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The third edition of *Behavioral Interventions in Cognitive Behavior Therapy* reflects a comprehensive, inclusive, and thoughtful approach to scaffolding essential competencies for learners of cognitive behavior therapies. Farmer and Chapman illustrate the behavioral science framework, teach functional analyses, and facilitate a conceptual understanding of common components of cognitive behavior therapies for flexible, individually tailored application in an approachable and highly readable manner. These foundations, the broad range of assessment and intervention techniques, and related sociocultural and ethical considerations are invaluable for those already practicing evidence-based cognitive behavior therapies as well as learners of modular, process-based therapy.

—**Claudia Drossel, PhD, PhD**, Associate Professor, Department of Psychology, Eastern Michigan University, Ypsilanti, MI

This third edition of Farmer and Chapman's exceptional text is up-to-date and filled with overviews of theory, research, and many guidelines for competent application of the behavioral strategies in cognitive behavior therapy. Encompassing a range of topics, from cultural humility to balancing functional approaches with traditional categorical diagnoses, the book will be a highly valued reference for students and new cognitive behavioral therapists. It is an excellent reminder for those who have been in the field for some time, and an informative and enjoyable "nerd" read for the seasoned expert.

—**Christopher Martell, PhD, ABPP**, Professor of Practice and Clinic Director, Psychological Services Center, Department of Psychological and Brain Sciences, University of Massachusetts Amherst, Amherst, MA

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PREFACE TO THE THIRD EDITION

Give a man a fish, and you feed him for a day. Teach a man to fish, and you feed him for a lifetime." This adage about the longer term benefits of acquiring self-sufficiency skills, shared by a mentor and clinical supervisor early in my professional training, crystalized for me the enduring value of learning how to think systematically and flexibly about novel clinical problems with well-established theory and the current science of human behavior as guides. This book is, metaphorically, more about learning to fish than fish giving. Such an approach for a book of this type is especially appropriate given that behavioral interventions in cognitive behavior therapy (CBT) are, by design, tailored to the unique characteristics of the client and the distinctive factors that influence and maintain their behavior. Therefore, this book is not about what interventions to use when a client has *x* or *y* diagnosis. Instead, this book offers detailed descriptions of a range of assessments and interventions appropriate for the contexts in which clinically relevant behaviors occur and functions that such behavior serve.

Behavioral assessments and interventions have prominent roles in almost all well-established and evidence-based treatments for common problems addressed in outpatient therapy with adults. The theoretical and scientific foundations of behavioral approaches are the glue that provides conceptual consistency to the diverse array of assessment and intervention-related activities used within a course of behavior therapy or in applications of behavioral treatment components in CBT. By building bridges between underlying theoretical principles and relevant research with therapy practice, our goal is to facilitate systematic, coherent, and flexible thinking about people and their behavior that, in turn, gives guidance for addressing common and novel clinical problems not explicitly addressed in standard therapy manuals. Overall, this volume strives to be

an accessible and practical guide that encourages informed thinking about clinical problems and approaches to therapy from a behavioral perspective.

This book is intended to be an introduction to behavior theory, assessment, and therapy as well as an intermediate-level resource for those who already have firm backgrounds in these areas. As such, this book was written for a diverse audience, including graduate and advanced undergraduate students and mental health practitioners with varying backgrounds in behavior therapy or CBT. Because the target audience includes readers with diverse backgrounds and training, we primarily emphasize applications of assessment and intervention methods while keeping jargon to a minimum. We provide abundant clinical examples to illustrate main points, concepts, and therapeutic approaches.

Several updates, changes, and additions are new to this third edition. There are three new chapters that have not appeared in previous editions. These chapters describe problem-solving therapies, self-management interventions, and ethical and professional issues pertinent to the application of behavioral assessments and interventions. We also restored (in substantially revised form) a chapter that appeared in the first edition that addresses interventions for strengthening mindfulness and acceptance skills. This edition also offers separate chapters on behavioral case formulation and treatment planning. All chapters have been revised and updated, with most chapters substantially expanded or rewritten.

As with earlier editions of this book, chapters are organized according to assessment, intervention, and therapy process applications. We do this in recognition that specific applications may have relevance for the therapy of persons with a wide variety of presenting problems, concerns, or conditions. Given the expanded scope of this third edition, we have divided the book into four parts. After providing an overview of the field (Chapter 1), Part I describes the theory, practice, and implementation of behavioral assessment methods (Chapter 2), followed by descriptions of behavioral case formulation approaches (Chapter 3) and treatment planning and implementation strategies (Chapter 4). Together, these first four chapters provide the theoretical and conceptual foundations for the practice of behavioral assessment and therapy.

Part II describes behavior therapy approaches that have broad applicability and collectively serve as the fundamentals of most applications of behavior therapy. Chapters in this section include interventions for altering the environment to change behavior (Chapter 5), strategies for changing contextual factors that support unhelpful or maladaptive patterns of thinking (Chapter 6), approaches for developing and strengthening behaviors and skills (Chapter 7), and exposure-based methods for overcoming distress and avoidant coping (Chapter 8).

Part III presents intervention approaches that are usually associated with more specific therapeutic aims and collectively include several basic behavioral interventions corresponding to common therapy objectives. These interventions include those that facilitate the development or strengthening of mindfulness and acceptance skills (Chapter 9), emotion regulation skills (Chapter 10),

behavioral activation skills (Chapter 11), problem-solving skills (Chapter 12), interpersonal effectiveness skills (Chapter 13), and self-management skills (Chapter 14). These more focused interventions, in combination with behavior therapy fundamentals, are often suitable for addressing many of the problems or concerns that clients bring to therapy.

The last section, Part IV, surveys several therapy process-related considerations, including ethical and professional issues associated with the application of behavioral assessments and interventions (Chapter 15), strategies for detecting and responding to therapy-interfering behaviors (Chapter 16), and considerations and approaches for bringing therapy to a close and aftercare (Chapter 17).

A special thanks to my coauthor for the first two editions of this volume and collaborator over the last 25 years, Alex Chapman. Because of many other commitments and obligations (including a recent appointment to Director of Clinical Training at his institution), Alex's new contributions to this third edition were limited to feedback or updates on a few chapters. I also thank Susan Reynolds, Senior Acquisitions Editor for APA Books, for her editorial support, assistance, and patience (particularly in relation to my ongoing pleas to increase manuscript page limits, which she intermittently reinforced). It has been a true pleasure to work with Susan over the last 20 years. Beth Hatch served as the Development Editor for this edition, and her thoughtful contributions have improved the clarity and consistency of the material presented. Sarah Gress and Robert Kern from TIPS Publishing Services prepared the manuscript for print and provided valuable editorial assistance. And, finally, many thanks to those who have provided feedback on our earlier editions. This feedback has been immensely helpful and has contributed to improvements in the quality and accuracy of material presented. We hope that readers who have feedback or suggestions related to this edition will forward their comments to Richard F. Farmer (rfarmer@ori.org), where they will be warmly received.

—Richard F. Farmer
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