is your using your calendar, To Do List, linking tasks, problem solving, and important automatic places skill practice going?
- Did you run into any challenges? Let's review your work together.
- If not completed, what can you try to help you complete the daily practice?

Now we will begin sorting!

IN SESSION SHEET

SUDS RATINGS TRACKER

Subjective Units of Distress Scale (0-100)

TIME	SUDS RATINGS (0-100)
0 Minutes	
5 Minutes	
10 Minutes	
15 Minutes	
20 Minutes	
25 Minutes	
30 Minutes	
35 Minutes	

Exposure Processing

What lessons did you learn from your exposure? What did you notice?



Homework After Session 13

Date Assigned: _____

Before the next session:

- Bring items to be sorted during our next session
- Continue using your selected skills -- calendar, To Do List, linking tasks, problem solving and/or important automatic places skills
- Practice discarding or acquiring for _____ minutes daily, and log your practice below

Practice Log						
#	Situation Practiced	Date & Time	SUDS (0-100)			Duration (min)
			Before	After	Highest	
1						
2						
3						
4						
5						
6						
7						

Session 14

Review of Daily Practice

- How did the daily practice go?
- How is your using your calendar, To Do List, linking tasks, problem solving, and important automatic places skill practice going?
- Did you run into any challenges? Let's review your work together.
- If not completed, what can you try to help you complete the daily practice?

Now we will begin sorting!

IN SESSION SHEET

SUDS RATINGS TRACKER

Subjective Units of Distress Scale (0-100)

TIME	SUDS RATINGS (0-100)
0 Minutes	
5 Minutes	
10 Minutes	
15 Minutes	
20 Minutes	
25 Minutes	
30 Minutes	
35 Minutes	

Exposure Processing

What lessons did you learn from your exposure? What did you notice?



Homework After Session 14

Date Assigned: _____

Before the next session:

- Bring items to be sorted during our next session
- Continue using your selected skills -- calendar, To Do List, linking tasks, problem solving and/or important automatic places skills
- Practice discarding or acquiring for _____ minutes daily, and log your practice below

Practice Log						
#	Situation Practiced	Date & Time	SUDS (0-100)			Duration (min)
			Before	After	Highest	
1						
2						
3						
4						
5						
6						
7						

Session 15

Review of Daily Practice

- How did the daily practice go?
- How is your using your calendar, To Do List, linking tasks, problem solving, and important automatic places skill practice going?
- Did you run into any challenges? Let's review your work together.
- If not completed, what can you try to help you complete the daily practice?

Now we will begin sorting!

IN SESSION SHEET

SUDS RATINGS TRACKER

Subjective Units of Distress Scale (0-100)

TIME	SUDS RATINGS (0-100)
0 Minutes	
5 Minutes	
10 Minutes	
15 Minutes	
20 Minutes	
25 Minutes	
30 Minutes	
35 Minutes	

Exposure Processing

What lessons did you learn from your exposure? What did you notice?

A large, empty rounded rectangular box with a thin blue border, intended for the user to write their response to the question above.

Homework After Session 15

Date Assigned: _____

Before the next session:

- Bring items to be sorted during our next session
- Continue using your selected skills -- calendar, To Do List, linking tasks, problem solving and/or important automatic places skills
- Practice discarding or acquiring for _____ minutes daily, and log your practice below

Practice Log						
#	Situation Practiced	Date & Time	SUDS (0-100)			Duration (min)
			Before	After	Highest	
1						
2						
3						
4						
5						
6						
7						

Session 16

Review of Daily Practice

- How did the daily practice go?
- How is your using your calendar, To Do List, linking tasks, problem solving, and important automatic places skill practice going?
- Did you run into any challenges? Let's review your work together.
- If not completed, what can you try to help you complete the daily practice?

Now we will begin sorting!


SUDS RATINGS TRACKER

Subjective Units of Distress Scale (0-100)

TIME	SUDS RATINGS (0-100)
0 Minutes	
5 Minutes	
10 Minutes	
15 Minutes	
20 Minutes	
25 Minutes	
30 Minutes	
35 Minutes	

Exposure Processing

What lessons did you learn from your exposure? What did you notice?



