

Individual-Assisted Reminiscent Therapy
of the Elderly in a Nursing Home Setting

Stephanie L. Adams

Salisbury State University

Running Head: REMINISCENT THERAPY



COMPLETION OF THESIS

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Stephane Adams successfully completed the
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oral defense of his/her Thesis entitled Individual-Assisted
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George Whitehead
Thesis Committee Chairman

[Signature]
Thesis Committee Member

[Signature]
Thesis Committee Member

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Abstract

This study examined the effects of individual-assisted reminiscence therapy on elderly nursing home residents. The thirty elderly participants were randomly assigned to one of three groups: reminiscence, current events, and control. Three dependent measures were used: Rosenberg Self-Esteem Scale, Beck's Depression Inventory, and Depression Adjective Check List. The analysis indicated no significant differences among the treatment groups for any of the dependent measures. The analysis did indicate a main effect of time of testing for depression, such that participants were less depressed over time. Individual-assisted reminiscence therapy failed to demonstrate the effectiveness of reminiscence. Suggestions were made for further research on group treatment of the elderly.

The elderly are a growing segment of our society. To meet the needs of this increasing population four types of group work have been implemented with the elderly: reality orientation, remotivation therapy, group psychotherapy, and reminiscence therapy (Burnside, 1984). The focus of this study will be to examine the effects of reminiscence therapy with elderly nursing home residents. The strategy of reminiscence, according to Fry (1983), presupposes that there exists in the elderly's long-term memory a fund of associations, recollections, and images that form a part of the elderly's conscious experiences.

Butler's (1963) proposal that life review assists the process of adjustment to old age and impending death was the impetus of reminiscence therapy as an intervention. He conceptualized reminiscence as part of a naturally occurring life review process stimulated in the elderly by the realization of approaching death. The purpose of life review is to re-evaluate and resolve and integrate past conflicts, and Butler views reminiscence as a facilitator in this process.

Reminiscence is not an activity limited only to the elderly. Merriam and Cross (1982) noted that reminiscence is a behavior common to all ages. But

for the elderly, engaging in reminiscence can have considerable influence on their remaining years. Reminiscence, according to Crose (1990), is an activity which, throughout people's lives, allows them to reflect on their past accomplishments and sorrows. Reminiscence in the elderly is seen as an intense activity, which is affected by their present living conditions (Molinari and Reichlin, 1984 & 1985). Castelnuovo-Tedesco (1978) stated that the gratification the elderly receive when reminiscing, not only comes from the memories, but also from the process of remembering.

Throughout an individual's life losses occur but for the elderly they occur with increasing frequency. Some losses the elderly may incur in later years are the deaths of loved ones, declining physical abilities, and, through retirement, loss of occupational status. Not all elderly will adjust effectively to their changing circumstances. Some conditions associated with having such losses are loneliness, isolation, and rejection. According to Cook (1991), geropsychiatrists have identified one problem associated with the elderly, specifically those in nursing homes, as poor adjustment to their life situations. This is evidenced

by low self-esteem, low morale, low levels of life satisfaction, and in many cases, depression. For some elderly, institutionalization is their only option. Hewett, Asamen, Hedgespeth, and Dietch (1991) reported that this option brings the elderly further losses of autonomy and control. Research indicates that lack of control has adverse effects on emotional states, performance, subjective well-being, and on physiological indicators. The elderly's life situation may be unchangeable, but reminiscence therapy offers an opportunity for remembering a time when they were in control and this may enhance self-esteem when little other opportunity is available.

Throughout the literature, reminiscence therapy appears to have numerous benefits for the elderly. Wylie (1990) stated reminiscence may validate one's life, help maintain self esteem, and give meaning to life through past accomplishments and activities. Lewis and Butler (1974) found that reminiscence is greatly enhanced by the presence of listeners and helps the elderly to reflect on life in order to resolve, reorganize, and reintegrate troubling issues. Reminiscence therapy is a group experience which provides the elderly a means of sharing with others and

allowing the remembrance of happier times (Singer, Tracz, & Dworkin, 1991).

Throughout the literature the focus has been to implement the reminiscence therapy in a group format. In a group format all individuals are asked to participate equally; this may not occur. Thus all individuals may not share equally the benefits of reminiscence.

