

Southampton Emotional Coping & Life Skills Group (SECLS)



with Ben Smart, James Southwood, Aleah Kumari-Pearce,
Georgie Hudson & Alison Storey

This booklet belongs to _____

Contents:

Week 1 Emotional Awareness Introduction	Page 8
Week 2 Emotion Awareness continued	Page 11
Week 3 Emotion Regulation	Page 19
Week 4 Managing Distress	Page 24
Week 5 Mindfulness	Page 32
Week 6 Acceptance	Page 40
Week 7 Values	Page 44
Week 8 Communication skills	Page 55
Week 9 Interpersonal Effectiveness	Page 60
Week 10 Summary	Page 68



Welcome!

Hello, thank you for joining the group. We hope that you find the sessions useful.

Session	Topic	Date
Session 1	Overview of the group and introductions. Introduction to Emotional Awareness	
Session 2	Emotional Awareness II	
Session 3	Emotional Regulation	
Session 4	Managing Distress	
Session 5	Mindfulness	
Session 6	Acceptance	
Session 7	Values	
Session 8	Communication skills	
Session 9	Interpersonal Effectiveness	
Session 10	ACT Compass & Takeaway	
	Individual coaching	Up to 45 mins every fortnight
Followed by	Individual Review	Within 1 month of last group

Group Agreement

- Please be on time and be ready 5 minutes before start time when you will be admitted.
- Let us know if you can't come to the session.
- Use first names only in MS Teams and with other group members.
- Only communicate with other group members in the group sessions themselves.
- Confidentiality of other group members is to be respected and take steps to ensure no one else is over hearing the session.
- To not record the session (unless agreed by all)
- To be sitting upright and dressed for group
- Try to respect others' opinions.
- Try not to act on any negative judgements your mind makes of others.
- Listen and don't speak over other people.
- It is ok not to participate but you will learn more if you do.
- If you need to take five minutes out of the group or off camera – you can, but let us know.
- Not to be under the influence of alcohol or drugs.
- Use your risk management plan proactively
- If you don't attend for two sessions in a row then unfortunately you will have missed too much information and won't be able to continue with the group.

A message from previous group members:

“The best approach is to go in with an open mindset to help with your personal struggles. The group are there for you which is a great motivator. Don’t expect any judgements as everyone has been in a similar situation and is in the same boat.”

“SECLS has been very helpful and I have learnt a lot about emotions and how to channel them in more positive ways rather than ignore them. It has helped me manage the higher emotions better although I still do struggle, but this requires practice more than anything.”



Ice Thawing Exercise:



Notes:

Goals:

Using the scale below how would you answer these questions?

0% 10% 20% 30% 40% 50% 60% 70% 80% 90% 100%

Not at all

Getting there

Completely

1. Goal 1 is:

How close do you feel to completing this goal? _____%

2. Goal 2 is:

How close do you feel to completing this goal? _____%

3. Able to manage emotional difficulties:

How confident do you feel to complete this goal? _____%

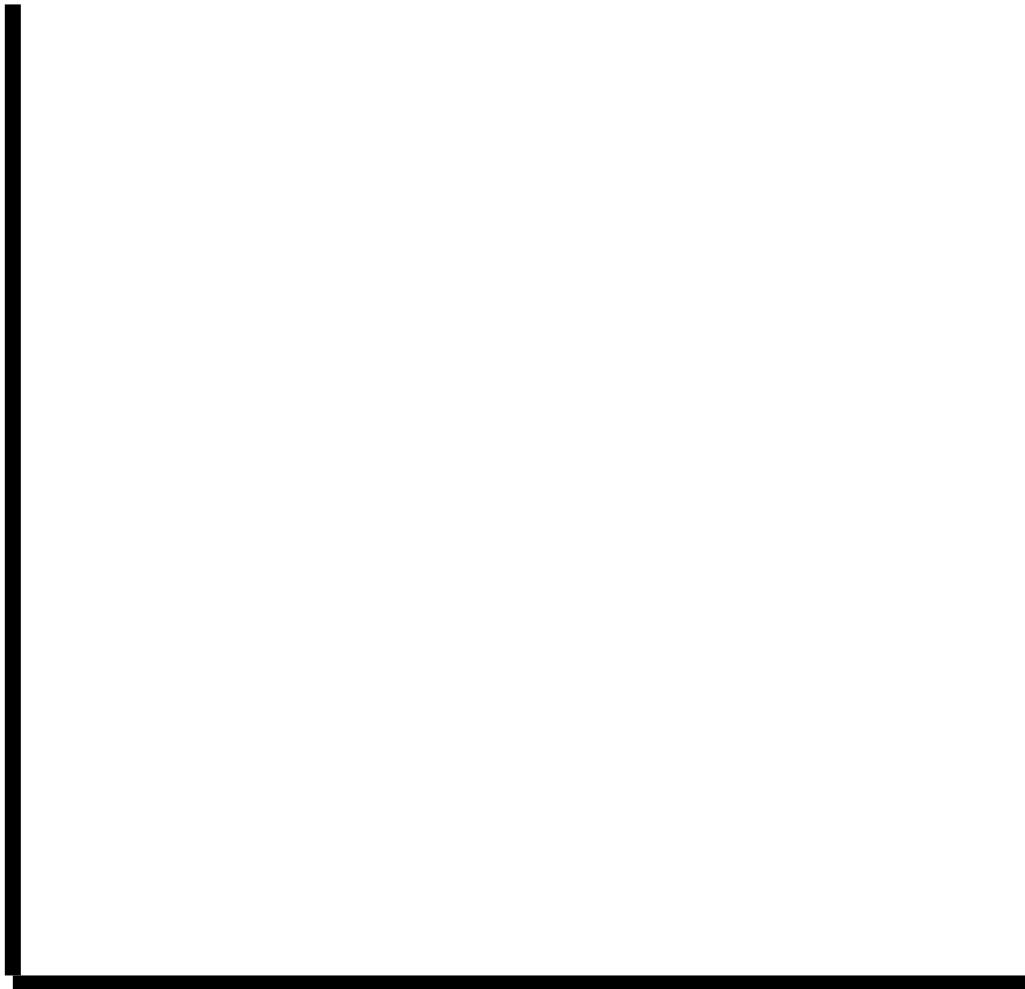
4. Willingness to change:

How ready to you feel to start making some changes in your life?
_____%

Emotional Wave:



What does your emotional wave look like?