Homework After Session 16

Date Assigned: _____

Before the next session:

- Bring items to be sorted during our next session
- Continue using your selected skills -- calendar, To Do List, linking tasks, problem solving and/or important automatic places skills
- Practice discarding or acquiring for _____ minutes daily, and log your practice below

Practice Log						
#	Situation Practiced	Date & Time	SUDS (0-100)			Duration (min)
			Before	After	Highest	
1						
2						
3						
4						
5						
6						
7						

Session 17

Review of Daily Practice

- How did the daily practice go?
- How is your using your calendar, To Do List, linking tasks, problem solving, and important automatic places skill practice going?
- Did you run into any challenges? Let's review your work together.
- If not completed, what can you try to help you complete the daily practice?

Now we will begin sorting!

SUDS RATINGS TRACKER

Subjective Units of Distress Scale (0-100)

TIME	SUDS RATINGS (0-100)
0 Minutes	
5 Minutes	
10 Minutes	
15 Minutes	
20 Minutes	
25 Minutes	
30 Minutes	
35 Minutes	

Exposure Processing

What lessons did you learn from your exposure? What did you notice?



Homework After Session 17

Date Assigned: _____

Before the next session:

- Bring items to be sorted during our next session
- Continue using your selected skills -- calendar, To Do List, linking tasks, problem solving and/or important automatic places skills
- Practice discarding or acquiring for _____ minutes daily, and log your practice below

Practice Log						
#	Situation Practiced	Date & Time	SUDS (0-100)			Duration (min)
			Before	After	Highest	
1						
2						
3						
4						
5						
6						
7						

Session 18

Review of Daily Practice

- How did the daily practice go?
- How is your using your calendar, To Do List, linking tasks, problem solving, and important automatic places skill practice going?
- Did you run into any challenges? Let's review your work together.
- If not completed, what can you try to help you complete the daily practice?

Now we will begin sorting!

SUDS RATINGS TRACKER

Subjective Units of Distress Scale (0-100)

TIME	SUDS RATINGS (0-100)
0 Minutes	
5 Minutes	
10 Minutes	
15 Minutes	
20 Minutes	
25 Minutes	
30 Minutes	
35 Minutes	

Exposure Processing

What lessons did you learn from your exposure? What did you notice?



Homework After Session 18

Date Assigned: _____

Before the next session:

- Bring items to be sorted during our next session
- Continue using your selected skills -- calendar, To Do List, linking tasks, problem solving and/or important automatic places skills
- Practice discarding or acquiring for _____ minutes daily, and log your practice below

Practice Log						
#	Situation Practiced	Date & Time	SUDS (0-100)			Duration (min)
			Before	After	Highest	
1						
2						
3						
4						
5						
6						
7						

Session 19

Review of Daily Practice

- How did the daily practice go?
- How is your using your calendar, To Do List, linking tasks, problem solving, and important automatic places skill practice going?
- Did you run into any challenges? Let's review your work together.
- If not completed, what can you try to help you complete the daily practice?

Now we will begin sorting!

IN SESSION SHEET

SUDS RATINGS TRACKER

Subjective Units of Distress Scale (0-100)

TIME	SUDS RATINGS (0-100)
0 Minutes	
5 Minutes	
10 Minutes	
15 Minutes	
20 Minutes	
25 Minutes	
30 Minutes	
35 Minutes	

Exposure Processing

What lessons did you learn from your exposure? What did you notice?



Homework After Session 19

Date Assigned: _____

Before the next session:

- Bring items to be sorted during our next session
- Continue using your selected skills -- calendar, To Do List, linking tasks, problem solving and/or important automatic places skills
- Practice discarding or acquiring for _____ minutes daily, and log your practice below

Practice Log						
#	Situation Practiced	Date & Time	SUDS (0-100)			Duration (min)
			Before	After	Highest	
1						
2						
3						
4						
5						
6						
7						

Session 20

Review of Daily Practice

- How did the daily practice go?
- How is your using your calendar, To Do List, linking tasks, problem solving, and important automatic places skill practice going?
- Did you run into any challenges? Let's review your work together.
- If not completed, what can you try to help you complete the daily practice?

Now we will begin sorting!