The present study examines the effects of individual-assisted reminiscence. By using individual-assisted reminiscence the focus is entirely on one individual for thirty minutes. The hypothesis to be tested states that individual-assisted reminiscence will be shown to increase self-esteem and lessen depression in the elderly.

Review of the Literature

A review of the literature on reminiscent therapy for the last decade shows a wide range of conclusions. In 1981 & 1982, Perotta and Meacham evaluated the effectiveness of reminiscent therapy to decrease depression and to increase self-esteem. A control group, reminiscing intervention group, and a current events intervention group were used to test their

hypothesis. No support was found for the therapeutic value of reminiscence in the elderly.

Ten years later, Cook (1991) examined reminiscent therapy and its relationship to life satisfaction self-esteem, and depression. Fifty-four nursing home residents were randomly assigned to a reminiscent group or a control group. Cook found no significant relationship between reminiscent therapy and its ability to increase life satisfaction, self-esteem, and decrease depression.

However, Singer, et al. (1991) reached an opposite conclusion. Their review of the literature found reminiscent group therapy to lead to a sense of self-worth and life satisfaction. Also, the elderly incur losses which lead to depressive reactions which group participation helps alleviate.

Self-esteem in nursing home residents was examined in 1987 by Lappe. The hypothesis tested stated nursing home residents participating in a reminiscing group would show greater improvement in self-esteem scores than those elderly participating in a current events group. A three-way design between type of group, frequency of sessions, and time was also employed. The study's control over location, frequency, duration,

and approach of the facilitator for both reminiscent and current events groups implies that reminiscing, rather than the group process alone, produced the increase in self-esteem scores.

Fry (1983) tested the efficacy of structured and unstructured reminiscence training in one hundred and 62 depressed Caucasian elderly. Results indicated that both structured and unstructured reminiscence therapy offer certain advantages over other methods of increasing psychological well-being. Fry also concluded that reminiscence is a cognitive activity originating from the subject's memory. Therefore, there are no special settings, personality criteria, or client characteristics of methodological tools that are needed for therapy. Thus, the benefits of reminiscence should prove effective in a variety of settings and conditions.

The psychological well-being of elderly nursing home residents was tested by Rattenbury and Stones in 1989. A pre-post design was employed on each of three groups: reminiscent group, current events group, and control group. Both forms of group discussion intervention enhanced the elderly's psychological well-being and the amount of their participation

affected the benefits of the intervention as well. On an individual-assisted basis, the benefits rendered should be greatly enhanced.

Watt and Wong (1991) found inconsistent results throughout the literature to be the result of a failure to specify the different types of reminiscence. They concluded that it is not reminiscence in and of itself that yields adaptive benefits, but the types of reminiscence. Within their study they presented a new taxonomy and coding procedure for reminiscence therapy. They identified six major types of reminiscence: integrative, instrumental, transmissive, narrative, escapist, and obsessive.

The main function of integrative reminiscence is to achieve a reconciliation with the past. This closely resembles Butler's (1963) concept of life review. Integrative reminiscence often includes working through feelings of guilt and depression. Instrumental reminiscence involves drawing on past experiences to help resolve present problems. Also, past efforts in dealing with difficult situations are used in coping with the present.

Transmissive reminiscence is an oral history. The elderly's reminiscing passes to the younger generation

enduring values and wisdoms which the elderly acquired growing up in a different era. Narrative reminiscence restricts itself to factual accounts of the past to provide biographical information or to provide pleasure for the audience or person reminiscing (Watt & Wong, 1991).

They define escapist reminiscence as one which takes on the tone of fantasy, dwelling on the past as a way of escaping from a gloomy present. Escapist reminiscence often involves exaggeration of past experiences and devaluation of the present.

Obsessive reminiscence reveals the elderly's failure to integrate problematic past experiences. The elderly will typically be preoccupied with disturbing past events and are haunted by feelings of guilt, resentment, and despair. They also stated that each of the six types of reminiscence defined in the article can be used to enhance the well-being of the elderly whether in a group or individually.

The goal of this study was to determine the effectiveness of reminiscence on an individual-assisted basis. The following measures were used: the Rosenberg Self-Esteem Inventory, the Depression Adjective Checklists, and The Beck

Depression Inventory (see Appendix).