Before
the
emotion
starts

As the
emotion
begins

When the
distress of the
emotion is at
it's peak

To bring
the
emotion
down

Week 1- Emotional Awareness:

What are emotions?

Emotions are often complex and can be, at times, confusing. Our feelings are valid and communicate important information to us. Learning how to react to our emotions in a useful way is an important life skill. Sometimes the way we react or behave in response to our emotions is unhelpful leading to prolonged emotional suffering.

What emotions do for you?

1. Emotions motivate and organise us for action
2. Emotions communicate to and influence others
3. Emotions communicate to ourselves

Notes:

Mind like water:

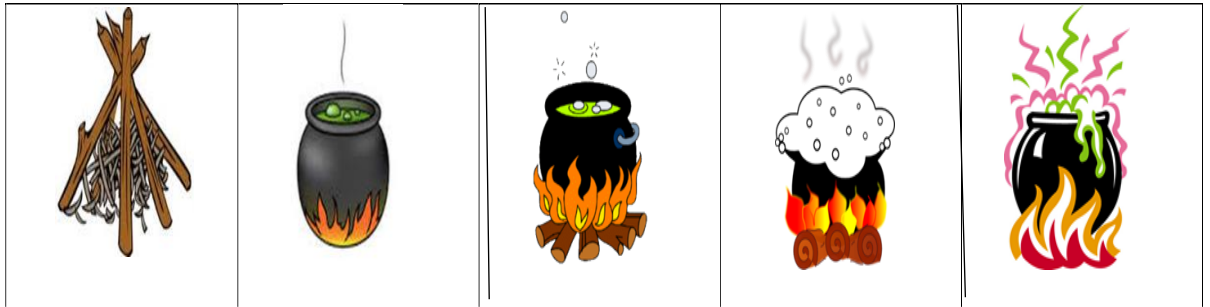
In karate there is an image that's used to define the position of perfect readiness: "mind like water." Just like water in a pond, your mind should be at peace most of the time. It should only react when something is thrown into it.

Imagine throwing a pebble into a still pond. How does the water respond? Water reacts exactly in proportion to the object thrown into it - with a big splash for a big rock, or a little ripple for a small pebble. When the reaction is over, it goes back to a state of peace/calm. It doesn't overreact or underreact.

Anything that causes you to overreact or underreact can control you, and often does. Responding inappropriately to your e-mail, your staff, your projects, your unread magazines, your thoughts about what you need to do, your children, or your boss will lead to less effective results than you'd like. Most people give either more or less attention to things than they deserve, simply because they don't operate with a "mind like water."



Homework week 1: Emotional Pot Boiler



Feelings

Physical sensations

Thoughts

Behaviours

Week 2

Emotions Quiz – Kahoot!

1. Please open the Kahoot app or enter URL: <https://kahoot.it/> on your secondary device. This will be your answer pad.
2. Enter PIN number shown on MS Teams screen & then your first name – into your second device when prompted.
3. Keep your primary device open as this will allow you to see the questions and continue to verbally interact with the group.

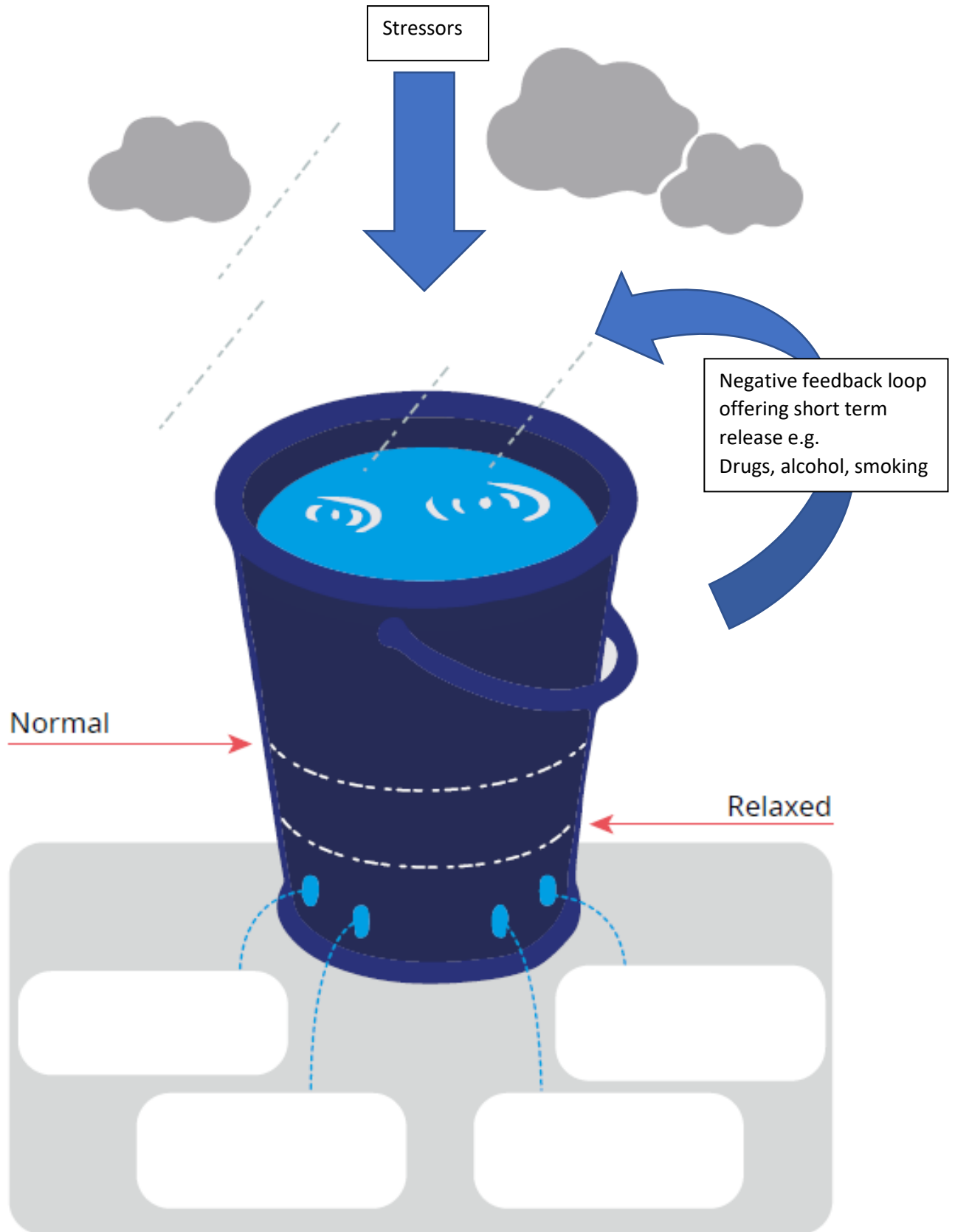
Notes:



The Purpose of Emotions

Emotion	What it's for	What it makes you do
Sadness		
Anger		
Fear		
Shame		
Guilt		
Disgust		
Surprise		
Curiosity / Interest		
Happiness		
Love		

Stress Bucket



Developed from an idea by Brabban and Turkington (2002)

The Effect of Prolonged and Repeated Stress

- What happens when our bucket can't take anymore daily stressors?