1

SUDS RATINGS TRACKER

Subjective Units of Distress Scale (0-100)

TIME	SUDS RATINGS (0-100)
0 Minutes	
5 Minutes	
10 Minutes	
15 Minutes	
20 Minutes	
25 Minutes	
30 Minutes	
35 Minutes	

Exposure Processing

What lessons did you learn from your exposure? What did you notice?



Homework After Session 20

Date Assigned: _____

Before the next session:

- Bring items to be sorted during our next session
- Continue using your selected skills -- calendar, To Do List, linking tasks, problem solving and/or important automatic places skills
- Practice discarding or acquiring for _____ minutes daily, and log your practice below

Practice Log						
#	Situation Practiced	Date & Time	SUDS (0-100)			Duration (min)
			Before	After	Highest	
1						
2						
3						
4						
5						
6						
7						

Session 21

Review of Daily Practice

- How did the daily practice go?
- How is your using your calendar, To Do List, linking tasks, problem solving, and important automatic places skill practice going?
- Did you run into any challenges? Let's review your work together.
- If not completed, what can you try to help you complete the daily practice?

Now we will begin sorting!

SUDS RATINGS TRACKER

Subjective Units of Distress Scale (0-100)

TIME	SUDS RATINGS (0-100)
0 Minutes	
5 Minutes	
10 Minutes	
15 Minutes	
20 Minutes	
25 Minutes	
30 Minutes	
35 Minutes	

Exposure Processing

What lessons did you learn from your exposure? What did you notice?



Homework After Session 21

Date Assigned: _____

Before the next session:

- Bring items to be sorted during our next session
- Continue using your selected skills -- calendar, To Do List, linking tasks, problem solving and/or important automatic places skills
- Practice discarding or acquiring for _____ minutes daily, and log your practice below

Practice Log						
#	Situation Practiced	Date & Time	SUDS (0-100)			Duration (min)
			Before	After	Highest	
1						
2						
3						
4						
5						
6						
7						

Session 22

Review of Daily Practice

- How did the daily practice go?
- How is your using your calendar, To Do List, linking tasks, problem solving, and important automatic places skill practice going?
- Did you run into any challenges? Let's review your work together.
- If not completed, what can you try to help you complete the daily practice?

Now we will begin sorting!

SUDS RATINGS TRACKER

Subjective Units of Distress Scale (0-100)

TIME	SUDS RATINGS (0-100)
0 Minutes	
5 Minutes	
10 Minutes	
15 Minutes	
20 Minutes	
25 Minutes	
30 Minutes	
35 Minutes	

Exposure Processing

What lessons did you learn from your exposure? What did you notice?



Advanced Exposures (*optional*)

After completing acquiring and discarding exposures, you may transition to more advanced exposures

- In many cases, the amount of items in a home is too large for one person to tackle. Large or heavy items also get in the way of progress.
- Advanced exposure involves sorting for a longer period of time (2-4 hours). This may be distressing due to the large number of objects that will likely be removed from the home, the amount of time sorting, and potentially having people in your living space.
- To proceed with the advanced exposure exercises, you will need to complete a willingness and readiness check. Let's do this now and discuss the results.

Let's do a readiness check!

Advanced Exposure: Rules of the Day

It is important that you set the rules or guidelines for sorting. All decisions will be based on your guidelines. We will review the guidelines with all people involved with sorting.

Examples:

- Keeping any financial papers from the past seven years
- Throwing out any items that are clearly damaged
- Throwing out any expired food

What are your rules?

①	_____
②	_____
③	_____
④	_____
⑤	_____
⑥	_____

Preparation for Advanced Exposure

Often when we do advanced exposures, there needs to be some preparation.

Examples:

- Putting animals in another room of the home during the exposure
- Clearing a trail for workers
- Renting a dumpster
- Purchasing extra large trash bags
- Lining up charity pick up

What preparation do you need to do?

①

②

③

④

⑤

⑥

Homework After Session 22

Date Assigned: _____

Before the next session:

- Advanced Exposure Prep
- Bring items to be sorted during our next session
- Continue using your selected skills -- calendar, To Do List, linking tasks, problem solving and/or important automatic places skills
- Practice discarding or acquiring for _____ minutes daily, and log your practice below

Practice Log						
#	Situation Practiced	Date & Time	SUDS (0-100)			Duration (min)
			Before	After	Highest	
1						
2						
3						
4						
5						
6						
7						

Sessions 23-24: Advanced Exposure (if needed)

If this is an advanced exposure,
please use the second half of the
session.

