

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



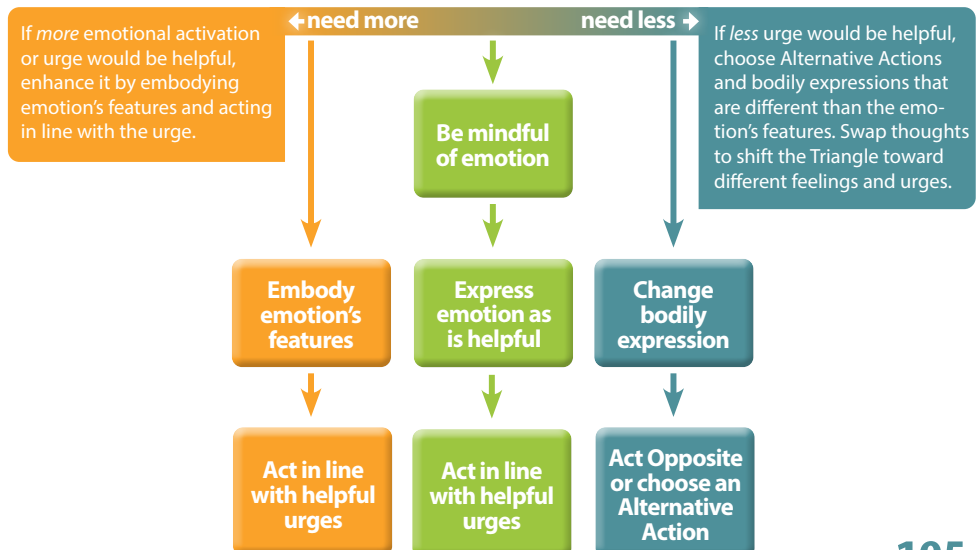
Investigate Emotion's Message and Urge

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 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 <u>Fear</u></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>5</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