

Contents

List of Contributors	xiii
Preface	xv
1 Cognitive–Behavioral Interventions: Overview and Current Status	1
<i>Philip C. Kendall and Steven D. Hollon</i>	
Introduction	1
Revolution or Reaction?	2
Scientist–Practitioner Underpinnings	2
Streams of Influence and Sources of Acceptance	3
Reference Notes	7
References	7
2 Cognitive–Behavioral Modification and Metacognitive Development: Implications for the Classroom	11
<i>Donald Meichenbaum and Joan Asarnow</i>	
Introduction	11
Cognitive–Behavioral Modification with Children	12
Application of CBM to Academic Tasks	15
Metacognitive Development	24
	vii

Implications for the Classroom	29
Conclusion	31
Reference Notes	31
References	32
3 Developing Nonimpulsive Behavior in Children: Cognitive–Behavioral Strategies for Self-Control	37
<i>Philip C. Kendall and A. J. Finch, Jr.</i>	
Introduction	37
Overview of the Conceptualization of Impulsivity	38
Theoretical Perspectives	40
Studies of Impulsivity	43
Modifying Impulsivity	46
Clinical Intervention Procedures	56
Empirical Support for the Clinical Utility of the Cognitive–Behavioral Treatment for Impulsivity	59
Issues to Be Considered in Clinical Application	71
Reference Notes	74
References	75
4 Cognitive–Behavioral Interventions with Delinquents: Problem Solving, Role-Taking, and Self-Control	81
<i>Verda L. Little and Philip C. Kendall</i>	
Problem Solving	82
Role-Taking	90
Self-Control	100
Final Comments	108
Reference Notes	109
References	110
5 Anxiety Reduction through Cognitive–Behavioral Intervention	117
<i>Marvin R. Goldfried</i>	
Theoretical and Research Foundations	118
Clinical Implementation of Rational Restructuring	124
Results of Clinical Outcome Research	127
Cognition and Experience	141
Conclusion	147
Reference Notes	148
References	149

6	Cognitive Therapy of Depression	153
	<i>Steven D. Hollon and Aaron T. Beck</i>	
	Introduction	153
	Theories of Depression	155
	Systems of Interventions	167
	Cognitive Therapy Procedures	180
	Summary	195
	Reference Notes	195
	References	196
7	Structured Cognitive–Behavioral Treatment of Assertion Problems	205
	<i>Marsha M. Linehan</i>	
	Introduction	205
	Models of Assertion Training	207
	Structured Cognitive–Behavioral Treatment of Assertion Problems	213
	Assessment of Assertion: A Construct in Search of a Definition	235
	Reference Notes	237
	References	237
8	The Cognitive Regulation of Anger and Stress	241
	<i>Raymond W. Novaco</i>	
	Introduction	241
	Anger and Human Experience	241
	Theoretical Models and Research on Human Stress	243
	Cognitive Mediators of Stress	247
	A Model of Human Stress	251
	A Cognitive Model for Anger Arousal	252
	Clinical Interventions for Anger and Aggression	261
	The Stress Inoculation Model	265
	Experimental Evaluation of the Treatment Approach	273
	Summary and Conclusions	277
	Reference Notes	277
	References	278
9	Regulation of Pain: The Application of Cognitive and Behavioral Techniques for Prevention and Remediation	287
	<i>Dennis C. Turk and Myles Genest</i>	
	Pervasiveness and Complexity of the Pain Phenomenon	287
	Cognitive, Behavioral, and Combined Cognitive–Behavioral Interventions	289

Summary and Concluding Observations	310
Reference Notes	313
References	314
10 Alcohol Use and Problem Drinking: A Cognitive-Behavioral Analysis	319
<i>G. Alan Marlatt</i>	
The Great Alcoholism Controversy	319
Cognitive-Behavioral Intervention Strategies	331
References	352
11 Cognitive-Behavior Therapy for Eating Disturbances	357
<i>Gloria Rakita Leon</i>	
Introduction	357
Obesity	358
Adipose Cellularity and Early Learning	375
Anorexia Nervosa	376
General Conclusions	383
Reference Note	384
References	384
12 How and Why People Quit Smoking: A Cognitive-Behavioral Analysis	389
<i>Terry F. Pechacek and Brian G. Danaher</i>	
Introduction	389
Smoking—The Number One Public Health Problem	390
Understanding the Problem	391
The Process of Smoking Cessation	399
Treatment Recommendations	412
Concluding Comments	414
Reference Notes	415
References	415
13 Cognitive Skills and Athletic Performance	423
<i>Michael J. Mahoney</i>	
Introduction	423
Self-Efficacy in the Athlete	425
Imagery in the Athlete	430

Contents	xi
Arousal Regulation	432
Attentional Focus	437
Concluding Remarks	440
Reference Note	441
References	441
14 Cognitive-Behavioral Interventions: Theory and Procedure	445
<i>Steven D. Hollon and Philip C. Kendall</i>	
Introduction	445
Outcome Efficacy	445
Procedural Variability	447
Conceptual Heterogeneity	448
Afterword	452
Reference Notes	453
References	453
Author Index	455
Subject Index	473