Part 2

Treating Speech Anxiety

CHAPTER FIVE
A MULTIDIMENSIONAL PLAN FOR CONQUERING SPEECH ANXIETY

CHAPTER SIX
DEEP BREATHING

CHAPTER SEVEN
COGNITIVE RESTRUCTURING

CHAPTER EIGHT
SYSTEMATIC DESENSITIZATION

CHAPTER NINE
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CHAPTER TEN
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This chapter will help you choose techniques for developing a personalized program to conquer your speech anxiety. This program relies on a multidimensional and combinational approach to treating speech anxiety. The combinational approach is based on communication research that shows the greatest reduction in public speaking anxiety is achieved when a combination of techniques are used, instead of only a single treatment (Allen, Hunter, & Donohue, 1989; Ayres & Hopf, 1993; Dwyer, 1995, 2000; Rossi & Seiler, 1989; Whitworth & Cochran, 1996). The multidimensional approach is based on the multimodal counseling model (Lazarus, 1989, 1997) that emphasizes the importance of matching treatment techniques to each of seven human personality dimensions. Because it is important to use a combination of techniques, this chapter will show you how to match specific techniques to your personality dimensions so you can select the combination that will be most useful to you.

5.1 ASSESS YOUR PERSONALITY DIMENSIONS AFFECTED BY ANXIETY

Each of us has seven dimensions that make up our personalities (Lazarus, 1989). Because we are “biological beings who move, feel, sense, imagine, think, and relate to one another, each of these dimensions requires our attention when problems emerge” (Lazarus, 1978, p. 8). Consequently, treatment for speech anxiety, like any other problem that affects our emotions, can best be addressed from a multidimensional perspective.

The seven interactive personality dimensions that should be considered in any multidimensional evaluation process include **behavior, affect, sensation, imagery, cognition, interpersonal relationships, and drugs/biological functions** (Lazarus, 1989). The acronym **BASICS** is a helpful tool for remembering these dimensions. In this acronym, two of the dimensions, interpersonal relationships and drugs/biological functions, relate to ways to deal with stress in your life and are combined into one new dimension called **stress**. Here is a description for each of the BASICS personality dimensions:

**B** = **BEHAVIOR** (overt behaviors, acts, habits, and reactions that can be observed and measured)

**A** = **AFFECT** (emotions, moods, and strong feelings)

**S** = **SENSATION** (bodily sensations, such as pain, tension, discomfort, or nausea; and the touching, tasting, smelling, seeing, and hearing of our five senses)
I = **IMAGERY** (vivid scenes, pictures, or images that come to mind, including the way you see yourself in particular situations)

C = **COGNITION** (thoughts, attitudes, ideas, beliefs, or opinions)

S = **STRESS** (amount of stress in your life and ways you deal with it; general physical well-being, use of drugs or alcohol, participation in exercise programs, interactions with others, and interpersonal support) (Lazarus, 1989)

The BASICS dimensions can function as an educational guide to help you analyze your anxiety (O’Keefe, 1985). When the BASICS multidimensional assessment is applied to your anxiety about public speaking, you can determine which technique you should begin using as well as which combination of techniques will be most helpful to you. Consequently, a multidimensional assessment of your BASICS is the first step in creating a personalized plan to conquer your speech anxiety. To assess the personality dimensions involved in your speech anxiety, please complete Exercise 5.1.
Exercise 5.1: Assess Your BASICS Personality Dimensions

Please respond to the statements below in order to assess speech anxiety in each of your personality dimensions. You may notice some or all of these dimensions involved in your speech anxiety.

1. **BEHAVIOR** refers to observable acts, habits, or behaviors. In regard to your speech anxiety, list the behaviors in a public speaking situation you would like to learn, change, decrease, or increase. (For example, I need to learn speech outlining, delivery skills, how to fulfill the time requirement, and how to use fewer “uhms.”)

2. **AFFECT** refers to emotions, moods, and strong feelings. In regard to your speech anxiety, list the emotions or strong feelings you experience while preparing or delivering a speech. (For example, I experience overwhelming nervousness, anxiety, and feelings of impending doom or failure.)

3. **SENSATION** refers to physical sensations (i.e., pain, tension, discomfort, nausea) and the feelings of the five senses. In regard to your speech anxiety, list the negative bodily sensations that you experience before, during, or immediately after you give a public presentation. (For example, I feel stomach butterflies, blushing, rapid or pounding heartbeat, sweating, dry mouth, shivering, nausea, and lightheadedness.)

