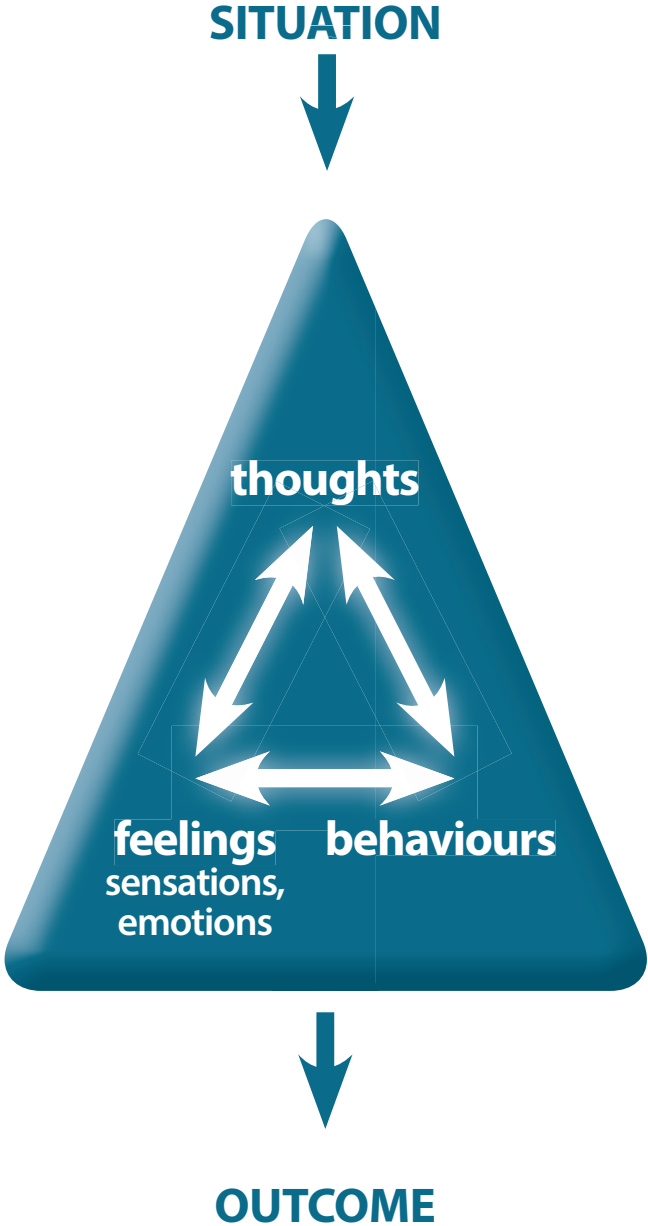




Chapter 1 Home Practice








Practice Table: Notice the Triangle of Experience

Practice noticing the **Triangle of Experience** in some everyday situations. Notice the *thoughts* that come up, the *feelings* (both emotions and bodily sensations), and the *behaviours* that followed (what you did). Also, reflect on the *outcome*, perhaps noticing if it represents a **RESPOND** or **REACT** pathway. Choose very specific situations, such as, "On Tuesday at 5pm, when I arrived home, I couldn't find my keys." Start with low-key, everyday situations.



SITUATION	THOUGHTS Sentences, Images, Memories	FEELINGS Sensations, Emotions	BEHAVIOURS	AFTER-EFFECTS/ OUTCOME
What happened? When? Where? Who? What?	What was going through your mind?	What sensations were strong in your body? What feelings came up?	What did you do? What could others see if they were watching you?	What happened after? What do you notice now, while you're writing, about the outcome?
Monday night. Going to class. 10 minutes late.	"Oh no! Everyone is going to think I'm incompetent!" "Why can't I get it together?"	Heart pounding Flushed face Frustrated Embarrassed	Gave up, turned around. Rushed during commute. Irritable with others in my way.	I feel mad at myself for missing the session. I was irritable with my family.
While I was talking about something that's important to me, my friend interrupted with something unrelated.	"They don't care about me!" "They find me boring." "What happens in my life isn't that important. Maybe I don't need to share."	Agitation Furrowed brow Angry Sad Lonely	Cancelled plans. Complained to a different friend about what happened.	Couldn't fall asleep. Mind was racing.

Chapter 1: CBT BASICS

SITUATION 	THOUGHTS Sentences, Images, Memories 	FEELINGS Sensations, Emotions 	BEHAVIOURS 	AFTER-EFFECTS/ OUTCOME 
What happened? When? Where? Who? What?	What was going through your mind?	What sensations were strong in your body? What feelings came up?	What did you do? What could others see if they were watching you?	What happened after? What do you notice now (while you're writing) about the outcome?