SESSION 23-24 OUTLINE

Cognitive Rehabilitation and Exposure Sorting Therapy



STEP 1: Daily Practice Review



STEP 2: Advanced Exposure: Rules of the Day (if needed)



STEP 3: In-Session Advanced Exposure Practice (In Session Sheet)

Session 23

Review of Daily Practice

- How did the daily practice go?
- How is your using your calendar, To Do List, linking tasks, problem solving, and important automatic places skill practice going?
- Did you run into any challenges? Let's review your work together.
- If not completed, what can you try to help you complete the daily practice?

Now we will begin sorting!

SUDS RATINGS TRACKER

Subjective Units of Distress Scale (0-100)

TIME	SUDS RATINGS (0-100)
0 Minutes	
5 Minutes	
10 Minutes	
15 Minutes	
20 Minutes	
25 Minutes	
30 Minutes	
35 Minutes	

Exposure Processing

What lessons did you learn from your exposure? What did you notice?



Homework After Session 23

Date Assigned: _____

Before the next session:

- Bring items to be sorted during our next session
- Continue using your selected skills -- calendar, To Do List, linking tasks, problem solving and/or important automatic places skills
- Practice discarding or acquiring for _____ minutes daily, and log your practice below

Practice Log						
#	Situation Practiced	Date & Time	SUDS (0-100)			Duration (min)
			Before	After	Highest	
1						
2						
3						
4						
5						
6						
7						

Session 23: Advanced Exposure *(if needed)*

Review of Daily Practice

- How did the daily practice go?
- How is your using your calendar, To Do List, linking tasks, problem solving, and important automatic places skill practice going?
- Did you run into any challenges? Let's review your work together.
- If not completed, what can you try to help you complete the daily practice?

Please share your rules with the advanced exposure team!

In-Session Advanced Exposure Practice

Situation Practiced:

SUDS RATINGS TRACKER

Subjective Units of Distress Scale (0-100)

TIME	SUDS RATINGS (0-100)
0 Minutes	
5 Minutes	
10 Minutes	
15 Minutes	
20 Minutes	
25 Minutes	
30 Minutes	
35 Minutes	
40 Minutes	
45 Minutes	
50 Minutes	
55 Minutes	
1 Hour	
1 Hour, 5 Minutes	
1 Hour, 10 Minutes	
1 Hour, 15 Minutes	
1 Hour, 20 Minutes	
1 Hour, 25 Minutes	
1 Hour, 30 Minutes	
1 Hour, 35 Minutes	
1 Hour, 40 Minutes	
1 Hour, 45 Minutes	
1 Hour, 50 Minutes	
1 Hour, 55 Minutes	
2 Hours	
2 Hours, 5 Minutes	
2 Hours, 10 Minutes	
2 Hours, 15 Minutes	
2 Hours, 20 Minutes	
2 Hours, 25 Minutes	
2 Hours, 30 Minutes	
2 Hours, 35 Minutes	
2 Hours, 40 Minutes	
2 Hours, 45 Minutes	
2 Hours, 50 Minutes	
2 Hours, 55 Minutes	
3 Hours	

Exposure Processing

What lessons did you learn from your exposure? What did you notice?



Homework After Session 23 *Advanced Exposure*

Date Assigned: _____

Before the next session:

- Advanced Exposure Prep (*if not done in today's session*)
- Bring items to be sorted during our next session
- Continue using your selected skills -- calendar, To Do List, linking tasks, problem solving and/or important automatic places skills
- Practice discarding or acquiring for _____ minutes daily, and log your practice below

Practice Log						
#	Situation Practiced	Date & Time	SUDS (0-100)			Duration (min)
			Before	After	Highest	
1						
2						
3						
4						
5						
6						
7						

Session 24

Review of Daily Practice

- How did the daily practice go?
- How is your using your calendar, To Do List, linking tasks, problem solving, and important automatic places skill practice going?
- Did you run into any challenges? Let's review your work together.
- If not completed, what can you try to help you complete the daily practice?