Method

Participants

Twenty-one participants were chosen from the resident populations of two long-term care facilities on the Eastern Shore of Maryland. Eleven residents participated from Salisbury Nursing & Rehabilitation Center a 370 bed facility located in Salisbury, MD. Ten residents participated from Mallard Bay Nursing & Rehabilitation Center a 180 bed facility located in Cambridge, MD. Each participant had been judged alert and oriented by their social workers and were able to verbally communicate effectively and have minimal hearing impairments.

The twenty-one participants (13 women and 8 men) ranged in age from 62-87 years with a mean age of 77.5 years. The sample was obtained from a list of potential participants compiled by the social workers from each facility. Initial interviews took place one week prior to the study during which the purpose of the study was briefly explained. A letter was sent to each consenting resident's responsible party informing them of their family member's decision to participate in this study. Once the sample was obtained, residents

were randomly assigned to one of three groups: reminiscence, current events, and control. One member of the control group died during the study.

Procedure

The study was conducted over an eight week period. Each resident participant was administered a pre-test in week one and in week eight a post-test. One experimenter was used to administer all test measures. Each session took place in a setting familiar to the resident, which at the time of the session provided the best opportunity for privacy. Sessions took place in each residents room with the exception of one resident who preferred to meet in a day room.

The reminiscence group participated in half-hour sessions of reminiscence in private once a week for a period of 6 weeks. The topics discussed were as follows: early childhood memories, family relationships, work experiences, marriage and child rearing, food and cooking, music, celebrations, and the advent of television and other technology.

The current events group participated in half-hour sessions of discussion on topics surrounding the events of each week. The control group served as the no-treatment group. The current events and control

groups received no opportunities for private sessions of reminiscence. The experimenter, who administered each test measure, conducted both the reminiscence group and the current events group. During the eight week period in which the study takes place, residents were encouraged to continue their regular activity schedule which may include opportunities for reminiscence.

Measures

Three measures were utilized in the present study. The Rosenberg Self-Esteem Scale (1965) is a global measure of self-esteem (see Appendix). This scale was designed to measure attitudes toward self on a favorable to unfavorable continuum. It has been demonstrated to be reliable and valid (Robinson and Shaver, 1977). The Depression Adjective Check Lists (Lubin, 1967) whose purpose is to provide for the repeated measurement of transient depressive mood, feeling, or emotion in adolescents and adults will also be used (see Appendix). In a critique of this test measure, Petzel (1985) found it to be useful in research but evidence for its use in individual diagnosis was weak. The Beck Depression Inventory will be used to ascertain the resident's level of current

depression (see Appendix). This scale is a measure of affective, behavioral, cognitive, and somatic symptoms of depression (Beck, 1967). The Beck Depression Inventory has been used effectively in clinical and research settings to identify and diagnosis depression (Stehouwer, 1985).

Results

Each dependent measure was analyzed by a 3 (Experimental or Control Group) x 2 (pre-test-post-test) mixed anova. The experimental or control groups were the between subject's factor and pre-test-post-test were the within subject's factor. The analysis indicated no significant differences among groups for either dependent measure: Rosenberg Self-Esteem Scale ($F(2,17)=2.16, p<.146$), Beck's Depression Inventory $F(2,17)=1.79, p<.197$), and Depression Adjective Check List ($F(2,17)=1.34, p<.287$). The means and standard deviations are presented in Table 1.

The analysis indicated a main effect of time of testing for depression, $F(1,17)=11.66, p<.003$ such that subjects were less depressed ($M=12.65$) on the posttest than the pretest ($M=14.05$). There was no main effect for time of testing on the other two measures.

Also, no statistically significant interactions were found between treatment and time of testing on any of the dependent measures (see Table 1).

Insert Table 1 About Here

Discussion The primary focus of this study was to determine the effectiveness of reminiscence on an individual-assisted basis. The results provide no support for the theoretical framework used. Individual-assisted reminiscence therapy failed to demonstrate the effectiveness of reminiscence. The results contradicts the findings of Rattenbury and Stones (1989) who found the amount of each resident's participation directly influenced the benefits of reminiscence. The present study revealed little evidence to support their conclusions.

The elderly nursing home participants showed a decrease in depression during the period of time this study was conducted. This may call into question the validity of The Beck Depression Inventory. No other evidence for a decrease in depression was found.

Watt and Wong (1991) concluded, that in order to be effective, the six types of reminiscence need to be

distinguished to yield adaptive benefits. This study did not utilize their taxonomy and coding procedure which may have been a contributing factor to the results received.