Chapter 1: CBT BASICS

SITUATION/ ↓	THOUGHTS Sentences, Images, Memories ↓	FEELINGS Sensations, Emotions ↓	BEHAVIOURS ↓	AFTER-EFFECTS/ OUTCOME ↓
What happened? When? Where? Who? What? ↓	What was going through your mind? ↓	What sensations were strong in your body? What feelings came up? ↓	What did you do? What could others see if they were watching you? ↓	What happened after? What do you notice now (while you're writing) about the outcome? ↓



Practice a DIAL or Healthy Distraction Skill

What did you notice? _____



What situations lead you to experience Overheated zones on the **Dial**? Write them down here so that you can try out a **DIAL Skill** or **Healthy Distraction** when these situations occur in the future (for example, conflict with others, having to stay late at work, or feeling trapped, overtired, or hungry). _____

Mindfulness of Feelings by Naming Them

For each emotion in the left column, put a check-mark in the box on the days you notice you have these emotions. You can add other emotions too, if other words work better for you. Remember that all emotions have their place; as you complete this exercise, cultivate curiosity as best you can.



Track your emotions, without judgment, as they arise throughout the week.

	Emotions	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
J O Y	Happy							
	Interested							
	Excited							
	Satisfied							
	Proud							
S A D N E S S	Sad							
	Hurt							
	Down							
	Disappointed							
	Despairing							
A N G E R	Irritated							
	Angry							
	Resentful							
	Contemptuous							
	Annoyed							
	Vengeful							
	Frustrated							
	Exasperated							
	Defensive							
	Furious							

Exercise continues on the following two pages.

Chapter 1: CBT BASICS

Track your emotions,
without judgment,
as they arise
throughout the week.

	Emotions	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
F E A R	Afraid							
	Nervous							
	Anxious							
	Worried							
	Edgy							
	Dread							
	Uneasy							
S H A M E	Embarrassed							
	Humiliated							
	Sheepish							
	Self-conscious							
	Mortified							
G U I L T	Regretful							
	Guilty							
	Remorseful							

Track your emotions,
without judgment,
as they arise
throughout the week.

Chapter 1: CBT BASICS

Track your emotions, without judgment, as they arise throughout the week.

	Emotions	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
O T H E R	Affectionate							
	Loving							
	Compassionate							
	Grateful							
	Confident							
	Caring							
	Disgusted							
	Envious							
	Jealous							

Notice what other emotions come up for you during this week and track them here.

Chapter 1: CBT BASICS



6 Practice Identifying Parts of the Triangle

For each of the following, label:

T for a thought

S for a sensation

E for an emotion

B for a behaviour or urge

Examples:

 S Hot face

 E Disappointed

 T They're rejecting me

 B Lie down

 I'm late

 Sweaty

 Affectionate

 I can never get started on that task

 Warmth in chest

 Thrilled

 Impulse to hug someone

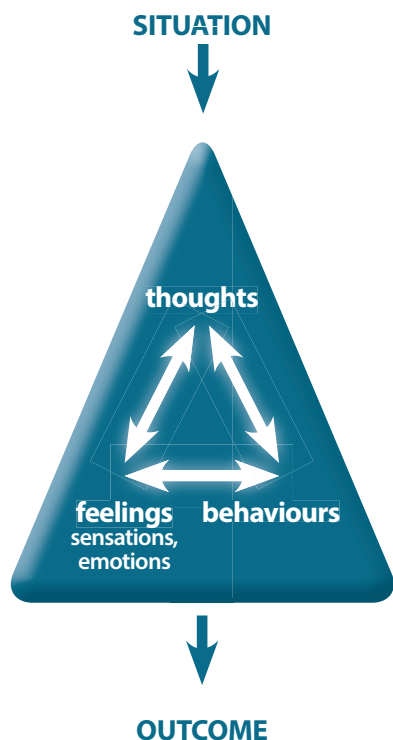
 I shouldn't get so emotional about this

 Temptation to cancel outing

 Overwhelmed

 I'm pleased with how this dish turned out

 Eating a muffin



T for a thought
S for a sensation
E for an emotion
B for a behaviour or urge

- ___ Urge to scratch
- ___ What's the point?
- ___ Annoyed
- ___ Impulse to check messages
- ___ This line up is ridiculous
- ___ Saying yes when asked to take over a job for a colleague
- ___ Telling my friend I need help
- ___ Frustration
- ___ Shaky in legs
- ___ Am I messaging them too much?
- ___ Grateful
- ___ Pit in stomach
- ___ Dread
- ___ Heart pounding
- ___ This is really hard
- ___ It is understandable that I feel this way
- ___ Ask for a meeting