External stressors

Those in our environment or our surroundings, i.e. finances, housing, work, relationships

Internal stressors

Those that we experience inside our bodies, i.e. memories, worries, physical sensations, attitudes

My stressors:

Reducing Emotional Vulnerability

Looking after yourself: PLEASE skills

- Treat **Physical** illness and pain
- **E**at regular meals in a balanced way
- **A**void mood altering drugs
- **S**leep hygiene
- **E**xercise regularly



Notes:

Being good to yourself

CREATIVE ACTIVITIES

Draw / doodle

Write a poem

Do some DIY / decorating

Sewing or knitting

Write a diary

Making a gift / present for someone

Sing in the shower

OTHER ACTIVITIES

Remembering kind words or deeds of loved ones

Sleeping

Driving

Playing with animals / children

Laughing

A day with nothing to do

Setting a goal

Making a list of tasks that need completing

Thinking about happy memories

Daydreaming

Listening to others

RECREATIONAL ACTIVITIES

Take care of house plants / doing the gardening

Going swimming

Singing /dancing along to your favourite music

Preparing a favourite meal, cooking from a recipe

Walking in a park or a place with beautiful scenery

Cleaning

Exercising, jogging, walking or attending a class

Read an article, novel, magazine or paper

Listen to an audio book/BBC sounds

Sunbathing (if possible?)

Play a board game/video game

Watch a sporting event

Visit a place of interest

Listen to music / radio

Going to the cinema

Stream a film/ New series

Buying clothes

SOCIAL EVENTS

Visit a friend or family / phone or Skype them

Write a letter, email, social media post

Make a new friendship

Go out for coffee/lunch/walk with a friend

Do something for somebody else

SELF-CARE / PERSONAL ACTIVITIES

Have a quiet evening in watching your favourite TV programme

Having a massage / have a haircut

Have a relaxing bath

Wear something nice

Put on make-up, do hair

Put on a face mask

EDUCATIONAL ACTIVITIES

Go to/access a library

Go to/access a museum

Read a non-fiction book

Do a crossword puzzle

Research something on the net

Watch a documentary

My Activities List:

Week 3: Emotional Regulation

When we are struggling with painful experiences, the struggle seems to make them all the more painful. Yet, when we move away from the pain, we also move away from the richness of life that those valued actions bring to us.

Decrease Emotional Suffering

Generally, when we try to rid ourselves of pain and distress we only increase it, we prolong our suffering. e.g. of a loss.

How many of us have experienced an unexpected loss, of a relationship of a person or of a role – we often seem to go through stages of fighting against it.

“If only I had” “I should have” “They didn’t deserve this”/..... “I don’t deserve this”.

That’s a normal part of grieving, but if we hold onto these struggles too strongly, we can prolong our suffering and prevent ourselves moving on from this painful stage of the grieving process.

Notes:

Thought Suppression



Concentrating on:

Suppressing:

Notes:

Defusion means learning to step back or detach from unhelpful thoughts, worries & memories.

It is literally de- fusing, so instead of being fused or joined with your thoughts, being pushed around by them, or struggling to get rid of them, you learn how to let them come and go – as if they were just cars driving past outside your house.

How to step back and watch your thoughts, rather than engaging in a struggle to convince yourself to think differently. This can provide you with an opportunity to respond effectively rather than react, getting tangled up or lost inside your thinking.

Defusion strategies to try:

- Say it over and over and over, as fast as you can
- Say it ssloooowly...
- Imagine writing it on paper and then burning it
- “If I treated myself like someone I loved I would tell myself...”
- On a computer screen – change font and size
- Label it / there’s the old story of my mind again “I notice I am having the thought that...”
- Thank your mind for the chatter on Radio Doom and Gloom.
- Imagery of release - leaves on a stream / clouds in the sky
- Cartoon voice
- Cellophane idea
- Sing the thought to a tune e.g. Happy Birthday or a nursery rhyme

Week 3 Homework Task

Day:	<u>Defusion techniques tried:</u>	<u>Potboiling Consequences:</u> Feelings, Physical, Thoughts or Behaviours
Thursday		
Friday		
Sat		
Sun		
Monday		
Tuesday		
Wednesday		

Week 4: Emotion Regulation

Decrease Emotional Suffering

Check the facts

Many emotions and actions are set off by our thoughts and interpretations of events, not by the events themselves.

Event → Thoughts → Emotions

Our emotions can also have a big effect on our thoughts about events.

Event → Emotion → Thoughts

Examining our thoughts and *checking the facts* can help us change our emotions.

How to Check the Facts

1. Ask: What is the emotion I want to change?
2. Ask: What is the event prompting my emotion?

Describe the facts that you observed through your senses.

Challenge judgments, absolutes, and black-and-white descriptions.

3. Ask: What are my interpretations, thoughts, and assumptions about the event?

Think of other possible interpretations.

Practice looking at all sides of a situation and all points of view.

Test your interpretations and assumptions to see if they fit the facts.

4. Ask: Am I assuming a threat?

Label the threat.

Assess the probability that the threatening event will really occur.

Think of as many other possible outcomes as you can.

5. Ask: What's the catastrophe?

Imagine the catastrophe really occurring.

Imagine coping well with a catastrophe

6. Ask: Does my emotion and/or its intensity fit the actual facts?

Check out facts that fit each emotion.

Decreasing emotional suffering continued:

Opposite Action

Use the opposite action when your emotions do not fit the facts, or when acting on your emotions is not effective. *Remember: it is not about forcing opposite emotion it is about doing the opposite behavioural urge!*

EVERY EMOTION HAS AN ACTION URGE.