Now we will begin sorting!

IN SESSION SHEET

TIME	SUDS RATINGS (0-100)
0 Minutes	
5 Minutes	
10 Minutes	
15 Minutes	
20 Minutes	
25 Minutes	
30 Minutes	
35 Minutes	

Exposure Processing

What lessons did you learn from your exposure? What did you notice?



Homework After Session 24

Date Assigned: _____

Before the next session:

- Bring items to be sorted during our next session
- Continue using your selected skills -- calendar, To Do List, linking tasks, problem solving and/or important automatic places skills
- Practice discarding or acquiring for _____ minutes daily, and log your practice below

Practice Log						
#	Situation Practiced	Date & Time	SUDS (0-100)			Duration (min)
			Before	After	Highest	
1						
2						
3						
4						
5						
6						
7						

Advanced Exposure

SESSION 23-24 OUTLINE

Cognitive Rehabilitation and Exposure Sorting Therapy



STEP 1: Daily Practice Review



STEP 2: Advanced Exposure: Rules of the Day (if needed)



STEP 3: In-Session Advanced Exposure Practice (In Session Sheet)

Session 24: Advanced Exposure *(if needed)*

Review of Daily Practice

- How did the daily practice go?
- How is your using your calendar, To Do List, linking tasks, problem solving, and important automatic places skill practice going?
- Did you run into any challenges? Let's review your work together.
- If not completed, what can you try to help you complete the daily practice?

Please share your rules with the advanced exposure team!

In-Session Advanced Exposure Practice

Situation Practiced:

SUDS RATINGS TRACKER

Subjective Units of Distress Scale (0-100)

TIME	SUDS RATINGS (0-100)
0 Minutes	
5 Minutes	
10 Minutes	
15 Minutes	
20 Minutes	
25 Minutes	
30 Minutes	
35 Minutes	
40 Minutes	
45 Minutes	
50 Minutes	
55 Minutes	
1 Hour	
1 Hour, 5 Minutes	
1 Hour, 10 Minutes	
1 Hour, 15 Minutes	
1 Hour, 20 Minutes	
1 Hour, 25 Minutes	
1 Hour, 30 Minutes	
1 Hour, 35 Minutes	
1 Hour, 40 Minutes	
1 Hour, 45 Minutes	
1 Hour, 50 Minutes	
1 Hour, 55 Minutes	
2 Hours	
2 Hours, 5 Minutes	
2 Hours, 10 Minutes	
2 Hours, 15 Minutes	
2 Hours, 20 Minutes	
2 Hours, 25 Minutes	
2 Hours, 30 Minutes	
2 Hours, 35 Minutes	
2 Hours, 40 Minutes	
2 Hours, 45 Minutes	
2 Hours, 50 Minutes	
2 Hours, 55 Minutes	
3 Hours	

Exposure Processing

What lessons did you learn from your exposure? What did you notice?



Homework After Session 24 *Advanced Exposure*

Date Assigned: _____

Before the next session:

- Bring items to be sorted during our next session
- Continue using your selected skills -- calendar, To Do List, linking tasks, problem solving and/or important automatic places skills
- Practice discarding or acquiring for _____ minutes daily, and log your practice below


Practice Log						
#	Situation Practiced	Date & Time	SUDS (0-100)			Duration (min)
			Before	After	Highest	
1						
2						
3						
4						
5						
6						
7						

Session 25-26: Relapse Prevention and Maintenance



SESSION 25-26 OUTLINE

Cognitive Rehabilitation and Exposure Sorting Therapy

-  **STEP 1: Daily Practice Review**
-  **STEP 2: Review Progress in the Program**
-  **STEP 3: Review of cognitive training strategies**
-  **STEP 4: Exposure Review**
-  **STEP 5: In Session Exposure**
-  **STEP 6: Exposure Processing**
-  **STEP 7: Review Exposure Hierarchy & SUDS - Appendix 2**
-  **STEP 8: Planning for the Future**


Session 25: Relapse Prevention and Maintenance

Review of Daily Practice

- How did the daily practice go?
- How is your using your calendar, To Do List, linking tasks, problem solving, and important automatic places skill practice going?
- Did you run into any challenges? Let's review your work together.
- If not completed, what can you try to help you complete the daily practice?

