

CBT for Misophonia Distress
FOR TEACHERS



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Module 1 – Learn relaxation techniques first.

1.1 Start practising breathing and relaxation techniques so you can quickly get into it with your pupil. It is important to master relaxing in the moment of stress.

The response chain – Internal Body Sensation

You can show a kid short 5 minutes relaxing technique that he/she can use when feels in distress. Find in the internet funny/interesting ways of doing it. This is the link to one of the website. We going to watch an example of each technique below. It will be a good idea to start your every class with 5 minutes relaxing technique for the benefit of all, however specially MISO kid will need to use it when in distress.

- Diaphragmatic/Belly Breathing Technique,
- Progressive muscle relaxation (PMR)



- Diaphragmatic breathing activates the relaxation response only by stimulating the primary transmitter of the PSNS, the vagus nerve. This nerve travels from the brain to nearly all the thoracic and abdominal organs and triggers a cascade of calming effects. Most of the time we wait for it to be activated by something pleasant and hope for a trickle-down effect, not realizing that the nerve and the entire PSNS can be turned on from the bottom up by diaphragmatic breathing.
- Progressive Muscle Relaxation (PMR) is a technique for reducing anxiety by alternately tensing and relaxing the muscles.

The link to meditations for kids:

1.2. RAIN – while doing breathing with a kid start guiding a kid with rain to recognise basic components of the child experience.



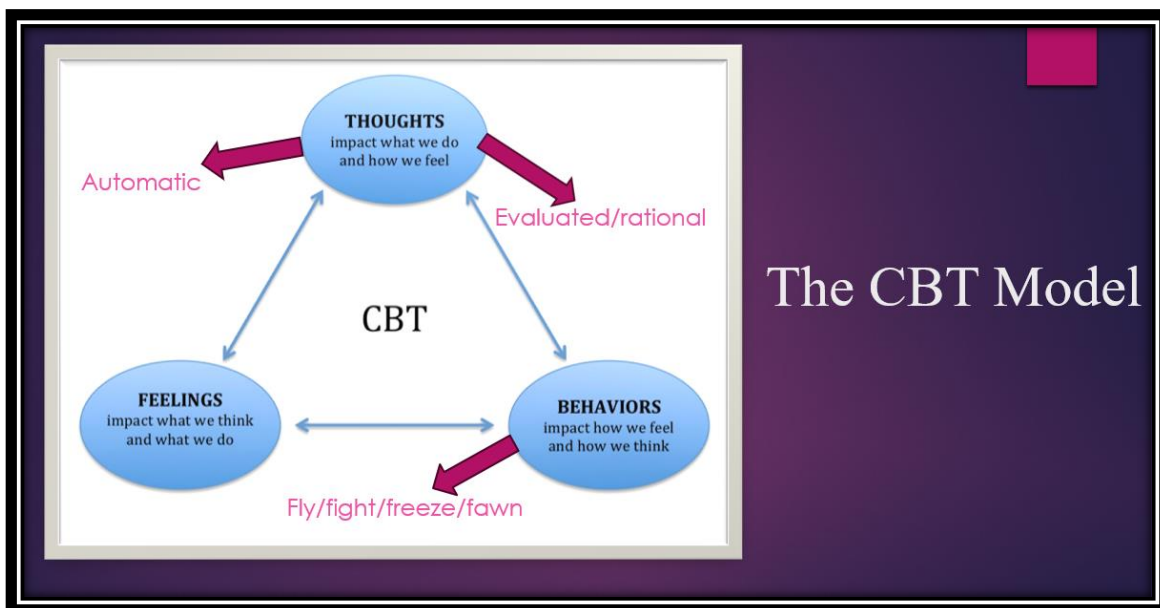
Module 2 – Basic Recognition Stage.