CHANGE THE EMOTION BY ACTING OPPOSITE TO ITS ACTION URGE.

Consider these examples:

<u>EMOTION</u>	<u>ACTION URGE</u>	<u>OPPOSITE ACTION</u>
Fear	Run away/avoid	Approach/don't avoid
Anger	Attack	Gently avoid/be a little nice
Sadness	Withdraw/isolate	Get active
Shame	Hide/avoid	Tell the secret to people who will accept it

HOW TO DO OPPOSITE ACTION, STEP BY STEP

- Step 1. IDENTIFY AND NAME THE EMOTION** you want to change.
- Step 2. CHECK THE FACTS** to see if your emotion is justified by the facts.
Check also whether the intensity and duration of the emotion fit the facts.
(*Example: "Irritation" fits the facts when your car is cut in front of; "road rage" does not.*)
An emotion is justified when your emotion fits the facts.
- Step 3. IDENTIFY AND DESCRIBE YOUR ACTION URGES.**
- Step 4. ASK WISE MIND:** Is expression or acting on this emotion effective in this situation?
If your emotion does not fit the facts or if acting on your emotion is not effective:
- Step 5. IDENTIFY OPPOSITE ACTIONS** to your action urges.
- Step 6. ACT OPPOSITE ALL THE WAY** to your action urges.
- Step 7. REPEAT ACTING OPPOSITE** to your action urges until your emotion changes.

Notes:

Emotional Regulation when in distress



Crisis Survival - **TIPP**



T – Temperature

Change your body temperature using cold water or ice.



I – Intense exercise

Walk quickly. Climb the stairs. Jump up and down. Run on the spot.



P – Paced breathing

Breathe in to the count of 5, hold then breath out to the count of 7.



P – Paired muscle relaxation

Tense your muscles when breathing in and relax them when breathing out.

(Limehan, 2014)

Notes:

Soothing Box

What's in yours?



Sooth with your senses

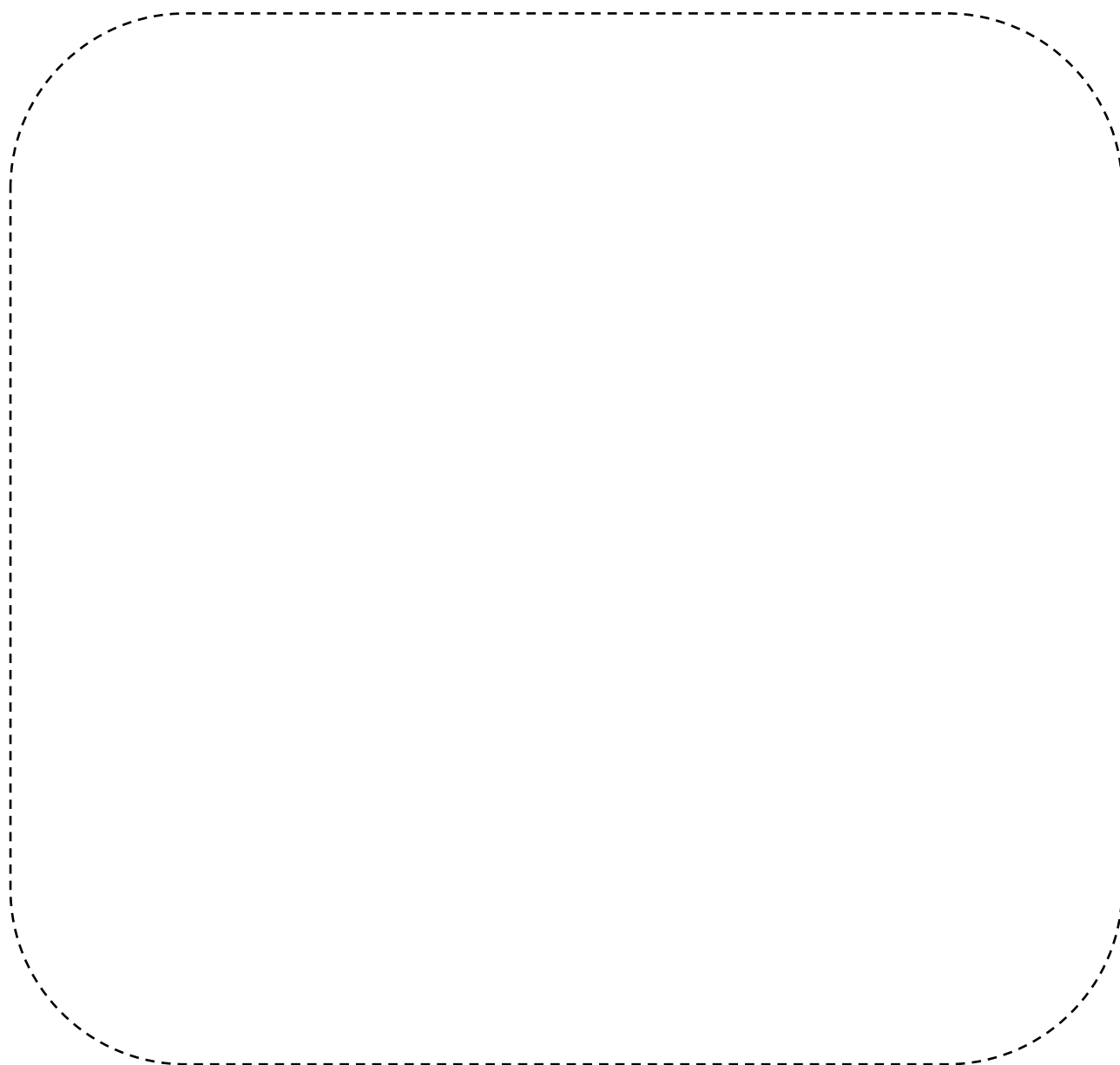
				
Sit outside and enjoy the sounds	Read a good book	Burn some aromatherapy oils	Sing, Laugh	Exercise
Listen to a favourite piece of music	Watch your favourite film	Enjoy the aroma of a scented candle	Chat with someone who listens	Squeeze a stress ball
Listen to some sounds, lapping water	Engage our sense in painting or photography	Do some baking	Chew pieces of sugarless gum	Stroke a pet
Play a relaxation CD	Allow yourself to day dream for 10 mins	Enjoy outdoor smells	Eat a piece of dark chocolate	Do an activity: bake, Pilates
Listen to a radio program with your eyes closed	Evoke good memories from looking at a memory board	Freshly brewed tea or coffee	Repeat affirmations out loud	Have a massage