Review Progress

What was helpful about the exposure sessions? What was not helpful?



What are some of the key points that you learned from the experience?



Review of Cognitive Training Strategies

- Prospective Memory
- Problem Solving
- Cognitive Flexibility

 COGNITIVE TRAINING STRATEGIES TRACKER Helpful skills and tools to support daily functioning	
Cognitive training strategies that I'm regularly using	Cognitive training (or other) strategies I want to start using (and how?)

Exposure Review

Key concepts to review:

- Habituation
- Practicing at home exposures
 - SUDS ratings
 - Keep and discard piles
- Troubleshooting problems with exposures

Now we will begin sorting!

SUDS RATINGS TRACKER

Subjective Units of Distress Scale (0-100)

TIME	SUDS RATINGS (0-100)
0 Minutes	
5 Minutes	
10 Minutes	
15 Minutes	
20 Minutes	
25 Minutes	
30 Minutes	
35 Minutes	

Exposure Processing

What lessons did you learn from your exposure? What did you notice?



Homework After Session 25

Date Assigned: _____

Before the next session:

- Bring items to be sorted during our next session
- Continue using your selected skills -- calendar, To Do List, linking tasks, problem solving and/or important automatic places skills
- Practice discarding or acquiring for _____ minutes daily, and log your practice below

Practice Log						
#	Situation Practiced	Date & Time	SUDS (0-100)			Duration (min)
			Before	After	Highest	
1						
2						
3						
4						
5						
6						
7						

Session 26: Relapse Prevention and Maintenance

Review of Daily Practice

- How did the daily practice go?
- How is your using your calendar, To Do List, linking tasks, problem solving, and important automatic places skill practice going?
- Did you run into any challenges? Let's review your work together.
- If not completed, what can you try to help you complete the daily practice?

IN SESSION SHEET

TIME	SUDS RATINGS (0-100)
0 Minutes	
5 Minutes	
10 Minutes	
15 Minutes	
20 Minutes	
25 Minutes	
30 Minutes	
35 Minutes	

Review Exposure Hierarchy & SUDS - Appendix 2

Add final, current SUDS for hierarchy items – **what changes do you notice?**

Planning for the Future

Congratulations, you are now your own therapist!

You will continue your daily practice of sorting as well as utilizing the cognitive techniques we've discussed. The more you practice, the better you will become at these strategies. As discussed at the beginning of the program, there is no end to the changes you've made.

From this point forward in your life, you will continue to practice sorting on a DAILY basis. You will also continue using your calendar, To Do List, linking tasks, problem solving and important automatic places skills.

Importance & Confidence Rulers

How important is it for you to keep practicing these strategies?

(1 = not at all important, 10 = extremely important)



1 2 3 4 5 6 7 8 9 10

How confident are you that you can maintain these changes?

(1= not at all confident, 10 = extremely confident)