Notes

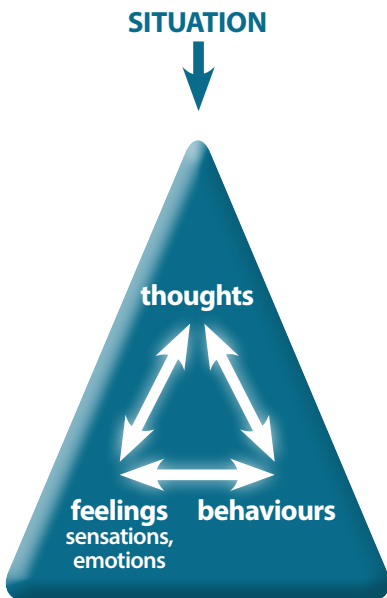


Chapter 2 Home Practice

23
6

Practice Table: Be Mindful of Thoughts and Feelings

Similar to the last chapter, bring awareness to parts of the **Triangle of Experience** that arise in specific life situations. In this exercise, focus on the internal events—Thoughts and Feelings. As best you can, notice what arises with a curious, non-judgmental stance.



SITUATION When? Where? Who? What?	THOUGHTS: Sentences, images, or memories that come to mind	FEELINGS: Emotions or body sensations that arise
Sunday night, 9:30pm: Sitting on the couch, petting the dog.	"She is so soft." "She completely gives in to her nap."	Contentment Affection
Monday, 10am: At a meeting, someone is sniffing and looks ill.	"Why did she come if she's sick?" "Now I am going to get it!" "My week is packed! I can't handle a cold on top of it!"	Annoyed Scared Compassionate

SITUATION When? Where? Who? What? ↓	THOUGHTS: Sentences, images, or memories that come to mind ↓	FEELINGS: Emotions or body sensations that arise ↓

Focus on your thoughts and feelings, taking a curious, non-judgmental stance.



Notes



Chapter 3 Home Practice

Practice Table: Spot Thinking Traps

Notice events this week, or use a practice table from previous weeks, and try identifying the **Thinking Traps**.

SITUATION	AUTOMATIC THOUGHT	FEELINGS Sensations, Emotions	SPOT: IDENTIFY THINKING TRAPS
My two-month-old baby sneezed once today; I have not seen this behaviour before.	"My baby is sick, and this could get really bad. I must drop everything to watch my baby."	Terror Heart pounding, trembling, sweaty, breathless	<div style="text-align: right;">81 ↗</div> <ul style="list-style-type: none"> • Jumping to Conclusions (fortune telling) 73 ↗ • Catastrophizing
I am showing my friend a video and he checks the length of the video before it has finished.	"My friend is bored and thinks I am an idiot."	Shame Flushed face, heart racing, sinking feeling in abdomen	<ul style="list-style-type: none"> • Jumping to Conclusions (mind reading) • Labelling 79 ↗

Chapter 3: SPOTTING THOUGHTS

SITUATION	AUTOMATIC THOUGHT	FEELINGS Sensations, Emotions	SPOT: IDENTIFY THINKING TRAPS



57 ↗

Practice Mountain Meditation Skill

What did you notice? _____



66 ↗

Read Strategies for Getting Distance from Thoughts

Are there any you already practice? Any that interest you to try?

My Top Strategies:



Notes

Chapter 4 Home Practice



Practice Swapping Three Ways

Investigate several **hot thoughts**, putting them under the spotlight. Remember, practice makes habit!

60 ↗



1. SWAP Thinking Traps

Use your home practice from Chapter 3, where you noticed thoughts and labelled the **Thinking Trap**. Now, practice coming up with a new thought. Use the **SWAP** tips and examples to help you. Notice how feelings, and how activated they make us on the **Dial of Activation**, may shift with the swapped thoughts.

82 ↗

81 ↗

90 ↗

13 ↗

EXAMPLE

Hot thought:

"I am lonely. My kids and grandkids should know that, and should call me."



- *Associated feelings and intensity on the Dial of Activation:*

Frustration: **6** Sadness/Loneliness: **4**

- *Type of Thinking Trap(s):* **Mind reading, Shoulds and Musts**

74 ↗

78 ↗

- *Alternative thought:* "My kids and grandkids may not have any awareness of how I feel right now. There have been times when I have been so busy in my own life, and have been unaware or unsure of what my loved ones needed. Actually, it's my own responsibility to take care of my needs; it's not up to my family to predict all of my needs. I could call someone to connect, or ask if we can schedule regular calls."