2.1 Check Basic CBT components with a kid and fill up the form for yourself, so you can have it in your files.

- ✚ Understand how feelings, thoughts and behaviour influence each other based on CBT Model,
- ✚ The leading focus of change is placed on thought (core beliefs) and behaviour, therefore cognitive behavioural therapy CBT

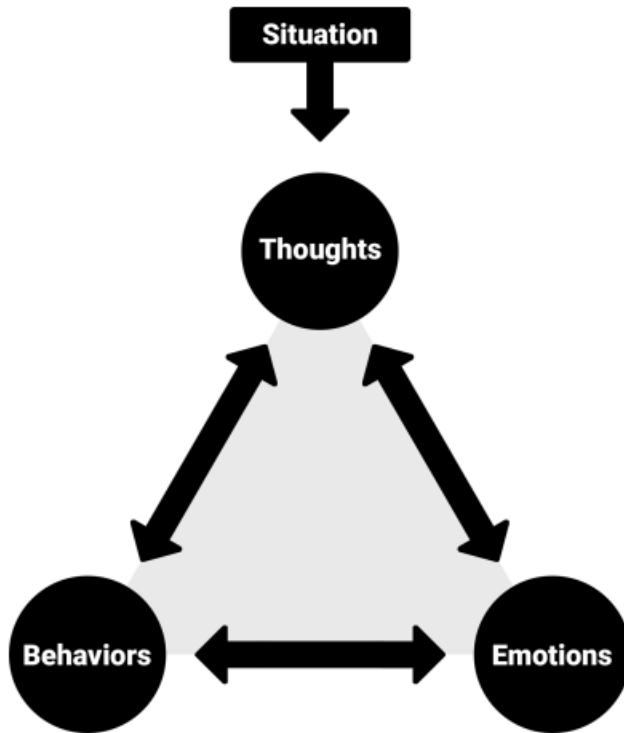
however, we acknowledge and approach feelings with care in order to deal with thoughts and behaviour,

- ✚ Start asking about strong emotions/reactions. Keep recognising situation/triggers/feelings/thoughts and write them down during the week using the table below.
- ✚ Use **RAIN** technique to help a kid with recognising thoughts/feelings through distancing yourself to them. You guide them with your voice, like you would read it to them.
- ✚ Remember, show empathy and compassion in order for a kid being able to follow you.



The Cognitive Triangle

The **cognitive triangle** shows how thoughts, emotions, and behaviors affect one another. This means changing your *thoughts* will change how you *feel* and *behave*.







A **situation** is anything that happens in your life, which triggers the cognitive triangle.

Thoughts are your interpretations of a situation. For example, if a stranger looks at you with an angry expression, you could think: "Oh no, what did I do wrong?" or "Maybe they are having a bad day."

Emotions are feelings, such as happy, sad, angry, or worried. Emotions can have physical components as well as mental, such as low energy when feeling sad, or a stomachache when nervous.

Behaviors are your response to a situation. Behaviors include actions such as saying something or doing something (or, choosing not to do something).

Simple Thought Record

| Situation Who, what, when, where? | Feelings What did you feel? Rate your emotion 0 -100% | Thoughts What was going through your mind as you started to feel this way? (Thoughts or images) |
|---|--|---|
| | |  |
| | |  |
| | |  |
| | |  |

Recognise basic SET - CBT

| Situation Who, what, when, where? | Feelings What did you feel? Rate your emotion 0 -100% | Thoughts What was going through your mind as you started to feel this way? (Thoughts or images) |
|--|--|---|
| Family <u>dinner, family</u> <u>home, rounded</u> table, parents and 2 sisters | Before : irritation, stress, During: anger, disgust, After: anger, helplessness, hurt | b: "dinner will be a nightmare" d: "she should not eat this way, bad manners, how she doesn't see that?" a: "they don't care about me, it is disrespectful." |

| Situation Who, what, when, where? | Feelings What did you feel? Rate your emotion 0 -100% | Thoughts What was going through your mind as you started to feel this way? |
|--------------------------------------|---|--|
| | | |
| | | |

Helpful guidance/labels to recognise feelings and thoughts.

<https://www.hhs.texas.gov/sites/default/files/documents/doing-business-with-hhs/provider-portal/behavioral-health-provider/cognitive-behavioral-therapy-resources/automatic-thoughts-questionnaire.pdf>

Feelings

Word List



Happy

Adored
Alive
Appreciated
Cheerful
Ecstatic
Excited
Grateful
Glad
Hopeful
Jolly
Jovial
Joyful
Loved
Merry
Optimistic
Pleased
Satisfied
Tender
Terrific
Thankful
Uplifted
Warm