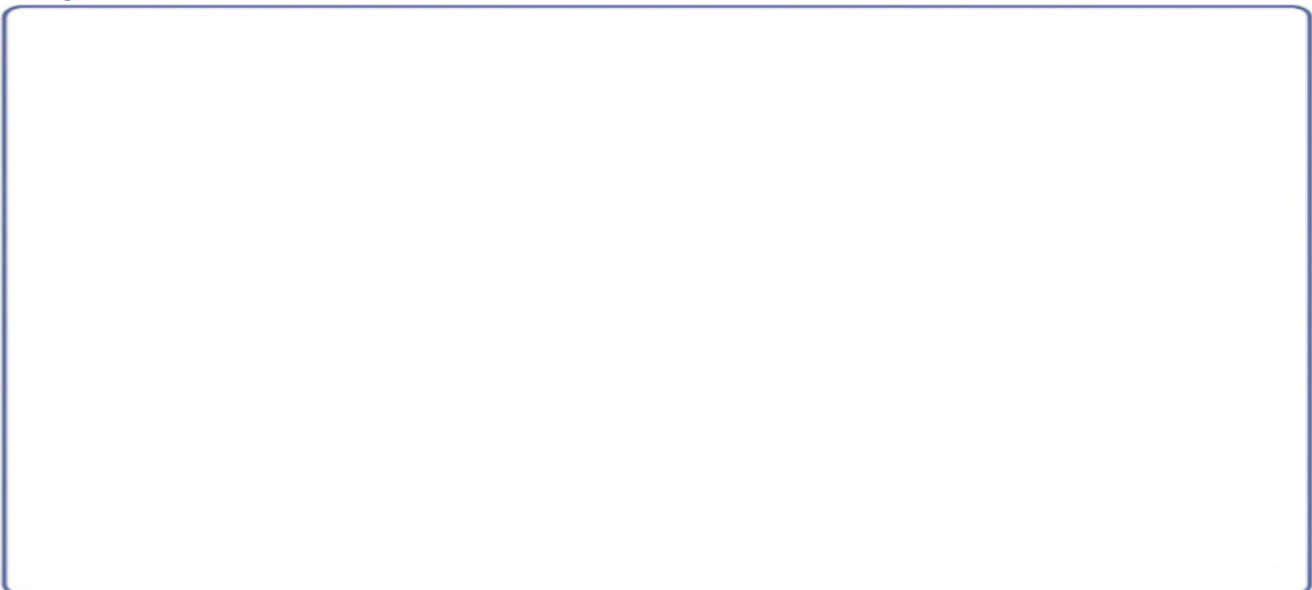
1 2 3 4 5 6 7 8 9 10

How will you know if you get “stuck”?

Examples include missing a day of discarding or buying more items than you need at the grocery store.



Who can you contact if you need assistance?



If you do run into any problems or need continued care, there are many services and resources that can assist you.



Appendix 1

Paper Sorting Recommendations

Trash the day you get them (preferably shred them):

- Marketing materials sent with any statement.
- Credit card solicitations.

Trash after one month:

- ATM Slips (until you reconcile your banking account statements).
- Receipts (until you reconcile your banking account statements).

Trash after one year or after you've filed your taxes (shred):

- Bank/brokerage statements.
- Credit card bills, utility bills.
- Social Security statements.

Trash only after seven years (shred):

- IRA contribution records.
- Retirement statements (401-k, ESOP, SEP).
- Flexible spending account records.
- Tax returns and supporting documentation (e.g., charitable donations).
- Records from previously sold real estate.
- Records on investment purchases.

Keep as long as you own it:

- Insurance policies.
- Receipts for important purchases (jewelry, art, computers, TVs, antiques, etc).
- Titles and warranties.
- Receipts for renovations, upgrades, or improvements to your home.

Never throw away:

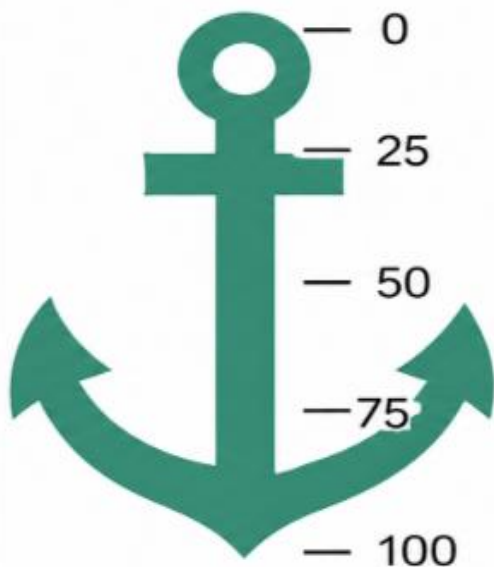
- Military records.
- Real estate, jewelry, or art appraisals.
- Birth certificates.
- Financial aid documents.
- Estate planning paperwork (wills, trusts, etc.).
- Power of attorney (special, medical, durable).
- Stock certificates.
- Adoption papers.
- Lists of contacts (banker, stock broker, lawyer, doctor, next-of-kin).
- Deeds.
- Divorce papers.
- Citizenship papers.
- List of credit card numbers, banking account numbers, brokerage account numbers, and insurance policies and contact information.