- *Feelings and intensity on the Dial of Activation if you were to think the alternative thought:*

Frustration: **2** Sadness/Loneliness: **4** Empowered: **5**

Chapter 4: SWAPPING THOUGHTS



EXERCISE

60 ↗

Hot thought: _____

13 ↗

• *Associated feelings and intensity on the Dial of Activation:* _____

81 ↗

• *Type of Thinking Trap(s)* _____

• *Alternative thought:* _____

• *Feelings and intensity on the Dial of Activation, if you were to think the alternative thought:* _____



60 ↗

Hot thought: _____

13 ↗

• *Associated feelings and intensity on the Dial of Activation:* _____

81 ↗

• *Type of Thinking Trap(s)* _____

• *Alternative thought:* _____

• *Feelings and intensity on the Dial of Activation, if you were to think the alternative thought:* _____

2. SWAP Using the Anxiety Equation

Use the **Anxiety Equation** to find a new thought for each of the following two statements:



- a. "I really don't want to go to a holiday dinner with the entire extended family this year. I haven't been feeling well, and travelling feels like too much. My son will be upset and it will ruin our relationship."

i. **Minimize fear:** Write thoughts to help you estimate the danger in a realistic way: _____

ii. **Maximize coping:** Write thoughts to help you consider your resources and abilities: _____



Chapter 4: SWAPPING THOUGHTS

b. "The cake I made for the birthday party came out of the oven half-collapsed. The party is ruined!"

i. **Minimize fear**—write thoughts to help you estimate the danger in a realistic way: _____



ii. **Maximize coping**—write thoughts to help you consider your resources and abilities: _____

3. SWAP Using the THINK Acronym



Use the **THINK Acronym** to help you examine a thought from several perspectives. Start with very specific thoughts that arise in a situation, not general thoughts. For example, instead of writing, “Bad things always happen to me,” you would write, “I was waiting for the bus. It was late, and I had the thought that bad things always happen to me.”

Specific situation: _____

Hot thought: _____



On the next page, **THINK** it through:

T:TRUE?

H:HELPFUL?

I:INSPIRING?

N:NEEDS?

K:KIND?

Chapter 4: SWAPPING THOUGHTS

<p>What part of this is TRUE? Check the facts! Separate the kernel of truth from the shell of opinions and assumptions. How accurate is this thought? What Thinking Traps might be present? What is the evidence <i>for</i> it? What is the evidence <i>against</i> it? What evidence might I be ignoring? What is a thought that better reflects the known facts?</p>	
<p>How might this be HELPFUL? How useful is it to go on thinking this thought? How does thinking this way make me feel? What are the outcomes of thinking this way? How might I act if I didn't believe this thought? Consider writing out the pros and cons of continuing to think the thought. Is there a thought that represents a more helpful way of viewing the situation?</p>	
<p>How can I make this INSPIRING? Does accepting this thought inspire me to be my best self? How does it fit with my values, or who I want to be? How does it point me in a direction that I actually want to go? If I looked back on this thought five years from now, what would I advise myself about it?</p>	
<p>Which NEEDS does this alert me to? Is my mind signalling an underlying need by bringing up this thought? Is this thought coming up because of something I need to take care of? Why did my mind jump to this thought?</p>	
<p>What is the KINDest interpretation I can offer? How kind is this thought? Would I say it to a friend? If not, what would I be likely to say?</p>	

Chapter 4: SWAPPING THOUGHTS

<p>What part of this is TRUE? Check the facts! Separate the kernel of truth from the shell of opinions and assumptions. How accurate is this thought? What Thinking Traps might be present? What is the evidence <i>for</i> it? What is the evidence <i>against</i> it? What evidence might I be ignoring? What is a thought that better reflects the known facts?</p>	
<p>How might this be HELPFUL? How useful is it to go on thinking this thought? How does thinking this way make me feel? What are the outcomes of thinking this way? How might I act if I didn't believe this thought? Consider writing out the pros and cons of continuing to think the thought. Is there a thought that represents a more helpful way of viewing the situation?</p>	
<p>How can I make this INSPIRING? Does accepting this thought inspire me to be my best self? How does it fit with my values, or who I want to be? How does it point me in a direction that I actually want to go? If I looked back on this thought five years from now, what would I advise myself about it?</p>	
<p>Which NEEDS does this alert me to? Is my mind signalling an underlying need by bringing up this thought? Is this thought coming up because of something I need to take care of? Why did my mind jump to this thought?</p>	
<p>What is the KINDest interpretation I can offer? How kind is this thought? Would I say it to a friend? If not, what would I be likely to say?</p>	

Chapter 4: SWAPPING THOUGHTS

SWAP: Now, rewrite the thought. You may be able to come up with more than one alternative. Remember the goal is to write thoughts that are more accurate, more helpful, and/or more flexible.