The present study did not demonstrate the effectiveness of individual-assisted reminiscence therapy. Despite the conclusions of Rattenbury and Stones (1989) and Lappe (1987), it is quite possible that the intervention used simply will not work with the elderly population.

A number of research issues should be examined. It is quite possible that to be effective, reminiscence therapy needs to be a more intensive intervention than this present study allowed. Increased frequency of sessions over a longer period of time may show support for reminiscence therapy. The eight week period of time and weekly half-hour sessions used in this study may not be sufficient. The use of one experimenter for each treatment condition and administration of all test measures may also have influenced the present findings. Further research in this area should include replications of this study with a larger sample size over an increased period of time.

Table 1

Means and Standard Deviations for Each Measure As a
Function of Treatment Group and Time

Dependent Measure	Reminiscence		Current		Control	
	<u>Pre</u>	<u>Post</u>	<u>Pre</u>	<u>Post</u>	<u>Pre</u>	<u>Post</u>
Rosenberg Self-Esteem						
Mean	2.28	2.85	3.14	3.14	5.00	5.00
SD	2.13	1.57	2.79	2.79	1.67	1.67
Beck Depression Inventory						
Mean	11.42	10.00	20.28	19.28	9.83	8.00
SD	8.99	7.87	15.80	14.50	9.45	7.69
Depression Adjective Check List						
Mean	71.06	79.28	105.28	104.42	48.16	50.50
SD	71.08	79.13	69.07	60.49	31.85	34.50

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Appendix
Dependent Measures

SELF-ESTEEM SCALE

Scale Stem I was contrived from the combined responses to the three questions listed below. If a respondent answered 2 out of 3 or 3 out of 3 positively he received a positive score for Scale Stem I. If he answered 1 out of 3 or 0 out of 3 positively, he received a negative score for Scale Stem I.

I feel that I'm a person of worth, at least an equal plane with others.

- 1 _____ Strongly agree
- 2 _____ Agree
- *3 _____ Disagree
- *4 _____ Strongly disagree

I feel that I have a number of good qualities.

- 1 _____ Strongly agree
- 2 _____ Agree
- *3 _____ Disagree
- *4 _____ Strongly disagree

All in all, I am inclined to feel that I am a failure.

- *1 _____ Strongly agree
- *2 _____ Agree
- 3 _____ Disagree
- 4 _____ Strongly disagree

Scale Stem II was contrived from the combined responses to two self-esteem questions. 1 out of 2 or 2 out of 2 positive responses were considered positive for Scale Stem II.

I am able to do things as well as most other people.

- 1 _____ Strongly agree
- 2 _____ Agree
- *3 _____ Disagree
- *4 _____ Strongly disagree

I feel I do not have much to be proud of.

- *1 _____ Strongly agree
- *2 _____ Agree
- 3 _____ Disagree
- 4 _____ Strongly disagree

Scale Stem III

I take a positive attitude toward myself.

- 1 _____ Strongly agree
- 2 _____ Agree
- *3 _____ Disagree
- *4 _____ Strongly disagree

Scale Stem IV

On the whole, I am satisfied with myself.

- 1 _____ Strongly agree
- 2 _____ Agree
- *3 _____ Disagree
- *4 _____ Strongly disagree

Scale Stem V

I wish I could have more respect for myself.

- *1 _____ Strongly agree
- *2 _____ Agree
- 3 _____ Disagree
- 4 _____ Strongly disagree

Scale Stem VI was contrived from the combined responses to two self-esteem questions. 1 out of 2 or 2 out of 2 positive responses were considered positive.

I certainly feel useless at times.

- *1 _____ Strongly agree
- *2 _____ Agree
- 3 _____ Disagree
- 4 _____ Strongly disagree

At times I think I am no good at all.

- *1 _____ Strongly agree
- *2 _____ Agree
- 3 _____ Disagree
- 4 _____ Strongly disagree

* Positive responses indicate low self-esteem.

On this questionnaire are groups of statements. Please read each group of statements carefully. Then pick out the one statement in each group which best describes the way you have been feeling the FAST WEEK, INCLUDING TODAY! Circle the number beside the statement you picked. If several statements in the group seem to apply equally well, circle each one. Be sure to read all the statements in each group before making your choice.