Prompt Card

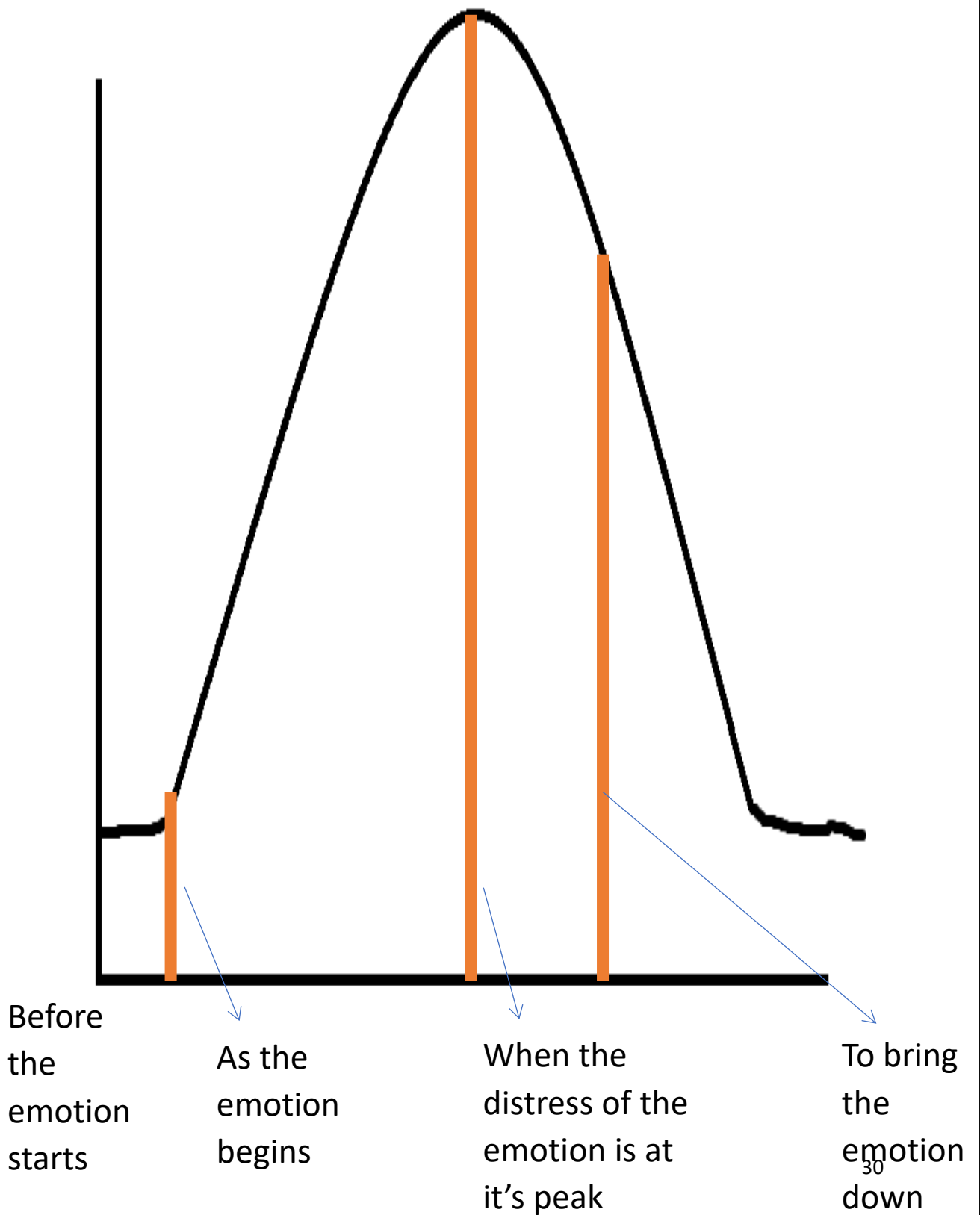
This prompt card is aimed at supporting you during vulnerable times; and gives space for you to record some suggestions that you have found helpful in the past:

My Prompt Card

When I'm in distress the things which help me are:

A large, empty rounded rectangle with a dashed border, intended for the user to write their responses to the prompt above.

Which skill will you use at each period of the wave?



Week 4: Homework

The emotional regulation techniques will only work when in 0-60% emotional range

Day:	<u>Emotional Regulation techniques tried:</u> Outflow, PLEASE, Acting Opposite, Defusion <u>Managing Difficulty</u> TIPP, Self Sooth, STOP,	<u>Potboiling Consequences:</u> Feelings, Physical, Thoughts or Behaviours
Thurs.		
Fri.		
Sat.		
Sun.		
Mon.		
Tues.		
Wed.		

Week 5 : Mindfulness

Emotional Intensity Continuum (Pot Boiler):



Feelings

Physical
sensations

Thoughts

Behaviours

What does your emotional wave look like?



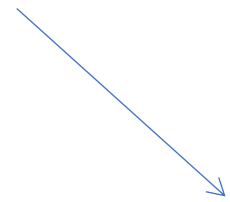
Before
the
emotion
starts



As the
emotion
begins



When the
distress of the
emotion is at
it's peak



To bring
the
emotion
down

Mindfulness:

What is it?

- Learning to be in control of where you place your attention - being in the “here and now”
- Accepting thoughts/emotions and urges – not fighting them!
- Not blocking things out and ignoring them – allowing them to be
- Noticing what you are experiencing and acting wisely

WHAT Skills

Observing:

- is about experiencing this moment
- Noticing thoughts and emotions that take you away, and bringing it back to what you are doing in the here and now
 - E.g. washing up, having a shower, eating, talking to a friend, watching TV

Describing

- Naming what you experience without judgement
- Just stating the facts

Participating

- Participating in a task with full awareness and without self-consciousness
- E.g. singing along to the radio with gusto, laughing out loud in public

Mindfulness:

HOW Skills

- Non-Judgementally
- One-Mindfully
- Effectively

Non-Judgementally:

Not judging anything as “good” or “bad”. It just is.

Judgements are not facts. Try to stick to the facts (use your observe and describe skills!)