Mad

Aggravated
Accused
Angry
Bitter
Cross
Defensive
Frustrated
Furious
Hostile
Impatient
Infuriated
Insulted
Jaded
Offended
Ornery
Outraged
Pestered
Rebellious
Resistant
Revengeful
Scorned
Spiteful
Testy
Used
Violated

Sad

Alone
Blue
Burdened
Depressed
Devastated
Disappointed
Discouraged
Grief-stricken
Gloomy
Hopeless
Let down
Lonely
Heartbroken
Melancholy
Miserable
Neglected
Pessimistic
Remorseful
Resentful
Solemn
Threatened

Scared

Afraid
Alarmed
Anxious
Bashful
Cautious
Fearful
Frightened
Horried
Lost
Haunted
Helpless
Hesitant
Insecure
Nervous
Petrieved
Puzzled
Reassured
Reserved
Sheepish
Tearful
Uncomfortable
Useless

Surprise

Astonished
Curious
Delighted
Enchanted
Exhilarated
Incredulous
Inquisitive
Impressed
Mystified
Passionate
Playful
Replenished
Splendid
Shocked
Stunned

Disgust

Embarrassed
Exposed
Guilty
Ignored
Inadequate
Incompetent
Inhibited
Inept
Inferior
Insignificant
Sick
Shame
Squashed
Stupid
Ugly
Unaccepted



QUESTIONS TO HELP IDENTIFY AUTOMATIC THOUGHTS

- What was going through your mind?
- What were you thinking?
- Where you anticipating/expecting anything?
- What were you predicting would happen?
- What was the worst thing that could happen?
- What did you think about your ability to handle it/cope?

2.2 After 2 weeks start introducing knowledge about cognitive distortions in the automatic thoughts you wrote down for that time. Every time you put a kid’s automatic thoughts down put the label on them so you can memorise them and use as a guide for yourself.

COGNITIVE DISTORTION

Cognitive distortion refers to irrational and distorted thought patterns that skew one's perception of reality and contribute to negative emotions and behaviors.

| DEFINITION | EXAMPLES |
|---|--|
| <p>Cognitive distortions are often deeply ingrained and can significantly impact an individual's mental well-being. Addressing cognitive distortions involves recognizing and challenging these distorted thoughts through strategies such as therapy, mindfulness, exercise, journaling, and social support.</p> | <ul style="list-style-type: none"> • All-or-Nothing Thinking • Overgeneralization • Filtering • Catastrophizing • Personalization • Mind Reading • Labeling • Magnifying or Minimizing • Emotional Reasoning • Should Statements |

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Unhelpful Thinking Styles

| | |
|---|--|
| <p>All or nothing thinking</p>  <p>Sometimes called 'black and white thinking'</p> <p><i>If I'm not perfect I have failed</i></p> <p><i>Either I do it right or not at all</i></p> | <p>Over-generalizing</p> <p>"everything is always awful"</p> <p>"nothing good ever happens"</p> <p>Seeing a pattern based upon a single event, or being overly broad in the conclusions we draw</p> |
| <p>Mental filter</p>  <p>Only paying attention to certain types of evidence.</p> <p>Noticing our failures but not seeing our successes</p> | <p>Disqualifying the positive</p>  <p>Discounting the good things that have happened or that you have done for some reason or another</p> <p><i>That doesn't count</i></p> |
| <p>Jumping to conclusions</p>  <p>$2 + 2 = 5$</p> <p>There are two key types of jumping to conclusions:</p> <ul style="list-style-type: none"> • Mind reading (imagining we know what others are thinking) • Fortune telling (predicting the future) | <p>Magnification (catastrophisation) & minimisation</p>  <p>Blowing things out of proportion (catastrophizing), or inappropriately shrinking something to make it seem less important</p> |
| <p>Emotional reasoning</p>  <p>Assuming that because we feel a certain way what we think must be true.</p> <p><i>I feel embarrassed so I must be an idiot</i></p> | <p>should must</p> <p>Using critical words like 'should', 'must', or 'ought' can make us feel guilty, or like we have already failed</p> <p>If we apply 'shoulds' to other people the result is often frustration</p> |
| <p>Labelling</p>  <p>Assigning labels to ourselves or other people</p> <p><i>I'm a loser</i> <i>I'm completely useless</i> <i>They're such an idiot</i></p> | <p>Personalisation</p> <p>"this is my fault"</p> <p>Blaming yourself or taking responsibility for something that wasn't completely your fault. Conversely, blaming other people for something that was your fault.</p> |