4. **IMAGERY** refers to vivid scenes, pictures, or images that come to mind, including the way you see yourself. In regard to your speech anxiety, describe the negative ways you picture yourself and your surroundings when you deliver a speech. (For example, I imagine my entire audience laughing or snickering at me. I see myself overwhelmed with nervousness or passed out on the floor.)

5. **COGNITION** refers to your thoughts, attitudes, ideas, beliefs, or opinions. In regard to your speech anxiety, describe your negative thoughts and condemning self-talk about giving a speech. (For example, I cannot meet the audience’s demands—they expect me to give a perfect speech; I know I will make a mistake, sound stupid, and look like a fool.)
6. **STRESS** refers to the amount of stress in your life, your general physical well-being, your use of drugs or alcohol, and your exercise or health programs, as well as the interpersonal support (or lack of it) that you receive from significant others. In regard to your speech anxiety, describe the stress in your life, your stress-reduction activities or exercise programs, and any support or lack of support you experience in your interpersonal relationships. (For example, I am always stressed because of work, school, and family. I seldom exercise or get enough sleep. I have no stress-reduction plan. My roommate laughs at me when I practice a speech.)

Now that you know which of your personality dimensions are involved in your speech anxiety, you are ready to discover which dimension initiates your speech anxiety by “tracking the firing order.”
5.2 TRACK YOUR FIRING ORDER: GET TO THE ROOT OF YOUR ANXIETY AND NERVOUSNESS

"Tracking the firing order" is a way of determining which anxiety-reduction technique to begin using (Lazarus, 1989). Tracking (or determining) the firing order means pinpointing the personality dimension where your speech anxiety begins (fires) and the sequence of dimensions that fire in your speech anxiety.

Determining firing order gets at the root of your speech anxiety. Once you know the root of your speech anxiety, you can choose the techniques most fitted to the origination of your nervousness. Treating speech anxiety at its origin or initiating point in your personality will result in the most permanent change and reduction of anxiety.

Determining the best technique for treating CA does not diminish the importance of learning more than one anxiety-reduction technique. Tracking the firing order can be compared to lining up dominoes or blocks in a “snake formation,” as you might have done as a child. When you pushed over the first domino, a chain reaction occurred; the remainder snaked along and toppled over quickly. If you stopped the first domino from falling, the remaining dominoes had a greater chance of staying upright. In the same way, your goal in tracking the firing order is to locate the first domino (dimension where your speech anxiety begins) and then to keep it from falling (stop the speech anxiety from developing there). Next, locate the second domino (the second dimension where your speech anxiety fires) and stop it from setting off the chain reaction. If you can determine where your speech anxiety starts and then treat that dimension with one of the techniques, you can limit the chain reaction and lessen the effects CA has on your personality. See the following two examples.

❆❆❆
Sarah, age 21, said: “I suddenly feel my heart pound and my face turn bright red before it’s my turn to give a speech. Then I think, ‘Oh, this is terrible; I’ve lost control—people will notice how nervous I am.’ I picture myself passed out on the floor with everyone staring at me and then fear overwhelms me.”

In Sarah’s situation, speech anxiety begins in the sensation dimension (i.e., she physically feels her heart pound and her face turn bright red). The firing order or sequence of dimensions involved in Sarah’s speech anxiety is (1) sensation (she physically feels), (2) cognition (she thinks), (3) imagery (she imagines), and (4) affect (she emotionally feels). The first technique for Sarah to practice and the one most effective for managing Sarah’s speech anxiety will be the one targeted to the source of her problem—the SENSATION DIMENSION.

❆❆❆
John, age 24, said: “I always think that people will laugh at my ideas and I will sound stupid. Then I imagine people staring at me while I say something stupid or stand frozen—forgetting my entire train of thought. Next, I feel my heart pound, my stomach turn, and my mouth get dry. Fear overcomes me.”
In John’s situation, speech anxiety begins in the cognition dimension. He thinks people will laugh at him and he will sound stupid. The firing order or sequence of dimensions involved in John’s speech anxiety is (1) cognition (he thinks), (2) imagery (he imagines), (3) sensation (he physically feels), and (4) affect (he emotionally feels). The first technique for John to practice and the most effective one for managing John’s speech anxiety will be the one targeted to the source of his problem—the COGNITION DIMENSION.