Appendix 2

My SUDS Scale and Exposure Hierarchy

(to be revised and edited weekly)


SUDS (Subjective Units of Distress) Anchor Points



Appendix 3

Exposure to Acquiring

The **Acquisition Hierarchy** is a ranked list of your most to least difficult acquiring situations ranked from 100 (most) to 0 (least distressing or difficult). You will be working your way up the acquisition hierarchy for a few sessions then we will also start with exposure to discarding. It is important to start with acquisition exposures so we can stop the incoming items.

 ACQUISITION HIERARCHY EXAMPLE		
Ranking Difficulty Levels for Different Acquiring Situations		
	RANK (0-100)	ACQUIRING SITUATIONS EXAMPLE
↑ MOST DIFFICULT	100	Swap meet
	80	Dollar store with \$10 in hand
	70	Yard sale
	50	Walking around neighborhood on trash day
	50	"Free" piles at church
↓ LEAST DIFFICULT		

What necessary items are allowed to come into your home?



How many unnecessary items should be allowed in your home per week?

- Number of unnecessary items/week = _____

Let's set your guidelines for new acquisitions. Examples below.

- I will limit myself to _____ items per week to enter my home
- Only food or other needed items that will be used up within 1-2 weeks may enter the home
- If I purchase an item, I will throw out a similar item when I get home.
- I will keep a log of all items that enter the home.
- Other rules:



Acquiring Exposure (IF NECESSARY)

From this point forward, you will be completing exposure exercises. We will start with acquisition exposures, if necessary, then move to discarding exposures.

Acquiring Situation Practiced: _____

SUDS RATINGS TRACKER

Subjective Units of Distress Scale (0-100)

TIME	SUDS RATINGS (0-100)
0 Minutes	
5 Minutes	
10 Minutes	
15 Minutes	
20 Minutes	
25 Minutes	
30 Minutes	
35 Minutes	

Appendix 4

DBESTE Problem Solving Worksheets

Use the DBESTE Problem-Solving sheets on the following pages to help solve problems or challenges that you encounter in your daily life. Feel free to make copies of the sheets if you start to run out of the ones provided in this manual.

Define the problem:			
Brainstorm solutions below		Evaluate solutions.	
		Cost OK?	Likely to Work?
1.			
2.			
3.			
4.			
5.			
6.			
7.			
Select a solution (or >1 solution) to try			
Try out solution(s)			

Selected Solutions and Steps	
<u>Solution:</u>	
Step 1:	
Step 2:	
Step 3:	
Step 4:	
<u>Solution: (optional)</u>	
Step 1:	
Step 2:	
Step 3:	
Step 4:	
Evaluate again. Is your problem solved? If not, try a new solution or solutions.	

Define the problem:			
Brainstorm solutions below		Evaluate solutions.	
	Cost OK?	Likely to Work?	Easy?
1.			
2.			
3.			
4.			
5.			
6.			
7.			
Select a solution (or >1 solution) to try			
Try out solution(s)			

Selected Solutions and Steps
Solution:
Step 1:
Step 2:
Step 3:
Step 4:
Solution: (optional)
Step 1:
Step 2:
Step 3:
Step 4:
Evaluate again. Is your problem solved? If not, try a new solution or solutions.

Define the problem:			
Brainstorm solutions below		Evaluate solutions.	
	Cost OK?	Likely to Work?	Easy?
1.			
2.			
3.			
4.			
5.			
6.			
7.			
Select a solution (or >1 solution) to try			
Try out solution(s)			

Selected Solutions and Steps
Solution:
Step 1:
Step 2:
Step 3:
Step 4:
Solution: (optional)
Step 1:
Step 2:
Step 3:
Step 4:
Evaluate again. Is your problem solved? If not, try a new solution or solutions.

Define the problem:			
Brainstorm solutions below		Evaluate solutions.	
	Cost OK?	Likely to Work?	Easy?
1.			
2.			
3.			
4.			
5.			
6.			
7.			
Select a solution (or >1 solution) to try			
Try out solution(s)			

Selected Solutions and Steps
Solution:
Step 1:
Step 2:
Step 3:
Step 4:
Solution: (optional)
Step 1:
Step 2:
Step 3:
Step 4:
Evaluate again. Is your problem solved? If not, try a new solution or solutions.