2.4 Recognise the coping behaviours.

Coping behaviours (b-d-a)

b: trying to sit far from mother, not talking to her, d: trying to ignore her, a: avoiding family all together

✚ Start writing behavioural responses with an additional column created to your table and cognitive distortions.

| Situation Who, what, when, where? | Feelings What did you feel? Rate your emotion 0 -100% | Thoughts What was going through your mind as you started to feel this way? |
|--------------------------------------|---|---|
| | | |
| | | |

Coping behaviours (b-d-a)

b: trying to sit far from mother, not talking to her, d: trying to ignore her, a: avoiding family all together

Label Cognitive Distortions from thoughts



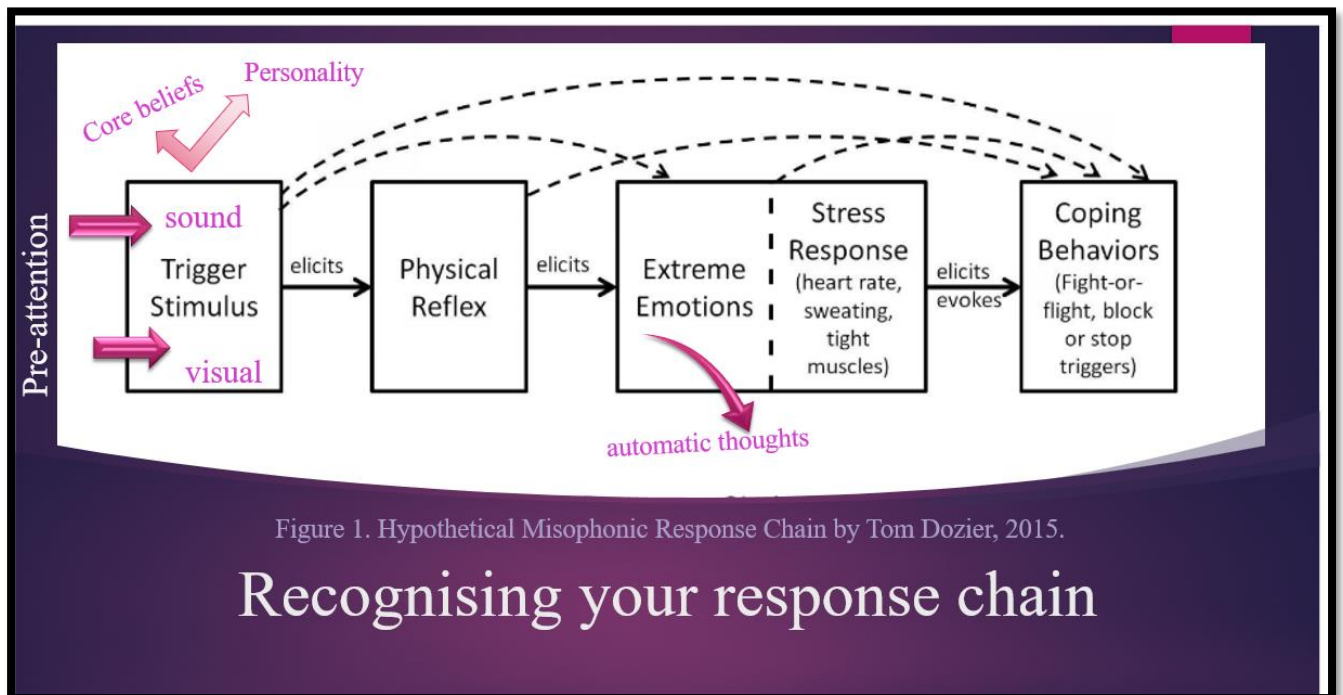
Now we ended the first stage of MISO Management process. Until now you should develop some self-awareness about recognising feelings, thoughts, cognitive biases and behaviours in a kid.

Let's move to the second stage of the process.