Your goal is to find the top dimension in your firing order for speech anxiety so that you can begin by applying a treatment technique to it. In addition, you will want to look for the sequence of dimensions (especially the top three dimensions) involved in your speech anxiety so you can choose techniques that fit those dimensions and, thus, form a program or plan tailored to you. In the next exercise, you will track the firing order of dimensions involved in your speech anxiety.
Exercise 5.2: Track Your Firing Order

In order to track your firing order, you will need to determine where your speech anxiety begins (i.e., which dimension of your personality initiates your fear, anxiety, or nervousness).

1. Imagine your instructor, employer, or boss has just told you that you must give a speech to twenty-five people within the next hour. With one of those scenarios in mind, try to analyze where your anxiety begins. Try to rank order the dimensions that fire in your speech anxiety. Give special attention to ranking the top three dimensions.

   RANK (1–6)
   ___ a. Do you immediately think: “Having to give a speech will be awful. I can’t do it! Everyone will laugh at me or think less of me. I will make a fool of myself.” If irrational, negative, or unproductive thoughts are the first to fire, the top of your firing order is COGNITION.

   ___ b. Do you immediately feel (physically) any of the following sensations (even before a thought enters your mind): nausea or stomach tightness, heart racing, heart palpitations, blushing, sweating, lightheadedness, or other physiological reactions? If bodily sensations are the first to fire, the top of your firing order is SENSATION.

   ___ c. Do you immediately and vividly visualize yourself in a scene where you faint in front of the audience, are the focus of audience laughter or jeers, run out of the room, or are engaged in any other negative activity? If negative mental pictures are the first to fire, the top of your firing order is IMAGERY.

   ___ d. Do you immediately feel (emotionally) upset, anxious, or nervous? If emotional feelings of nervousness or anxiety are the first to fire, the top of your firing order is AFFECT.

   ___ e. Do you immediately react with avoidant behaviors, such as procrastination or running from the situation? Do you avoid public speaking because you have no skills? If avoidant behaviors related to lack of public speaking skills are the first to fire, then the top of your firing order is BEHAVIOR.

   ___ f. Do you feel overstressed in general so that giving a speech just adds one more stressful situation to your already stressful lifestyle in which you get very little exercise, are overworked, take drugs or alcohol to cope, eat poorly, or experience little social support? If stress in general, use of drugs, poor physical health, and lack of mutually supportive friendships fires first, the top of your firing order is STRESS.

2. Which dimension is at the top of your firing order (ranked #1)?

3. List the firing order of the top three dimensions involved in your speech anxiety (ranked #1, #2, #3).
5.3 MATCH TREATMENT TO PERSONALITY DIMENSIONS

Once you know the firing order of the dimensions involved in your speech anxiety, you can easily decide which technique to begin using. The following techniques and the personality dimension that each one targets will help you select the technique that matches the top of your firing order:

1. **Cognitive restructuring** targets the **cognitive** dimension. If cognition is at the top of your firing order, begin using cognitive restructuring.

2. **Systematic desensitization** targets the **affect, sensation, and imagery** dimensions. If affect, sensation, or imagery is at the top of your firing order, begin using systematic desensitization.

3. **Mental rehearsal (visualization)** targets the **imagery and cognitive** dimensions. If imagery or cognition is at the top of your firing order, concentrate on using mental rehearsal.

4. **Deep abdominal breathing** targets the **affect and sensation** dimensions. If affect or sensation is at the top of your firing order, begin using deep abdominal breathing (it is an important part of systematic desensitization and mental rehearsal too).

5. **Physical exercise and stress-reduction routines** target the **stress** dimension. If stress is at the top of your firing order, contact your physician and work with a professional on developing a stress-reduction program for your life and a healthier lifestyle. Also, try to enroll in a workshop or class designed specifically to help individuals overcome speech anxiety, especially one that will provide a supportive environment where you can develop **supportive friends** working on the same public speaking goals.

6. **Skills training** targets the **behavior** dimension. If behavior is at the top of your firing order, you should immediately enroll in a public speaking class or seminar where you can learn and practice public speaking skills. (The class should include delivering speeches and helping you set new goals for each speech.)

In order to match techniques to the dimensions in your firing order, complete Exercise 5.3 on page 53.