- 0 I do not feel sad.
 1 I feel sad.
 2 I am sad all the time and I can't snap out of it.
 3 I am so sad or unhappy that I can't stand it.
- 0 I am not particularly discouraged about the future.
 1 I feel discouraged about the future.
 2 I feel I have nothing to look forward to.
 3 I feel that the future is hopeless and that things cannot improve.
- 0 I do not feel like a failure.
 1 I feel I have failed more than the average person.
 2 As I look back on my life, all I can see is a lot of failures.
 3 I feel I am a complete failure as a person.
- 0 I get as much satisfaction out of things as I used to.
 1 I don't enjoy things the way I used to.
 2 I don't get real satisfaction out of anything anymore.
 3 I am dissatisfied or bored with everything.
- 0 I don't feel particularly guilty.
 1 I feel guilty a good part of the time.
 2 I feel quite guilty most of the time.
 3 I feel guilty all of the time.
- 0 I don't feel I am being punished.
 1 I feel I may be punished.
 2 I expect to be punished.
 3 I feel I am being punished.
- 0 I don't feel disappointed in myself.
 1 I am disappointed in myself.
 2 I am disgusted with myself.
 3 I hate myself.
- 0 I don't feel I am any worse than anybody else.
 1 I am critical of myself for my weaknesses or mistakes.
 2 I blame myself all the time for my faults.
 3 I blame myself for everything bad that happens.
- 0 I don't have any thoughts of killing myself.
 1 I have thoughts of killing myself, but I would not carry them out.
 2 I would like to kill myself.
 3 I would kill myself if I had the chance.
- 0 I don't cry anymore than usual.
 1 I cry more now than I used to.
 2 I cry all the time now.
 3 I used to be able to cry, but now I can't cry even though I want to.

- 0 I am no more irritated now than I ever am.
1 I get annoyed or irritated more easily than I used to.
2 I feel irritated all the time now.
3 I don't get irritated at all by the things that used to irritate me.

- 0 I have not lost interest in other people.
1 I am less interested in other people than I used to be.
2 I have lost most of my interest in other people.
3 I have lost all of my interest in other people.

- 0 I make decisions about as well as I ever could.
1 I put off making decisions more than I used to.
2 I have greater difficulty in making decisions than before.
3 I can't make decisions at all anymore.

- 0 I don't feel I look any worse than I used to.
1 I am worried that I am looking old or unattractive.
2 I feel that there are permanent changes in my appearance that make me look unattractive.
3 I believe that I look ugly.

- 0 I can work about as well as before.
1 It takes an extra effort to get started at doing something.
2 I have to push myself very hard to do anything.
3 I can't do any work at all.

- 0 I can sleep as well as usual.
1 I don't sleep as well as I used to.
2 I wake up 1-2 hours earlier than usual and find it hard to get back to sleep.
3 I wake up several hours earlier than I used to and cannot get back to sleep.

- 0 I don't get more tired than usual.
1 I get tired more easily than I used to.
2 I get tired from doing almost anything.
3 I am too tired to do anything.

- 0 My appetite is no worse than usual.
1 My appetite is not as good as it used to be.
2 My appetite is much worse now.
3 I have no appetite at all anymore.

- 0 I haven't lost much weight, if any lately.
1 I have lost more than 5 pounds.
2 I have lost more than 10 pounds.
3 I have lost more than 15 pounds.

I am purposely trying to lose weight
by eating less. Yes _____ No _____

- 0 I am no more worried about my health than usual.
1 I am worried about physical problems such as aches and pains; or upset stomach; or constipation.
2 I am very worried about physical problems and it's hard to think of much else.
3 I am so worried about my physical problems, that I cannot think about anything else.

- 0 I have not noticed any recent change in my interest in sex.
1 I am less interested in sex than I used to be.
2 I am much less interested in sex now.
3 I have lost interest in sex completely.

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CHECK LIST

DACL FORM A

By Bernard Lubin

Name _____ Age _____ Sex _____

Date _____ Highest grade completed in school _____

DIRECTIONS: Below you will find words which describe different kinds of moods and feelings. Check the words which describe How You Feel Now - - Today. Some of the words may sound alike, but we want you to check all the words that describe your feelings. Work rapidly and check all of the words which describe how you feel today.

