Video feedback worksheet

Compare specific observations. A difference is useful information, not a demand to feel calm or certain.

Editable PDF: replace or delete the fictional examples. Blank PDF: print and write. Guidance follows.

Purpose, consent and secure recording/deletion agreement

e.g. Agree purpose, consent, secure storage and deletion with my therapist.

Prediction BEFORE viewing

Specific visible feature / behaviour

e.g. I expect long, obvious pauses.

What I expected or observed

e.g. I predict I will look unable to speak.

Optional matched ratings and useful detail

e.g. Predicted awkwardness 8/10.

Observation AFTER viewing

Specific visible feature / behaviour

e.g. Observe the length of pauses on the agreed recording.

What I expected or observed

e.g. I paused briefly and then finished the sentence.

Optional matched ratings and useful detail

e.g. Observed awkwardness 4/10.

What I learned / what is still uncertain

e.g. How I felt differed from what I could see; review once with my therapist.

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Using this resource

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What this helps with

Feeling visibly anxious and appearing that way are not always the same. Carefully prepared video feedback can help you compare a feared impression with observable evidence. This sheet supports a therapist-led exercise; watching yourself without preparation can instead trigger criticism and checking. Agree exactly what question the recording should answer, ensure the relevant features can be seen or heard and view the interaction fairly. The exercise is about social predictions, not evaluating your attractiveness or producing a polished performance.

How to use it

1. Agree the clinical purpose, participants, consent, storage and deletion plan before recording.
2. Describe the specific feared impression and what you predict the recording will show.
3. Check that the recording could capture the feature being tested, without intrusive close-ups.
4. View with your therapist, attending to the whole interaction as you would to another person.
5. Compare prediction and observations, discuss feelings-versus-evidence, then agree how to use the learning.

A fictional worked example

With consent, Ali and his therapist record a brief practice conversation. He predicts that his voice will be inaudible for most of it and that every pause will seem very long. They check the sound before beginning and agree to delete the recording after the planned review. Before watching, Ali describes the predicted pattern. With guidance, he watches the whole exchange rather than searching frame by frame for flaws. His voice is audible and there are ordinary pauses from both people. He still remembers feeling intensely anxious. The distinction becomes useful evidence for a later conversation experiment, rather than something to check repeatedly.

Keep in mind

This requires therapist guidance and informed consent from everyone recorded. Never record people secretly or upload therapy recordings to public services. Agree secure handling and deletion. If appearance checking, shame or distress increases, stop and discuss whether another approach is more suitable.

Sources and attribution

Warnock-Parkes et al. (2017). Seeing is believing: Using video feedback in cognitive therapy for social anxiety disorder. Cognitive and Behavioral Practice, 24, 245-255.

NICE (2013). Social anxiety disorder: recognition, assessment and treatment (CG159).

Original material informed by the sources above. No outside organisation endorses this worksheet.

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