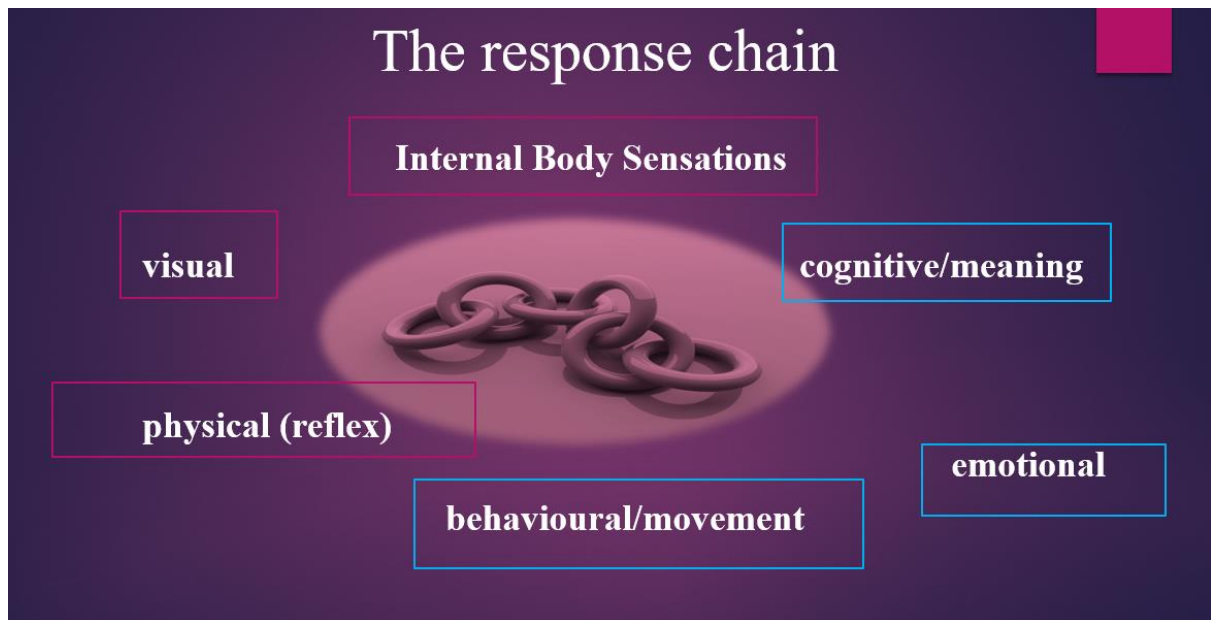
Module 3 – Advanced Recognition Stage – 4 weeks

3.0 Response chain for MISO (visual, reflex, body response)

The next step for the next 4 weeks is to recognise additional aspects that are significant in misophonia such as visual, reflex and body responses. You have learnt about them on the course and here you are getting into the practice of recognising those in the kids affected by misophonia.



The response chain



Below you can find an example of an extended table to use for the next 4 weeks. Try to practice recognising them in kids, you can ask them about their responses when you learn some have misophonia. The most important from this task is for you to know that those responses are very important aspects of their emotional response. Keep up with emotions, thinking, and coping behaviours across those weeks too.

| Situation/Place/Time/Trigger/People | Visual before/during/after (b-d-a) | Internal Body Sensations (b-d-a) | Thoughts (b-d-a) | Emotions (b-d-a) | Physical reflex (b-d-a) | Coping behaviours (b-d-a) |
|--|--|--|--|--|--|--|
| Family dinner, family home, rounded table, parents and 2 sisters | b: observing what people are doing around the table, d: focus goes mostly to mother eating, a: still watching mother | b: tension, fast heart beat d: heart beat increases, imposing pressure a: pressure | b: "dinner will be a nightmare" d: "she should not eat this way, bad manners, how she doesn't see that?" a: "they don't care about me, it is disrespectful." | b: irritation, stress, d: anger, disgust, a: anger, helplessness, hurt | b: none, d: frowning my face, shivers, a: still frown face | b: trying to sit far from mother, not talking to her, d: trying to ignore her, a: avoiding family all together |

| Situation/Place/Time/ Trigger/People | Visual before/during/after (b-d-a) | Internal Body Sensations (b-d-a) | Thoughts (b-d-a) | Emotions (b-d-a) | Physical reflex (b-d-a) | Coping behaviours (b-d-a) |
|---|---------------------------------------|-------------------------------------|------------------|------------------|----------------------------|------------------------------|
| | | | | | | |

Module 4 – CBT Action Stage – continues practise.