New thought(s): _____



“Until you change your thinking, you will always recycle your experiences.”

Anonymous



89 ↗

Practice the 5-4-3-2-1 Skill

For variety, you can also try just noticing four or five sights, sounds, and sensations.

What did you notice? _____

Brainstorm circumstances where this **grounding** skill may come in handy for you: _____

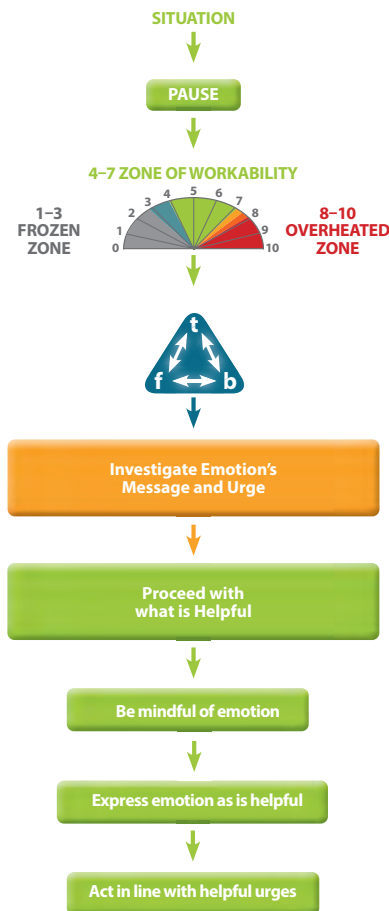


Notes



Chapter 5 Home Practice

Working with Feelings Flowchart: STOPP



115 **STOP!** Give yourself **distance** from the situation by pausing. The mindful process illustrated in this flowchart is often done after the fact. It may be done alone, or by talking it out with someone you trust.

13 **TAKE A BREATH.** Come into the present. Where are you on the **Dial of Activation**? If outside the **Zone of Workability**, do a **DIAL Skill**, **grounding** skill, or other **self-care** skill.

6 **OBSERVE THE TRIANGLE, MINDFULLY AND WITH COMPASSION:**

- notice automatic thoughts
- notice automatic urges
- name the emotion: observe sensations, facial expressions, tone, posture

129 **PERSPECTIVE USING CURIOSITY.** Get distance and ask yourself, "What is this **emotion's function**? What message is it signalling, and what may be helpful about its urge?" Spot what is valid about the emotion and related thoughts (the **kernels of truth**). "It makes sense that I feel this emotion because...". Notice if the emotion is primary or secondary.

130 **PROCEED WITH CHOICE.** Choose to invite and allow **primary emotions** in the Zone of Workability. Be mindful of the emotion internally and notice bodily sensations. If helpful in the situation, express the emotion externally. If urges are in a helpful direction, act on them to respond effectively.

Try using the **STOPP Skill** to help you explore and allow feelings. After the fact, sit down, think about the situation, and imagine it as vividly as possible. Then go through the STOPP steps, lingering in **OBSERVE with compassion** and **PERSPECTIVE** as you explore the feelings. You can fill out the table in any order that makes sense to you. Specifically, explore the emotion, its associated physical sensations and other bodily aspects, and its action urge(s). Notice if any **secondary emotions** arise (such as shame or fear about feeling a primary emotion), and notice these too without judgment, as best you can. Try these explorations with everyday events rather than with charged situations, because you want to be able to stay within your **Zone of Workability** on the **Dial of Activation**.

130 ↗

13 ↗

Once you've noted how the emotion showed up for you, consider its messages about the situation. **Validate** ways the emotion makes sense, and spot and get **distance from thoughts** that aren't helpful. Consider if the emotion can motivate some helpful actions.

147 ↗

66 ↗

While allowing the emotion, consider whether the *Practical Skills for Help with Allowing Emotions* discussed in this chapter may be of use.

148 ↗

Examples on the following page.