- | | |
|---|--|
| 1. <input type="checkbox"/> Wilted | 17. <input type="checkbox"/> Strong |
| 2. <input type="checkbox"/> Safe | 18. <input type="checkbox"/> Tortured |
| 3. <input type="checkbox"/> Miserable | 19. <input type="checkbox"/> Listless |
| 4. <input type="checkbox"/> Gloomy | 20. <input type="checkbox"/> Sunny |
| 5. <input type="checkbox"/> Dull | 21. <input type="checkbox"/> Destroyed |
| 6. <input type="checkbox"/> Gay | 22. <input type="checkbox"/> Wretched |
| 7. <input type="checkbox"/> Low - spirited | 23. <input type="checkbox"/> Broken |
| 8. <input type="checkbox"/> Sad | 24. <input type="checkbox"/> Light - hearted |
| 9. <input type="checkbox"/> Unwanted | 25. <input type="checkbox"/> Criticized |
| 10. <input type="checkbox"/> Fine | 26. <input type="checkbox"/> Grieved |
| 11. <input type="checkbox"/> Broken - hearted | 27. <input type="checkbox"/> Dreamy |
| 12. <input type="checkbox"/> Down - cast | 28. <input type="checkbox"/> Hopeless |
| 13. <input type="checkbox"/> Enthusiastic | 29. <input type="checkbox"/> Oppressed |
| 14. <input type="checkbox"/> Failure | 30. <input type="checkbox"/> Joyous |
| 15. <input type="checkbox"/> Afflicted | 31. <input type="checkbox"/> Weary |
| 16. <input type="checkbox"/> Active | 32. <input type="checkbox"/> Droopy |

CHECK LIST

DACL FORM B

By Bernard Lubin

Name _____ Age _____ Sex _____

Date _____ Highest grade completed in school _____

DIRECTIONS: Below you will find words which describe different kinds of moods and feelings. Check the words which describe How You Feel Now -- Today. Some of the words may sound alike, but we want you to check all the words that describe your feelings. Work rapidly and check all of the words which describe how you feel today.

- | | |
|---|--|
| 1. <input type="checkbox"/> Downhearted | 17. <input type="checkbox"/> Clean |
| 2. <input type="checkbox"/> Lively | 18. <input type="checkbox"/> Dispirited |
| 3. <input type="checkbox"/> Unfeeling | 19. <input type="checkbox"/> Moody |
| 4. <input type="checkbox"/> Alone | 20. <input type="checkbox"/> Pleased |
| 5. <input type="checkbox"/> Unhappy | 21. <input type="checkbox"/> Dead |
| 6. <input type="checkbox"/> Alive | 22. <input type="checkbox"/> Sorrowful |
| 7. <input type="checkbox"/> Terrible | 23. <input type="checkbox"/> Bleak |
| 8. <input type="checkbox"/> Poor | 24. <input type="checkbox"/> Light |
| 9. <input type="checkbox"/> Forlorn | 25. <input type="checkbox"/> Morbid |
| 10. <input type="checkbox"/> Alert | 26. <input type="checkbox"/> Heavy - hearted |
| 11. <input type="checkbox"/> Exhausted | 27. <input type="checkbox"/> Easy - going |
| 12. <input type="checkbox"/> Heartsick | 28. <input type="checkbox"/> Gray |
| 13. <input type="checkbox"/> Bright | 29. <input type="checkbox"/> Melancholy |
| 14. <input type="checkbox"/> Glum | 30. <input type="checkbox"/> Hopeful |
| 15. <input type="checkbox"/> Desolate | 31. <input type="checkbox"/> Mashed |
| 16. <input type="checkbox"/> Composed | 32. <input type="checkbox"/> Unlucky |

CHECK LIST

DAFL FORM C

By Bernard Lubin

Name _____ Age _____ Sex _____

Date _____ Highest grade completed in school _____

DIRECTIONS: Below you will find words which describe different kinds of moods and feelings. Check the words which describe How You Feel Now - - Today. Some of the words may sound alike, but we want you to check all the words that describe your feelings. Work rapidly and check all of the words which describe how you feel today.