Now you know what techniques to begin using. Because your goal is to apply a technique to the top of your firing order in order to get at the root of your speech anxiety, focus on the technique (or techniques, if tied) that matches the dimension ranked #1 in your firing order. Next, apply a technique to the dimension ranked #2 in your firing order and then to the one ranked #3.

**This is important:** Matching techniques to personality dimensions in your firing order should not become something so precise that you begin to worry if you truly found the top of your firing order. Tracking the firing order should simply serve as a guide to help you determine which techniques will be most effective for you. Many students report that it helps them understand why one technique works better for one student, while another works better for a different student. The techniques that will work best for you will target the dimensions at the top of your firing order.
Some students report that what they thought, at first, was the top of their firing order really turned out to be ranked second or third as they began using the techniques. Others report that it was difficult to choose between two dimensions (which one ranked #1 and which one ranked #2 in their firing order). That, too, is not a problem. Start applying techniques to the top two or three dimensions in your firing order. Remember, a combinational approach (using at least two or more techniques) will work best at helping you overcome speech anxiety. Also, keep in mind that your goal in the multidimensional approach is to apply techniques to all of the dimensions involved in your speech anxiety.

When you have applied techniques at every personality dimension involved in your speech anxiety, beginning with the technique that fits the top of your firing order, you will experience a substantial reduction in your fear, nervousness, and anxiety about public speaking. You will be on the road to becoming a confident speaker.
Exercise 5.3: Match Techniques to Your Personality Dimensions

Once you have assessed your personality dimensions (Exercise 5.1) and tracked your firing order (Exercise 5.2), you are ready to match techniques to the top three dimensions in your firing order. Using the chart below, list the top three dimensions in your firing order according to rank (refer to Exercise 5.2). Start with the dimension ranked #1.

**MY FIRING ORDER OF DIMENSIONS—THE TOP THREE**

<table>
<thead>
<tr>
<th>RANK</th>
<th>DIMENSION</th>
<th>SPEECH ANXIETY–REDUCTION TECHNIQUE</th>
</tr>
</thead>
<tbody>
<tr>
<td>#1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>#2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>#3</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Next, refer to the following list of speech anxiety–reduction techniques targeted to each personality dimension and complete your chart with the techniques matched to your top three dimensions.

**BASICS PERSONALITY DIMENSIONS AND SPEECH ANXIETY–REDUCTION TECHNIQUES**

<table>
<thead>
<tr>
<th>DIMENSION</th>
<th>SPEECH ANXIETY–REDUCTION TECHNIQUE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Behavior</td>
<td>Skills training (Enroll in a public speaking class where you can learn and practice public speaking skills.)</td>
</tr>
<tr>
<td>Affect</td>
<td>Systematic desensitization and deep abdominal breathing</td>
</tr>
<tr>
<td>Sensation</td>
<td>Systematic desensitization and deep abdominal breathing</td>
</tr>
<tr>
<td>Imagery</td>
<td>Systematic desensitization and/or mental rehearsal (visualization)</td>
</tr>
<tr>
<td>Cognitive</td>
<td>Cognitive restructuring and/or mental rehearsal (visualization)</td>
</tr>
<tr>
<td>Stress</td>
<td>Physical exercise programs and stress-reduction plans (Contact your physician to help you start a stress-reduction and physical exercise program or enroll in a class where you can receive interpersonal support from others while you learn to overcome speech anxiety.)</td>
</tr>
</tbody>
</table>
5.4 COMMIT TIME TO ACTIVELY LEARNING THE TECHNIQUES

The techniques that you matched to your firing order of dimensions in Exercise 5.3 will be presented in the remainder of this book. However, before you read about them, you need to make a commitment of time to really learn and practice the techniques. Knowing a little bit about them versus having a hands-on working knowledge of them are two different things.

Active Learning means more than passively reading about something. Active learning means that you understand what you read and actually write down responses to the exercises. It means that you keep a journal of your progress.

Practicing the techniques means you will work with them until you can apply them at a moment’s notice. You will need to follow the directions and suggestions in order to get the most benefit out of the techniques.