Working with Feelings Worksheet: STOPP

EXAMPLE: Being with a feeling that is uncomfortable

S	Describe the situation.	I went to an extended care home to visit a loved one whom I haven't seen in awhile. I was struck by how frail they looked compared to the last time I saw them.
T	Take a breath.	Practice something for a few moments/minutes to help ground you and bring you into the present moment. If you are outside the Zone of Workability , give yourself time, do a DIAL Skill , or engage in self care until you are in the Zone of Workability.
O	What emotions did you feel? Circle the one you want to work with.	Sadness Shame Fear
	What were the associated bodily sensations, facial expressions, tone, posture, and/or gestures?	Cold hands, hollowness in my abdomen, stooped posture, teary eyes, lump in the throat.
	What urges were present (what did you feel like saying or doing)?	I had an urge to cry as soon as I saw them. I wanted to leave.
	What thoughts or images were going through your mind?	I am losing my loved one. They do not even look like the person I knew. They look so frail and sick.
P	What message is the emotion signalling? What parts of this are helpful/accurate in the moment? <i>"It makes sense that I feel this because..."</i>	It makes sense that I feel this way. I am experiencing a significant loss in this moment. My life right now is different from what I had hoped.
	Spot the kernel of truth in thoughts, and step back from unhelpful interpretations.	My loved one <i>has</i> changed a lot.
	Which aspects of the urge(s) may be helpful? Which are unhelpful?	My urge to cry is telling me to express my sadness and to feel it. It's an indication of how much this person means to me. I don't necessarily want to cry in front of my loved one. It might be helpful to reach out to someone who can appreciate my sadness and support me to feel it. My urge to leave the facility is a wish to not feel this sadness, and that is not going to be helpful.

EXAMPLE (cont.): Being with a feeling that is uncomfortable

P	Behaviour. If this has already occurred, what did you say or do?	I stayed for a short visit, and talked with the care aids more than I talked to my loved one because I felt so uncomfortable.
	How would you choose to proceed? <ul style="list-style-type: none"> • Allow the emotion mindfully. • Express it when and in as much as that is helpful. • If urges are towards a helpful direction, act on them. Problem solve the situation if possible. 	<p>Allow and Express: I am going to accept the hollowness in my abdomen as a reminder of this important relationship and the loss that is unfolding. Tears can come when they come. I'm going to encourage self-compassion by reminding myself that all humans experience loss, and although it is hard, it is also important. I can fully live these moments of my life.</p> <p>Urges: I am going to speak with another relative who has also gone to visit. We can share our sadness together, which I know will make it easier for me.</p> <p>I left quickly before, but now I have an urge to spend quality time with my loved one. I am going to bring in a book that I can read to them. I will also bring one of my knitting projects, which will make it easier for me to sit with them.</p>
	Are there any secondary emotions?	I feel shame for feeling so much sadness. I feel the need to be more stoic to support them right now. I also feel fear about whether I will be able to cope with this amount of sadness.

Chapter 5: EMOTIONS



Working with Feelings Worksheet: STOPP

EXERCISE: Analyze one of your own situations using the STOPP steps

S	Describe the situation.	
T	Take a breath.	
O	What emotions did you feel? Circle the one you want to work with.	
	What were the associated bodily sensations, facial expressions, tone, posture, and/or gestures?	
	What urges were present (what did you feel like saying or doing)?	
	What thoughts or images were going through your mind?	
P	What message is the emotion signalling? What parts of this are helpful/accurate in the moment? <i>"It makes sense that I feel this because..."</i>	
	Spot the kernel of truth in thoughts, and step back from unhelpful interpretations.	
	Which aspects of the urge(s) may be helpful? Which are unhelpful?	

EXERCISE (cont.): Analyze one of your own situations using the STOPP steps

P	Behaviour. If this has already occurred, what did you say or do?	
	How would you choose to proceed? <ul style="list-style-type: none">• Allow the emotion mindfully.• Express it when and in as much as that is helpful.• If urges are towards a helpful direction, act on them. Problem solve the situation if possible.	
	Are there any secondary emotions?	



How Judgments take us from Primary to Secondary Emotions

130 ↗

Practice identifying **primary** and **secondary emotions**. Notice your primary and secondary emotion patterns with friendly curiosity. It's OK if you are not sure about the thoughts/judgments, emotions, and urges for all boxes in the chart; fill out what is apparent to you now, and be curious about the rest.

Situation	Primary emotion	Ways I may be judging the primary emotion	Secondary emotion	Unhelpful action-urge arising from the secondary emotion
My grade on my assignment was lower than what I was expecting	Fear	"There's something wrong with me for the fact that I got upset over a grade."	Shame	Hide, don't check in with instructor

Mapping Emotions

Choose one emotion to examine in-depth. Notice what types of situations prompt this emotion for you. It may help to look back at **Triangles of Experience** that you have explored earlier in this course. Recall one situation where this emotion was activated. Notice physical ways the emotion shows up for you, what urges arise, and where you sense them in the body. Notice what the emotion may be telling you about the situation, along with responses that could be helpful in the situation you have remembered or imagined. Ask yourself how you could use the energy of emotion-related urges to act in a way that is helpful. You are encouraged to fill out the boxes in this table in any order that makes sense to you, and in your preferred language.