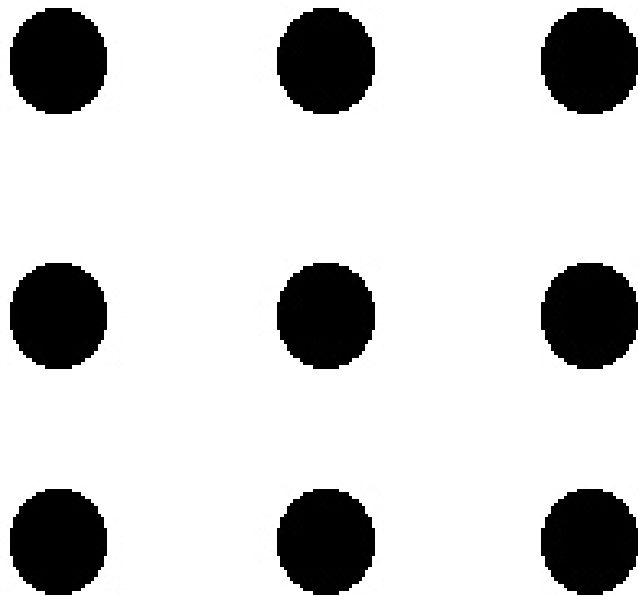
Draw a Giraffe:

One-Mindfully:

Focus on one thing in the moment

Doing one thing at a time with full awareness

Not trying to multi-task



The "nine dots" puzzle

The goal of the puzzle is to link all 9 dots using four straight lines or less, without lifting the pen.

Homework Week 5:

Effectively:

Do what works!

Don't fight what can't be changed.

Chose **two** of the activities that we completed today to practise at home.

WHAT skills:

- Observing
- Describing
- Participating
-

Or

HOW Skills

- Non-Judgementally
- One-Mindfully
- Effectively

Eg- Choose an activity that you could do mindfully such as making a cup of tea.

I completed the following activities and noticed what potboiling effects:

1. _____

2. _____

Day:	<u>Emotional Regulation techniques tried:</u> Outflow, PLEASE, Defusion, Acting Opposite <u>Managing Difficulty</u> TIPP, Self Soothe, STOP,	<u>Potboiling Consequences:</u> Feelings, Physical, Thoughts or Behaviours
Thursday		
Friday		
Sat		
Sun		
Monday		
Tuesday		
Wednes day		

Week 6

Pot Boiler:



Feelings

Physical
sensations

Thoughts

Behaviours

Grounding/Noticing Exercise



- Notice your breath (10 seconds pause)
- Be aware you're noticing (10 seconds pause)
- Notice what you're thinking ...
- Be aware you're noticing ...
- Notice what you can hear
- Be aware you're noticing
- Notice what your mind is telling you ...
- Be aware you're noticing
- Notice what you can feel in your feet
- Be aware you're noticing
- Notice what thoughts you're having
- Be aware you're noticing ...
- So there's a part of you that notices everything
- Optional: Life is like a stage show ... and on that stage are all your thoughts and feelings and everything you can see, hear, touch, taste and smell ... and there's a part of you that can step back and watch the show

The 4A'S of Acceptance:

1. **Acknowledge:** the first step is to notice and name your emotions. Where in your body do you feel it the most? What's it like? What would you call this feeling? silently acknowledging "I'm noticing sadness", or "here is anxiety".
2. **Allow:** you don't need to like, want, or approve of the emotion. You just allow it. Even though you DON'T like it or want it, you give it permission to be there. You let it be.
3. **Accommodate:** open up and make room for the emotion. Breath into it and expand around it. Give it plenty of space. Allow it to freely come, stay and go in its own free time, as it chooses.
4. **Appreciate:** every painful emotion carries valuable information. Consider: what's this emotion telling you to face up to, tackle or address. What's it telling you to change or do differently? Who or what does it remind you is really important? What's it remind you is important in terms of looking after yourself or others? Uncover the wisdom in this emotion and take the time to appreciate it.

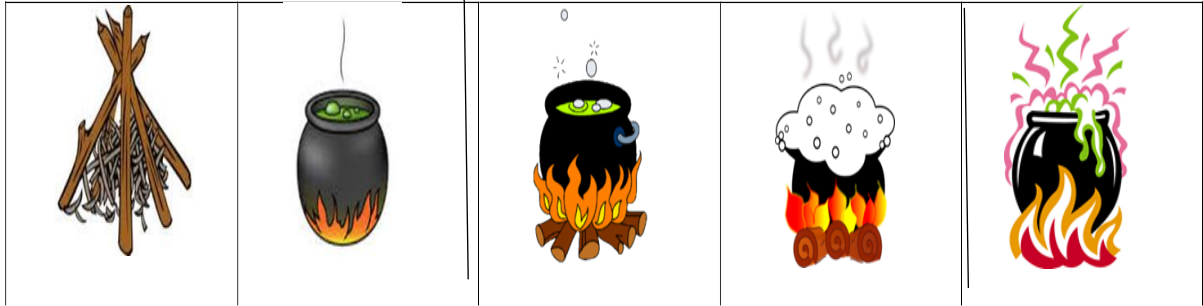


Homework Week 6:

What can I try accepting?	What can I do?	How did it go?
Physical symptoms of anxiety	Notice when they show up and allow them to be present.	It was scary, so I noticed more anxiety at first. But when I gave it permission to be there it didn't seem as scary.

Week 7: Values

Pot Boiler:



Feelings

Physical sensations

Thoughts

Behaviours

Fork in the road:



The *Fork in the Road* represents acceptance and change versus control and avoidance. You must choose which path you take. The less travelled path to the right is the path of acceptance, mindfulness, defusion and valuing what you really care about. Down that road is vulnerability and risk but it is about something. Both lead to pain. The left pain is familiar, but to the right the pain is about challenge, meaning and about living your life.

Imagine you are looking down at that *fork in the road*. From above, you can see that this choice before you is part of a larger system of choices. Imagine that you start in the centre of the fork with the problems. We all can then take the familiar path left towards our comfort zone, the “better the devil you know” path particularly when we are on auto pilot – but this does not take us forward, but to a cul de sac.

However, if you hit the *fork in the road* and you go right channelling acceptance and commitment and head towards the best version of yourself. We do not know what is over this horizon, but it will be new and full of possibilities.

Passengers on the Bus

A3. Passengers on the Bus Metaphor

One way to think about barriers is to think about them as passengers on the bus of life.