5.5 DEVELOP A PERSONAL PLAN AND PRACTICE SCHEDULE

The best way to stay on track with practicing the techniques is to develop a personal plan and practice schedule. This is part of your commitment to overcoming speech anxiety. Determine how much time you can spend practicing the techniques, which ones you need to learn (those that fit your firing order), and then schedule sessions using an engagement calendar, just as you would any other important event. Using Exercise 5.5, develop your personal plan and practice schedule for the next three weeks. Be realistic in scheduling the time you can set aside for practice sessions. Try to set aside thirty to sixty minutes per day to review this book and practice the techniques. The speed of your progress is directly related to the time you spend practicing the techniques.

When planning your practice schedule, try to make the technique that fits the top of your firing order a priority. Then do the same with the second and third techniques based on your firing order of dimensions (refer to Exercises 5.2 and 5.3). Finally, include the remainder of the techniques that relate to your BASICS dimensions. Once you have developed your personal plan and practice schedule, you will be more likely to follow it.
## EXAMPLE: KIM’S SCHEDULE AND PLAN:

### DATE, TECHNIQUES, AND TIME COMMITMENT

<table>
<thead>
<tr>
<th>Sunday</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
<th>Saturday</th>
</tr>
</thead>
<tbody>
<tr>
<td>7pm Read book &amp; Do CR = 30</td>
<td>8am</td>
<td>9pm</td>
<td>7am</td>
<td>7am</td>
<td>7am</td>
<td>7am</td>
</tr>
<tr>
<td>exercises = 60 min</td>
<td>50 min</td>
<td>50 min</td>
<td>60 min</td>
<td>10am</td>
<td>9pm</td>
<td>4pm</td>
</tr>
<tr>
<td>7am DB= 5 min, &amp; MCR= 2 min</td>
<td>7am</td>
<td>7am</td>
<td>7am</td>
<td>7am</td>
<td>7am</td>
<td>7am</td>
</tr>
<tr>
<td>5 min, &amp; MCR= 2 min</td>
<td>DB= 5 min,</td>
<td>DB= 5 min,</td>
<td>DB= 5 min,</td>
<td>DB= 5 min,</td>
<td>DB= 5 min,</td>
<td>DB= 5 min,</td>
</tr>
<tr>
<td>9pm Read book &amp; SD = 10 min</td>
<td>2 min</td>
<td>9pm</td>
<td>9pm</td>
<td>VIS= 10 min</td>
<td>PE= 10 min</td>
<td>VIS= 10 min</td>
</tr>
<tr>
<td>4pm PE &amp; MCR= 2 min</td>
<td>9pm</td>
<td>10pm</td>
<td>9pm</td>
<td>VIS= 10 min</td>
<td>VIS= 10 min</td>
<td>VIS= 10 min</td>
</tr>
<tr>
<td>35 min SD= 10 min</td>
<td>35 min</td>
<td>35 min</td>
<td>35 min</td>
<td>35 min</td>
<td>35 min</td>
<td>35 min</td>
</tr>
</tbody>
</table>
Exercise 5.5: My Three-Week Personal Plan and Practice Schedule

Using the chart below, plan your personal practice schedule for the next three weeks.* (See Kim’s example on the opposite page.) Be sure to place the technique that fits the top of your firing order first on your schedule. Also, include at least three to four hours to read this book, to answer the questions, and to keep a journal.

1. Plan **six 35-minute** sessions for systematic desensitization (SD).
2. Plan at least **two 30-minute** sessions for learning cognitive restructuring (CR) and then include **2-minute** memory sessions for the coping statements (MCR) daily.
3. Plan **four 10-minute** mental rehearsal/visualization (VIS) sessions.
4. Plan **one 5-minute** session for deep abdominal breathing (DB) **daily** or every other day.
5. Plan to include other stress reducers, such as regular physical exercise (PE).

My firing order of dimensions includes __________, __________, and __________.
The techniques I need to learn and practice include ____________________________

**YOUR PRACTICE SCHEDULE:**
**DATE, TECHNIQUES, AND TIME COMMITMENT**

<table>
<thead>
<tr>
<th>SUNDAY</th>
<th>MONDAY</th>
<th>TUESDAY</th>
<th>WEDNESDAY</th>
<th>THURSDAY</th>
<th>FRIDAY</th>
<th>SATURDAY</th>
</tr>
</thead>
</table>

*Also post this schedule where you can see it daily to remind you of your commitment. When you have finished working with your schedule, record exact times in an engagement calendar.*
5.6 KEEP A JOURNAL OF YOUR PROGRESS