To try this exercise with other emotions, photocopy this page or download the table from mind-space.ca

EMOTION:		
Situations where this emotion comes up for me:		
Automatic Thoughts	Emotion	
	Bodily Experiences	Urges
Potential Messages of the Emotion		
Potentially Helpful Responses		



Notes

Chapter 6 Home Practice

Working with Feelings and Behaviours Flowchart: STOPP



1 Stop



SITUATION



PAUSE

2 Take a breath



4-7 ZONE OF WORKABILITY



3 Observe, with compassion



4 Perspective with curiosity



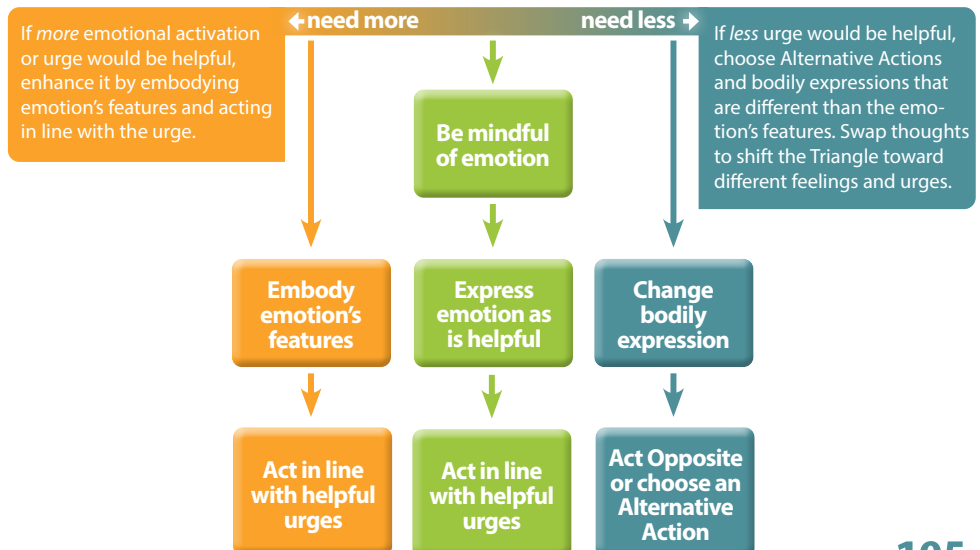
Investigate Emotion's Message and Urge

5 Proceed with choice



How much of emotion's expression is helpful in this situation?

If urges are in a helpful direction, problem solve to respond effectively.





Working with Feelings and Behaviours Worksheet: STOPP

Evaluate some daily situations to notice what your emotions are trying to tell you, and the ways in which their action urges may be helpful. Use

195 the flowchart to help you.

EXAMPLE

<p>1 STOP!</p>	<p>You've already started this step by sitting down to think about the situation! You may write out your scenario below if that helps you, or talk it out with someone, draw it, or choose another way to explore a situation and your response in depth.</p>	
	<p>What is the situation prompting the Triangle?</p>	<p>I was at the ocean with my kids. I have never learned to swim, and usually avoid going in at all. They wanted me to play catch with them in waist-deep water.</p>
<p>2 TAKE a breath</p>	<p>Practice something for a few moments to help ground you and bring you into the present moment. If you are outside the Zone of Workability, give yourself time, do a DIAL Skill, or engage in self-care until you are in the Zone of Workability.</p>	
<p>3 OBSERVE</p>	<p>Mindfully, and with compassion, notice:</p>	
	<p>Thoughts</p>	<p>It would be fun to play with them. But what if I can't get back to shore? I don't do water!</p>
	<p>Urges</p>	<p>Don't play, stay on beach</p>
	<p>Sensations</p>	<p>A bit activated - faster heart rate, stomach clench</p>
	<p>Emotions</p>	<p>(circle the strongest one, or the one you want to work with) Excitement Fear</p>
<p>4 PERSPECTIVE</p>	<p>What is this emotion trying to tell me? What parts of this are helpful or accurate? "It makes sense that I feel this because..." Swap thoughts for what is not helpful.</p>	<p>It makes sense that I feel scared, because I haven't learned to swim and I am not used to being in the water. Water can be dangerous. My emotion is making sure I am aware that there is some threat. AND The threat right here is not significant - the beach here is shallow and the water is calm.</p>

EXAMPLE (cont.)