Imagine life is like a journey, and you're the driver of your bus. You want to go places and do what's important for you. Over the course of your life, various passengers have boarded your bus. They reflect your thoughts, feelings, and all kinds of inner states. Some of them you like, such as happy memories or positive thoughts, and some you feel neutral about. And then there are passengers that you wish had not boarded the bus; they can be ugly, scary, and nasty.

So, you are driving your bus of life with all sorts of passengers on board. The scary passengers can threaten you and want to be at the front of the bus where you see them. You take this very seriously and stop the bus to struggle and fight with them. You may try to avoid them, distract yourself, or throw them off the bus, but they are your inner states, so you can't get rid of them. However, while the bus is stopped, you're not moving in the direction that's important to you.

You may also try to make deals with the passengers; you'll give in and do what they tell you to do if they agree to keep quiet in the back of the bus. This may feel a little easier than fighting with them, but it means the passengers are in control of the direction your bus is heading.

By fighting and struggling with the passengers or giving in to them, you, the driver, are not in control of your journey of life, and it's likely that you are not heading in a direction that is important to you. But what if, even though these passengers look scary, nasty, and threatening, they can't take control unless you allow them to? There can be different ways to respond to the passengers so that you can head in the direction that is important.

Notes on own passengers:

Values

- Choose a moment from your life, when you felt really connected to what matters most for you.
- What is the value that this moment represents?

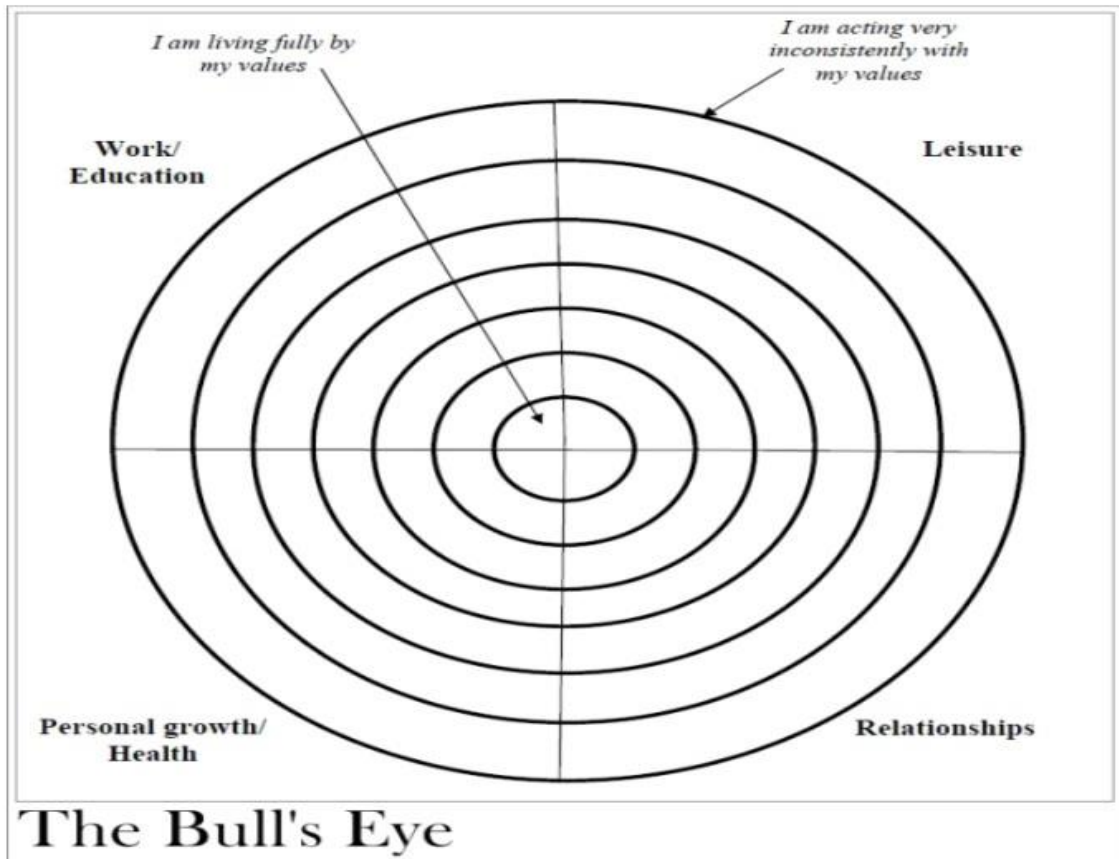
Notes:

What are values?

- A direction, such as heading west.
- Has no ultimate destination, you can never say you have arrived.
- E.g. to be a loving mother/partner/friend. You could never say you had achieved it and put your feet up!
- Not a goal, a feeling or an outcome

Notes:

What are the important things in life (domains)



© Russ Harris, 2007 (adapted from Tobias Lundgren's "Bull's Eye" worksheet) [www.thehappinesstrap.c](http://www.thehappinesstrap.com)

Make an x in each area of the dart board to represent where you stand today.

Values worksheet

(Adapted from Kelly Wilson's Valued Living Questionnaire)

Deep down inside, what is important to you? What do you want your life to stand for? What sort of qualities do you want to cultivate as a person? How do you want to be in your relationships with others? Values are our heart's deepest desires for the way we want to interact with and relate to the world, other people, and ourselves. They are leading principles that can guide us and motivate us as we move through life.

Values are not the same as goals. Values are directions we keep moving in, whereas goals are what we want to achieve along the way. For example, if you want to be a loving, caring, supportive partner, that is a value – an ongoing process. If you stop being loving, caring and supportive, then you are no longer a loving, caring, supportive partner; you are no longer living by that value. In contrast, if you want to get married, that's a goal - it can be 'crossed off' or achieved. Once you're married, you're married – even if you start treating your partner very badly.

The following pages list areas of life that are valued by some people. Not everyone has the same values, and this is not a test to see whether you have the "correct" values.

Think about each area in terms of general life directions, rather than in terms of specific goals. There may be certain areas that you don't value much; you may skip them if you wish. There may be areas that overlap – e.g. if you value hiking in the mountains, that may come under both physical health and recreation.

It is also important that you write down what you would value if there were nothing in your way. What's important? What do you care about? And what you would like to work towards?

How to identify your values:

1. Family relations. What sort of brother/sister, son/daughter, uncle/auntie do you want to be? What personal qualities would you like to bring to those relationships? What sort of relationships would you like to build? How would you interact with others if you were the ideal you in these relationships?