- | | |
|---|--|
| 1. <input type="checkbox"/> Cheerless | 17. <input type="checkbox"/> Buoyant |
| 2. <input type="checkbox"/> Animated | 18. <input type="checkbox"/> Tormented |
| 3. <input type="checkbox"/> Blue | 19. <input type="checkbox"/> Weak |
| 4. <input type="checkbox"/> Lost | 20. <input type="checkbox"/> Optimistic |
| 5. <input type="checkbox"/> Dejected | 21. <input type="checkbox"/> Low |
| 6. <input type="checkbox"/> Healthy | 22. <input type="checkbox"/> Deserted |
| 7. <input type="checkbox"/> Discouraged | 23. <input type="checkbox"/> Burdened |
| 8. <input type="checkbox"/> Bad | 24. <input type="checkbox"/> Wonderful |
| 9. <input type="checkbox"/> Despondent | 25. <input type="checkbox"/> Crushed |
| 10. <input type="checkbox"/> Free | 26. <input type="checkbox"/> Somber |
| 11. <input type="checkbox"/> Despairing | 27. <input type="checkbox"/> Interested |
| 12. <input type="checkbox"/> Uneasy | 28. <input type="checkbox"/> Joyless |
| 13. <input type="checkbox"/> Peaceful | 29. <input type="checkbox"/> Crestfallen |
| 14. <input type="checkbox"/> Grim | 30. <input type="checkbox"/> Lucky |
| 15. <input type="checkbox"/> Distressed | 31. <input type="checkbox"/> Chained |
| 16. <input type="checkbox"/> Whole | 32. <input type="checkbox"/> Pessimistic |

CHECK LIST

DACL FORM D

By Bernard Lubin

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- | | |
|---|---|
| 1. <input type="checkbox"/> Depressed | 17. <input type="checkbox"/> Fit |
| 2. <input type="checkbox"/> Elated | 18. <input type="checkbox"/> Lonesome |
| 3. <input type="checkbox"/> Awful | 19. <input type="checkbox"/> Unloved |
| 4. <input type="checkbox"/> Lifeless | 20. <input type="checkbox"/> Glad |
| 5. <input type="checkbox"/> Griefstricken | 21. <input type="checkbox"/> Grave |
| 6. <input type="checkbox"/> Inspired | 22. <input type="checkbox"/> Sunk |
| 7. <input type="checkbox"/> Woeful | 23. <input type="checkbox"/> Shot |
| 8. <input type="checkbox"/> Lonely | 24. <input type="checkbox"/> Merry |
| 9. <input type="checkbox"/> Suffering | 25. <input type="checkbox"/> Wasted |
| 10. <input type="checkbox"/> Mellow | 26. <input type="checkbox"/> Washed Out |
| 11. <input type="checkbox"/> Drooping | 27. <input type="checkbox"/> Clear |
| 12. <input type="checkbox"/> Rejected | 28. <input type="checkbox"/> Gruesome |
| 13. <input type="checkbox"/> Fortunate | 29. <input type="checkbox"/> Tired |
| 14. <input type="checkbox"/> Dreary | 30. <input type="checkbox"/> High |
| 15. <input type="checkbox"/> Lousy | 31. <input type="checkbox"/> Worse |
| 16. <input type="checkbox"/> Good | 32. <input type="checkbox"/> Drained |

CHECK LIST

DACL FORM E

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- | | |
|--|---|
| 1. <input type="checkbox"/> Unhappy | 18. <input type="checkbox"/> Well |
| 2. <input type="checkbox"/> Active | 19. <input type="checkbox"/> Apathetic |
| 3. <input type="checkbox"/> Blue | 20. <input type="checkbox"/> Chained |
| 4. <input type="checkbox"/> Downcast | 21. <input type="checkbox"/> Strong |
| 5. <input type="checkbox"/> Dispirited | 22. <input type="checkbox"/> Dejected |
| 6. <input type="checkbox"/> Composed | 23. <input type="checkbox"/> Awful |
| 7. <input type="checkbox"/> Distressed | 24. <input type="checkbox"/> Glum |
| 8. <input type="checkbox"/> Cheerless | 25. <input type="checkbox"/> Great |
| 9. <input type="checkbox"/> Lonely | 26. <input type="checkbox"/> Finished |
| 10. <input type="checkbox"/> Free | 27. <input type="checkbox"/> Hopeless |
| 11. <input type="checkbox"/> Lost | 28. <input type="checkbox"/> Lucky |
| 12. <input type="checkbox"/> Broken | 29. <input type="checkbox"/> Tortured |
| 13. <input type="checkbox"/> Good | 30. <input type="checkbox"/> Listless |
| 14. <input type="checkbox"/> Burdened | 31. <input type="checkbox"/> Safe |
| 15. <input type="checkbox"/> Forlorn | 32. <input type="checkbox"/> Wilted |
| 16. <input type="checkbox"/> Vigorous | 33. <input type="checkbox"/> Criticized |
| 17. <input type="checkbox"/> Peaceful | 34. <input type="checkbox"/> Fit |