<p>PERSPECTIVE (cont.)</p> <p>5</p>	<p>What aspects of the urge may be helpful? What may be unhelpful?</p>	<p>Helpful: It would be unsafe for me to go in deep water or into a current.</p> <p>Unhelpful: I will miss out and regret it if I don't play with my kids, because that is what brings me joy.</p>
<p>PROCEED</p>	<p>If urges are towards a helpful direction, act on them and problem solve:</p> <p>More: If more emotional activation or urge would be helpful, enhance by embodying the emotion's features and acting in line with urges.</p> <p>Less: If urges are in an unhelpful direction or too intense, choose Alternative actions and bodily expressions that are different than the emotion's features.</p>	<p>I need LESS of my urge to stay on the beach and avoid the water.</p> <p>Opposite bodily expressions: Stand up straight, relax muscles, especially in the face. Smile slightly. Make eye contact with my kids.</p> <p>Alternative Actions: Stand in water. Play catch!</p>
<p>NOTICE</p>	<p>What is the short-term outcome? What did you feel? What happened around you?</p>	<p>Very, very anxious when I first walked toward the water and stepped in. I asked the kids to throw the ball to me while I stayed in the shallow part.</p>
	<p>What is the long-term outcome? What did you feel? What happened around you?</p>	<p>I stayed knee deep and started playing. I kept my eyes on the game, and didn't look back to the shore. I started having fun and decided to wade deeper, where I could play closer to my kids. My anxiety went up again, but when I continued playing, smiling, and focusing on the game, my anxious sensations decreased. My kids were thrilled that I came in and played with them! I felt proud of myself.</p>

Exercise continues on the following two pages.



Working with Feelings and Behaviours Worksheet: STOPP



Evaluate some daily situations to notice what your emotions are trying to tell you, and the ways in which their action urges may be helpful. Use the flowchart and the example on the previous page to guide this exercise.

EXERCISE

1 STOP!	You've already started this step by sitting down to think about the situation! You may write out your scenario below if that helps you, or talk it out with someone, draw it, or choose another way to explore a situation and your response in depth.	
	What is the situation prompting the Triangle ?	
2 TAKE a breath	Practice something for a few moments to help ground you and bring you into the present moment. If you are outside the Zone of Workability , give yourself time, do a DIAL Skill , or engage in self-care until you are in the Zone of Workability.	
3 OBSERVE	Mindfully, and with compassion, notice:	
	Thoughts	
	Urges	
	Sensations	
	Emotions	(circle the strongest one, or the one you want to work with)
4 PERSPECTIVE	What is this emotion trying to tell me? What parts of this are helpful or accurate? "It makes sense that I feel this because..." Swap thoughts for what is not helpful.	

<p>PERSPECTIVE (cont.)</p>	<p>What aspects of the urge may be helpful? What may be unhelpful?</p>	
<p>5 PROCEED</p>	<p>If urges are towards a helpful direction, act on them and problem solve:</p> <p>More: If more emotional activation or urge would be helpful, enhance by embodying the emotion's features and acting in line with urges.</p> <p>Less: If urges are in an unhelpful direction or too intense, choose Alternative Actions and bodily expressions that are different than the emotion's features.</p>	
<p>NOTICE</p>	<p>What is the short-term outcome? What did you feel? What happened around you?</p>	
	<p>What is the long-term outcome? What did you feel? What happened around you?</p>	



Practice Strength Poses and/or Engineering Laughter.

What did you notice? _____



Notes



Chapter 7 Home Practice

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Work on a Value-based SMART Goal

Step 1: Value _____

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Domain _____

Step 2: For the purposes of this exercise, keep this goal small—something that can be done within the next week. What is the smallest, simplest step you could take in the direction of this value?

Check that the goal is:

Smart

Measurable

Attainable > 1 2 3 4 5 6 7 8 9 10
(rate your confidence that you can complete the goal as written)

Relevant

Time-bound

Chapter 7: GOING WHERE YOU WANT TO GO

Step 3: Are there any obstacles that could get in the way of completing this goal? _____

What can you do to deal with these obstacles?: _____

Step 4: (After you have tried to complete the goal) How did it go? Do you want to re-set this goal, or to set another goal? Is there anything you would like to do differently? _____

Step 5: Give yourself credit and practice a **Good for Me!**





Practice the Soles of the Feet Skill

What did you notice? _____

My Good for Me(s) This Week



I can give myself credit that I invested time, energy, or effort in: _____



Notes