

## Recognising Achievement & Pleasure

In this well-known strategy (often called *mastery & pleasure*), the person is asked to plan a few tasks / activities for the forthcoming day, rating themselves using a 0 – 5 scale for achievement / mastery (*how well do you think you'll manage to carry out this activity?*) and for pleasure (*how satisfying / how pleasurable do you think it'll be to carry out this activity?*).

It is important to encourage the person to plan only those tasks which they have a realistic chance of attempting and completing – *set up for success!* It is important to encourage the person not to be too ambitious – *it is often useful to begin with planning basic tasks which they may have had some difficulty completing recently.* It will often be useful to break large tasks down into small parts and to encourage the person to be very specific in their planning – *for example:*

- what exactly will you do?*
- on which day?*
- at what time?*
- on your own or with someone else?*
- and what if something unexpected happens to interfere with your plan?*

The more specific the person is, the more likely it is that they will attempt to carry out their plan.

The next stage is for the person to carry out the activities and then to evaluate this by re-rating on the simple achievement and pleasure scales, after the event. Followed up in a discussion with their named practitioner, the reasons for and the benefits, however small, of having actually carried out planned activities can be reinforced. Praise and encouragement need to be given, always focusing upon their positive efforts.

In addition to the above, it can be very helpful to encourage the person to deliberately plan a number of potentially *pleasurable* activities – perhaps identified from past interests or hobbies which, for whatever reasons, have been dropped. They may need some encouragement and help in identifying examples of potentially pleasurable or satisfying activities.

Many self-help worksheets and workbooks are now available which can be used to structure use of this strategy (WHO 2000, Greenberger & Padesky 1995, Williams 2001, Neurolink 2005). An example of a worksheet is shown on the following pages – *this version involves rating achievement and pleasure after each activity.*

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PSI Resources: brief description of key interventions  
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**DIARY OF DAILY ACTIVITIES: *rating your achievement & pleasure***

Please make a list of the activities you are planning to undertake each day. At the end of the day, review those you have managed to do.  
Rate each activity (using the scale below) for *Sense of Achievement (A)* and *Sense of Pleasure (P)*.

	<b>SUNDAY</b>	<b>A</b>	<b>P</b>	<b>MONDAY</b>	<b>A</b>	<b>P</b>	<b>TUESDAY</b>	<b>A</b>	<b>P</b>	<b>WEDNESDAY</b>	<b>A</b>	<b>P</b>
8.00am												
9.00am												
10.00am												
11.00am												
12.00pm												
1.00pm												
2.00pm												
3.00pm												
4.00pm												
5.00pm												
6.00pm												
7.00pm												
8.00pm												
9.00pm												
10.00pm												

**RATING SCALE FOR SENSE OF ACHIEVEMENT (A) AND SENSE OF PLEASURE (P):**

0 = None 1 = Very Little 2 = Little 3 = Moderate 4 = Much 5 = Very Much

**DIARY OF DAILY ACTIVITIES: *rating your achievement & pleasure***

Please make a list of the activities you are planning to undertake each the day. At the end of the day, review those you have managed to do.  
Rate each activity (using the scale below) for *Sense of Achievement (A)* and *Sense of Pleasure (P)*.

	<b>THURSDAY</b>	<b>A</b>	<b>P</b>	<b>FRIDAY</b>	<b>A</b>	<b>P</b>	<b>SATURDAY</b>	<b>A</b>	<b>P</b>
8.00am									
9.00am									
10.00am									
11.00am									
12.00pm									
1.00pm									
2.00pm									
3.00pm									
4.00pm									
5.00pm									
6.00pm									
7.00pm									
8.00pm									
9.00pm									
10.00pm									

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