We are moving now to the final stage which is an action of helping to change the automatic responses you learnt about over the last eight weeks. Pick one strategy and try it on yourself, observe what works for you. If you apply those actions around your stress/anxiety/mood it will be easier for you to connect better with a kid around those responses. A slight change in your feelings means that you have to continue to practise that until it will grow in you. I would recommend talking to the parents of a MISO child and recommend practising those actions and check how that works for a kid. Your help in the class will be applying those when it is needed, for example you can remind the kid to look away from the source of sound or change a seat for a kid, remind about earphones or distraction, do meditation.

A) First check with a kid the **body responses and guide an action:**

Visual – practise looking away from the source of sound,

Internal Body Sensation – breathing, body relaxation,

Physical reflex – do opposite to reflexes (frowning-relax, shoulders tension - relax, stomach tension - relax)

Coping Behaviour – do opposite, don't run, don't avoid, use background noise, distraction, or distancing (take farther seat).

For more ideas check presentation slides. Those are ideas for you to help the child with a distress.

B) The second part combines **body responses and thoughts/beliefs.**

You practised integrating those aspects in recognition stage. In order to use CBT properly it is important to apply action of introducing new perspective about what is happening for a child with empathy and compassion.

Again, first we start guiding the child with RAIN technique and combine with exploring and challenging thoughts.

Emotions – RAIN for acceptance, compassion, recognition,

Thoughts – ROOCK, labelling cognitive distortions, challenging,

The response chain - **Thoughts**

B: I see my pupil is catastrophising and disqualifying positives, what I can remind him/her in this situation that is opposite to that? What evidences I can remind a kid to keep in mind in this situation?

D: I see that “should” came up in his/her mind (labelling), I see anger, what is opposite to shoulds? What can I remind a kid to move him/her to more empathetic state? Maybe I will give example about him playing football and someone not liking that and use “you **SHOULD** stop because I don’t like you running?!, would he agree on it.

A: I see that a kid is emotionally reasoning, “I don’t like the sound therefore I feel it is against me”, what is a balanced view here I can remind him/her?

RAIN

TECHNIQUE

MINDFULNESS TECHNIQUE WHEN FEELING OVERWHELMED

R **RECOGNIZE WHAT IS HAPPENING**
 TAKE A MOMENT TO CHECK IN WITH YOURSELF: WHAT'S GOING ON RIGHT NOW? HOW ARE YOU FEELING BOTH PHYSICALLY AND MENTALLY?

A **ALLOW THE EXPERIENCE TO BE AS IT IS**
 TRY NOT TO BE TOO HARD ON YOURSELF OR SUPPRESS YOUR EMOTIONS. ALLOW YOURSELF TO FEEL WHAT YOU'RE FEELING WITHOUT JUDGMENT.

I **INVESTIGATE WITH KINDNESS**
 "WHY DO I FEEL THIS WAY?" OBSERVE YOUR THOUGHTS AND PAY ATTENTION TO WHERE IN YOUR BODY YOU'RE FEELING YOUR EMOTIONS

N **NUTURE NON-IDENTIFICATION**
 REMIND YOURSELF THAT YOU ARE NOT DEFINED BY YOUR EMOTIONS. RECOGNIZE THAT WHAT YOU'RE FEELING IS TEMPORARY AND WILL EVENTUALLY PASS.

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ACRONYM for Thought Technique

ROCK

Recognise – what a kid is thinking/cognitive bias/feeling?

Observe – guide a kid to image thoughts as clouds/movie/leaves,

Opposite –think what would be a thought opposite to his/her automatic thought?

Challenge – Is an automatic thought true? What are evidences against that thought you can share? (example of walking, a dog)

Keep practice regularly – the changes happen accordingly to the practice; it is a learning for the mind like a new language. Encourage kids to think differently about the sound and others involved. Keep it up.



To help you challenge the thoughts here you have additional questions you can explore with a kid. Make it right for their age. This workbook with the slides

gives you the ideas how to challenge thoughts and keep reminding the child the bigger more balanced view. Use one question for challenge as a starting point for example: what is evidence against the thought? With kids the mirror technique works better as they are on a centric developmental stage. Use questions that relate to their everyday life for example: would you like if someone asks you to make sound when you walk? This what chewing sounds are for people.