CHECK LIST

DACL FORM F

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DIRECTIONS: Below you will find words which describe different kinds of moods and feelings. Check the words which describe How You Feel Now - - Today. Some of the words may sound alike, but we want you to check all the words that describe your feelings. Work rapidly and check all of the words which describe how you feel today.

- | | |
|--|--|
| 1. <input type="checkbox"/> Sorrowful | 18. <input type="checkbox"/> Successful |
| 2. <input type="checkbox"/> Lively | 19. <input type="checkbox"/> Rejected |
| 3. <input type="checkbox"/> Uneasy | 20. <input type="checkbox"/> Crestfallen |
| 4. <input type="checkbox"/> Tormented | 21. <input type="checkbox"/> Jolly |
| 5. <input type="checkbox"/> Low - spirited | 22. <input type="checkbox"/> Deserted |
| 6. <input type="checkbox"/> Clean | 23. <input type="checkbox"/> Grieved |
| 7. <input type="checkbox"/> Discouraged | 24. <input type="checkbox"/> Low |
| 8. <input type="checkbox"/> Suffering | 25. <input type="checkbox"/> Steady |
| 9. <input type="checkbox"/> Broken - hearted | 26. <input type="checkbox"/> Wretched |
| 10. <input type="checkbox"/> Easy - going | 27. <input type="checkbox"/> Terrible |
| 11. <input type="checkbox"/> Downhearted | 28. <input type="checkbox"/> Inspired |
| 12. <input type="checkbox"/> Washed Out | 29. <input type="checkbox"/> Woeful |
| 13. <input type="checkbox"/> Playful | 30. <input type="checkbox"/> Unworthy |
| 14. <input type="checkbox"/> Joyless | 31. <input type="checkbox"/> Joyous |
| 15. <input type="checkbox"/> Despairing | 32. <input type="checkbox"/> Destroyed |
| 16. <input type="checkbox"/> Gay | 33. <input type="checkbox"/> Somber |
| 17. <input type="checkbox"/> Friendly | 34. <input type="checkbox"/> Unconcerned |

CHECK LIST

DACL FORM G

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- | | |
|--|--|
| 1. <input type="checkbox"/> Heartsick | 18. <input type="checkbox"/> Enthusiastic |
| 2. <input type="checkbox"/> Healthy | 19. <input type="checkbox"/> Bleak |
| 3. <input type="checkbox"/> Sad | 20. <input type="checkbox"/> Griefstricken |
| 4. <input type="checkbox"/> Afflicted | 21. <input type="checkbox"/> Eager |
| 5. <input type="checkbox"/> Lonesome | 22. <input type="checkbox"/> Drained |
| 6. <input type="checkbox"/> Fine | 23. <input type="checkbox"/> Desolate |
| 7. <input type="checkbox"/> Alone | 24. <input type="checkbox"/> Miserable |
| 8. <input type="checkbox"/> Gloomy | 25. <input type="checkbox"/> Merry |
| 9. <input type="checkbox"/> Depressed | 26. <input type="checkbox"/> Dull |
| 10. <input type="checkbox"/> Alive | 27. <input type="checkbox"/> Melancholy |
| 11. <input type="checkbox"/> Heavy-hearted | 28. <input type="checkbox"/> Interested |
| 12. <input type="checkbox"/> Failure | 29. <input type="checkbox"/> Unwanted |
| 13. <input type="checkbox"/> Glad | 30. <input type="checkbox"/> Gruesome |
| 14. <input type="checkbox"/> Despondent | 31. <input type="checkbox"/> Whole |
| 15. <input type="checkbox"/> Sunk | 32. <input type="checkbox"/> Oppressed |
| 16. <input type="checkbox"/> Optimistic | 33. <input type="checkbox"/> Lifeless |
| 17. <input type="checkbox"/> Jovial | 34. <input type="checkbox"/> Elated |