List of Figures

Figure 1.1: In principle, formulation is constructed, validated, and adjusted through ongoing processes of deduction (drawing from, and applying, theory) and induction (grounded in data). Dashed lines indicate that theory informs assessment of case-specific information, and case information informs how theory is applied. Through case-based abstractions, case information also has potential to inform theory-building. While the above represents an idealised model of the reciprocal relationship between theory and practice, idiographic practitioner factors (e.g., experience, biases, etc.) are likely to influence how theory is deduced and applied in practice.

Figure 4.1: Developmental CBT formulation —— 49
Figure 4.2: Situational ABCO formulation —— 50
Figure 6.1: Diagrammatic Formulation —— 89
Figure 7.1: Left: Triangle of Conflict, illustrating the conflict between defence, anxiety, and hidden feeling. Right: Triangle of Person, illustrating that conflicts formed in the distant past generalise to current or recent and transference relations —— 100
Figure 7.2: Initial formulation —— 108
Figure 7.3: Spectra of Psychoneurosis and Fragility (Adapted from Abbass, Town, & Driessen, 2013) —— 110
Figure 7.4: The graded format of ISTDP (adapted from Abbass & Bechard, 2007) —— 113
Figure 10.1: Old Brain/New Brain Interaction (adapted from Gilbert & Choden, 2013) —— 163
Figure 10.2: Our emotional regulation systems (adapted from Gilbert, 2009a) —— 165
Figure 10.3: Compassion Attributes and Skills (adapted from Gilbert, 2009a) —— 166
Figure 10.4: Threat focused formulation —— 174
Figure 10.5: Three systems formulation (adapted from Gilbert, 2009a) —— 176
Figure 11.1: CBT diagrammatic formulation —— 193
Figure 11.2: Diagrammatic integrative formulation —— 197