Answer the following questions to assess your thought:

Is there substantial evidence for my thought? What is that?

Is there evidence contrary to my thought? Write it down.

What would a friend think about this situation?

What I would say to a friend in this situation?

What is the best thing that can happen?

What is the worst thing? What is a probability of that to happen in 1 to 10 scale?

Has this ever happened before? If so, how did you cope? Sometimes people think they would not be able to problem solve if a situation was too unfamiliar or seemed too big for them. Most of us underestimate ourselves in this way. Think back to problems that you have already encountered and solved in the past. Make a list of them here.

5. Your visual guide.

Recognition Stage – 4 weeks



Learn to breath and relax so you can lead a child alongside (1st week practise).



Keep recognising situations/triggers/feelings/thoughts and write them down (next 2 weeks practise along with breathing and RAIN), ask a kid about those aspects of his/her experience.



Use RAIN technique to guide a kid in the moments of distress. It helps practising non identification and acceptance that contributes to better automatic thoughts recognition and challenge process.



Add learning about Cognitive Distortions and add them to the table in automatic thoughts column so you can recognise them quickly in the child.

| Situation Who, what, when, where? | Feelings What did you feel? Rate your emotion 0 -100% | Thoughts What was going through your mind as you started to feel this way? | behaviour (b-d-a) |
|--------------------------------------|---|--|---|
| | | | <i>b: trying to sit far from mother, not talking to her, d: trying to ignore her, a: avoiding family all together</i> |
| | | | |

Cognitive Distortions

Advanced Recognition Stage – 4 weeks



We keep recognition process (1 week). Watch for kid's coping behaviours around triggers. Add to extended table. Those aspects are to explore with a kid as additional help.



This week you look after visuals. Where does sights go to in triggering situations? (2nd week). You can check it while you are stressed/anxious too, explore that part with a MISO kid, that aspect is strongly related to severity of misophonia experience.



Now we observe physical reflexes in the triggering situations. Does kid frown? Does kid shrug? (3rd week). Ask a kid.



The last week of this stage we check your internal responses, heart beat increased? Tension? Pressure? Explore it with a kid.

CBT Action Stage – continues practise



Here you will be altering responses as much as you can into more balanced reactions.

A) Actions for body responses:

Visual – practise looking away from the source of sound,

Internal Body Sensation – breathing, body relaxation,

Physical reflex – do opposite to reflexes (frowning-relax, shoulders tension - relax, stomach tension - relax)

Coping Behaviour – do opposite, don't run, don't avoid, use background noise, distraction, or distancing (take farther seat).

For more ideas check presentation slides. Guide a kid when needed.

B) The second part is important to apply alongside with body responses. You practised integrating those aspects in recognition stage. In order to use CBT properly it is important to apply action of introducing new perspective about what is happening for a child with empathy and compassion.

Again, first we start guiding the child with RAIN technique and combine with exploring and challenging thoughts.



, Emotions – RAIN for acceptance, compassion, recognition,



Thoughts – ROOCK with labelling cognitive distortions, challenging,



This workbook with the slides gives you ideas how to challenge thoughts and keep reminding the child the bigger more balanced view. Use one question for challenge as a starting point for example: what are evidences against the thought? With kids the mirror technique works better as they are on a centric developmental stage. Use questions that relate to their every day life for example: would you like if someone asks you to make sound when you walk? This what chewing sounds are for people.

6. The End



This is the end of the workbook. Hopefully, the work you have done improved your knowledge about misophonia symptoms and the material was clear and helpful enough to learn about tools you can use in your work and life (because those ideas can be applied to your mental health practise too). Remember that you are not a therapist for a kid so your work doesn't require in depth involvement, however knowing what are triggers for a MISO kid in detail, your guidance to manage it when needed and empathy about how difficult experience it is will be an important part in the child's sucesful management of those experiences. **Your help matters.**

I will be happy to hear the feedback from you about this course so I can keep updating and changing aspects/ideas with it to help more people.

Please [press this link for the feedback.](#)

From my side, thank you for your participation.

If you need my help in the process you can always contact me and set psychotherapy session. This session can be one off to answer all your questions you have after this course.

Wishing you all the best in your future self work and WELL DONE!

Renata Redyk

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