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**Behavioural Activation – Activity Monitoring**

**Activity monitoring** can be used to help you figure out a baseline for what you are currently doing – this can be helpful when thinking about the connection between what you’re doing during a typical week and how you’re feeling.

For the next week, try to record what you are doing during each time-frame. The diary can then be reviewed and you can think about which activities make you feel worse, and which might make you feel better.

**It’s worth thinking about how and when you will be able to fill in the diary, and if you can foresee any problems with doing this. If you’re not able to do this, you can also use any electronic device that you have (phone/tablet etc) to record the main things that you’ve been doing every day.**

## Activity Monitoring Diary

## Complete as many of the time slots as you can. You only have to write a few words to remind yourself of the activity. In each timeslot, write what you did during that hour and how depressed you felt using a rating scale of 1 (depression was minimal) to 10 (depression was severe).

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  | Mon | Tues | Wed | Thurs | Fri | Sat | Sun |
| 7-8  am |  |  |  |  |  |  |  |
| 8-9  am |  |  |  |  |  |  |  |
| 9-10 am |  |  |  |  |  |  |  |
| 10-11 am |  |  |  |  |  |  |  |
| 11-12 noon |  |  |  |  |  |  |  |
| 12-1 pm |  |  |  |  |  |  |  |
| 1-2  pm |  |  |  |  |  |  |  |
| 2-3  pm |  |  |  |  |  |  |  |
| 3-4  pm |  |  |  |  |  |  |  |
| 4-5  pm |  |  |  |  |  |  |  |
| 5-6  pm |  |  |  |  |  |  |  |
| 6-7  pm |  |  |  |  |  |  |  |
| 7-8  pm |  |  |  |  |  |  |  |
| 8-9  pm |  |  |  |  |  |  |  |
| 9-10 pm |  |  |  |  |  |  |  |
| 10-11 pm |  |  |  |  |  |  |  |
| 11-12 am |  |  |  |  |  |  |  |

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**Behavioural Activation – Activity Scheduling**

Scheduling in activities for the coming week can help you to actually do them. It’s important that the activities that you schedule in are (i) important to you, (ii) will give you a sense of pleasure or mastery, and (iii) are manageable.

Remember to:

* Break tasks into small components if you need to
* Plan in advance for a day and time of day to complete the component
* Record the activity in the corresponding time on an activity scheduling diary
* Try to anticipate difficulties that would make certain times less likely than others for completion of the component

You can use your own values in different life areas to think of possible activities to schedule in – use the table below to think of some ideas:

|  |  |  |
| --- | --- | --- |
| **Life Area** | **Possible values** | **Possible associated activities** |
| Relationships |  |  |
| Hobbies/recreation/ helping others |  |  |
| School |  |  |
| Mind/Body/ Spirituality |  |  |
| Daily responsibilities |  |  |

Use this diary to schedule in what you are going to try and do for the coming week:

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  | Mon | Tues | Wed | Thurs | Fri | Sat | Sun |
| 7-8  am |  |  |  |  |  |  |  |
| 8-9  am |  |  |  |  |  |  |  |
| 9-10 am |  |  |  |  |  |  |  |
| 10-11 am |  |  |  |  |  |  |  |
| 11-12 noon |  |  |  |  |  |  |  |
| 12-1 pm |  |  |  |  |  |  |  |
| 1-2  pm |  |  |  |  |  |  |  |
| 2-3  pm |  |  |  |  |  |  |  |
| 3-4  pm |  |  |  |  |  |  |  |
| 4-5  pm |  |  |  |  |  |  |  |
| 5-6  pm |  |  |  |  |  |  |  |
| 6-7  pm |  |  |  |  |  |  |  |
| 7-8  pm |  |  |  |  |  |  |  |
| 8-9  pm |  |  |  |  |  |  |  |
| 9-10 pm |  |  |  |  |  |  |  |
| 10-11 pm |  |  |  |  |  |  |  |
| 11-12am |  |  |  |  |  |  |  |



**Behavioural Activation - Reviewing the week**

When the week is over, think about the following questions for each activity that was scheduled in:

* Did you **complete** the activity? If so, when?
* Was it when you planned to do it? If not, what happened?
* If you did complete the activity, how much did you enjoy it?
* If you did complete the activity, how important was this activity to your value?
* If you didn’t complete the activity, why not? Is there something different you could have done or someone that could have helped?