In addition to monitoring your time, please keep a journal of your thoughts and feelings, as well as changes in your communication anxiety level. Journaling has been found to be a therapeutic aid in helping individuals face, tolerate, and manage many physical and psychological stresses. In fact, emotionally expressing and mentally processing stressful events in journal writing has brought many positive benefits to the journal writer (Ullrich & Lutgendorf, 2002). “Writing is considered powerful because when individuals translate experiences into language, they begin a cognitive process of structuring and organizing these experiences into smaller and easier to handle events” (Vano, 2002). As thoughts about events change, significant positive growth is experienced and reported by those who journal (Ullrich & Lutgendorf, 2002).

To get started on journaling, respond to the journaling activity and questions at the end of every chapter. (You should have started doing this in Chapter One.) Record your feelings after each practice session and any opportunity you have to do public speaking (e.g., in class, on the job, at a meeting, etc.). Be sure to record the dates too. After a few months, you will be pleasantly surprised at what you have learned and how many of your old feelings and attitudes have changed.

If you take the time to learn and practice the techniques and record your progress, you are on the way to conquering your speech anxiety. It will be one of the best things you have ever done. Commit yourself to a personal practice schedule and to journaling. You can do it!

CHAPTER SUMMARY

The multidimensional approach to overcoming speech anxiety emphasizes the importance of matching treatment techniques to each of your seven personality dimensions. For help in remembering the personality dimensions, use the acronym BASICS—behavior, affect, sensation, imagery, cognition, and stress (which includes biological functions and interpersonal support). Tracking the firing order refers to determining which of the BASICS dimensions fires first (initiates speech anxiety). Applying treatment to the first dimension in your firing order is like stopping the lead domino in a snakelike chain of dominos from falling; it lessens the impact on the other dimensions and impedes speech anxiety at its initiating point.

Once you have determined your firing order, you will select techniques to match each of the dimensions involved. Skills training targets the behavior dimension. Systematic desensitization (SD) and deep abdominal breathing target the affect and sensation dimensions. SD and mental rehearsal (also called visualization) target the imagery dimension. Cognitive restructuring and mental rehearsal target the cognitive dimension. Interpersonal support, physical exercise, and stress-reduction programs target the stress (drugs/biological functions and interpersonal relationships) dimension.

To conquer your speech anxiety, you will need to develop a personal plan and practice schedule. Start by committing yourself to your goal, then actively learn the techniques and practice them following a schedule. In addition, you will need to keep a journal of your thoughts and progress; journaling is one more aid that can help you restructure your thinking and manage physical and psychological stresses. If you take the time to follow your plan to conquer your speech anxiety, it will be one of the best things you have ever done.
REVIEW QUESTIONS

After reading this chapter, you should be able to answer the following:

1. Explain the multidimensional approach to conquering speech anxiety.
2. What does the acronym BASICS represent?
3. Define “tracking the firing order.”
4. What is the purpose of tracking the firing order of dimensions involved in your speech anxiety?
5. List the personality dimensions in the BASICS acronym and the techniques targeted to each dimension.
6. Explain which dimension is at the top of your firing order, how you determined your firing order, and what technique you will use first.
7. Based on what you read in this chapter, which technique do you believe will be the most helpful to you? Why?
8. Describe how you will find the time to practice the techniques and how much time you will plan for the techniques each week.
9. Explain the benefits of keeping a journal and when you started keeping one.

JOURNALING ACTIVITY—5
Reflection on My BASICS Dimensions, Firing Order, and Personal Plan

Today in your journal, you will reflect on your firing order of personality dimensions and what you have learned about conquering your speech anxiety using a personal plan. Use the following points to guide your journaling:

Date:

1. Reflect on the BASICS (behavior, affect, sensations, imagery, cognitions, stress—biological functions and interpersonal support) personality dimensions where you are experiencing the most speech anxiety. Describe those dimensions.
2. Picture in your mind your last public speaking experience (or an anxious time when you spoke in front of others). Describe the top three dimensions in your firing order and how you experienced them.
3. Based on your firing order and matched treatment techniques, which techniques are you most looking forward to learning? Why?
4. Explain when and how you will find the time to practice the speech anxiety-reduction techniques you are about to learn. Describe what obstacles you will face in keeping your personal plan and practice schedule. What will you do to overcome the obstacles?