2. Marriage/couples/intimate relations. What sort of partner would you like to be in an intimate relationship? What personal qualities would you like to develop? What sort of relationship would you like to build? How would you interact with your partner if you were the 'ideal you' in this relationship?

3. Parenting children (but including of pets). What sort of parent would you like to be? What sort of qualities would you like to have? What sort of relationships would you like to build with your children? How would you behave if you were the 'ideal you'.

4. Friendships/social life. What sort of qualities would you like to bring to your friendships? If you could be the best friend possible, how would you behave towards your friends? What sort of friendships would you like to build?

5. Career/employment. What do you value in your work? What would make it more meaningful? What kind of worker would you like to be? If you were living up to your own ideal standards, what personal qualities would you like to bring to your work? What sort of work relations would you like to build?

6. Education/personal growth and development. What do you value about learning, education, training, or personal growth? What new skills would you like to learn? What knowledge would you like to gain? What further education appeals to you? What sort of student would you like to be? What personal qualities would you like to apply?

7. Recreation/fun/leisure. What sorts of hobbies, sports, or leisure activities do you enjoy? How do you relax and unwind? How do you have fun? What sorts of activities would you like to do?

8. Spirituality. Whatever spirituality means to you is fine. It may be as simple as communing with nature, or as formal as participation in an organised religious group. What is important to you in this area of life?

9. Citizenship/ environment/ community life. How would you like to contribute to your community or environment, e.g. through volunteering, or recycling, or supporting a group/ charity/ political party? What sort of environments would you like to create at home, and at work? What environments would you like to spend more time in?

10. Health/physical well-being. What are your values related to maintaining your physical well-being? How do you want to look after your health, with regard to sleep, diet, exercise, smoking, alcohol, etc? Why is this important?

Read through the accompanying values sheet. For each of the ten domains, write a few words to summarise your valued direction, Eg 'To be a loving, supportive, caring, partner.' Rate how important this value is to you on a scale of 0 (low importance) to 10 (high importance). It's okay to have several values scoring the same number. Rate how successfully you have lived this value during the past month on a scale of 0 (not at all successfully) to 10 (very successfully). Finally rank these valued directions in order of the importance you place on working on them right now, with 10 as the highest rank, and 9 the next highest, and so on.

Value or Domain	Valued direction (Write a <u>brief</u> summary, in a sentence, or a few key words.)	Lifetime Importance	Current Success	Current Importance to work on
Couples/ intimate relationships				
Parenting				
Family relations				
Social relations				
Employment				
Education and training				
Recreation				
Spirituality				
Citizenship/ community				
Health/ Physical well-being				

Week 7 : Values

My goal is:

My value directing my goal is:

SMART:

Specific	
Measurable	
Attainable	
Relevant	
Timely	

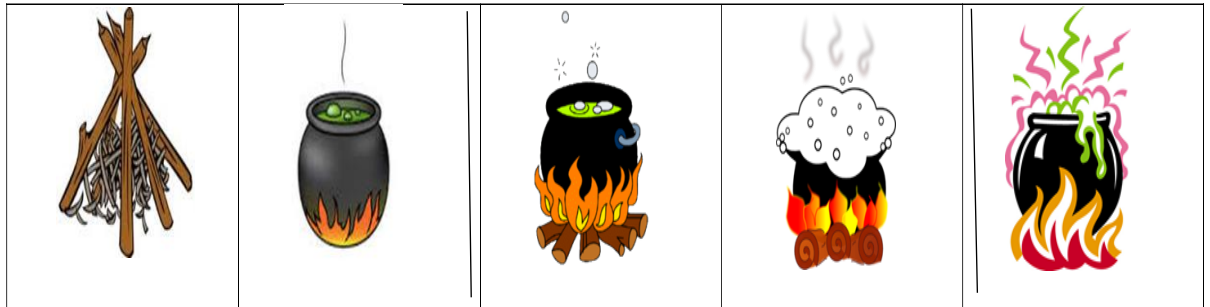
Week 7 homework:

Homework diary: SMART goals in pursuit of your values.

Day:	<u>SMART GOAL</u> What day and time will you be doing which task, to move you towards your goal?	<u>Potboiling Consequences:</u> Feelings, Physical, Thoughts or Behaviours
Thursday		
Friday		
Sat		
Sun		
Monday		
Tuesday		
Wednesday		

Week 8 – Communication

Pot Boiler:



Feelings

Physical sensations

Thoughts

Behaviours

Passengers

Communication styles:

You believe that you have been unfairly treated, often had too much expected of you, or your feelings and opinions have not been listened to. However, not only do others not listen to you, but you feel you are not allowed to express your feelings to them - saying no is not an option - but you still feel really angry about it and are determined to express

You believe that you are someone who is worthy of respect from others, and in addition, that others deserve respect from you. You are not perfect, but you are a valuable human being. Other people may have faults, but they have a right to be listened to – as do you – and that is what you aim to

You believe that you are unfairly disadvantaged or insufficiently respected or acknowledged by others. You get upset with what you perceive as injustice, and then often feel bad about yourself because of the way you handled it – or further aggrieved because others do not recognise that you had a right to express yourself like this.

You believe that you are of less value than others. You are extremely anxious that others will find out that you are of lesser worth, and will do most things to avoid upsetting others. The idea that you might be expected to express your feelings or ask for what you want or need makes you extremely anxious as this may mean upsetting people.

Styles are from: Aggressive, Assertive, Passive or Passive-Aggressive

Communication Rights

Rights

- You have the right to have your own values, beliefs, opinions and emotions.
- You have the right not to justify or explain your actions to others.
- You have the right to tell others how you wish to be treated.
- You have the right to express yourself and to say, "No," "I don't know," "I don't understand," or even "I don't care."
- You have the right to take the time you need to formulate your ideas before expressing them.
- You have the right to make mistakes.
- You have the right to stand up for yourself and for what you want.
- You have the right to be treated with respect.
-

How are our Rights linked to Self Esteem?

Notes:

Low Self Esteem

- Self esteem is “the overall opinion we have of ourselves, how we judge or evaluate ourselves, and the value we attach to ourselves as people” – Dr Melanie Fennell (1999)
- Believing in our rights and living according to them becomes more difficult when we are struggling with low self-esteem. Other people may have rights – but we’re not sure we do. Even if we do have rights, we are pretty sure that we will get ‘punished’ in some way if we try to assert them, leading to anxiety, doubts and self critical thoughts

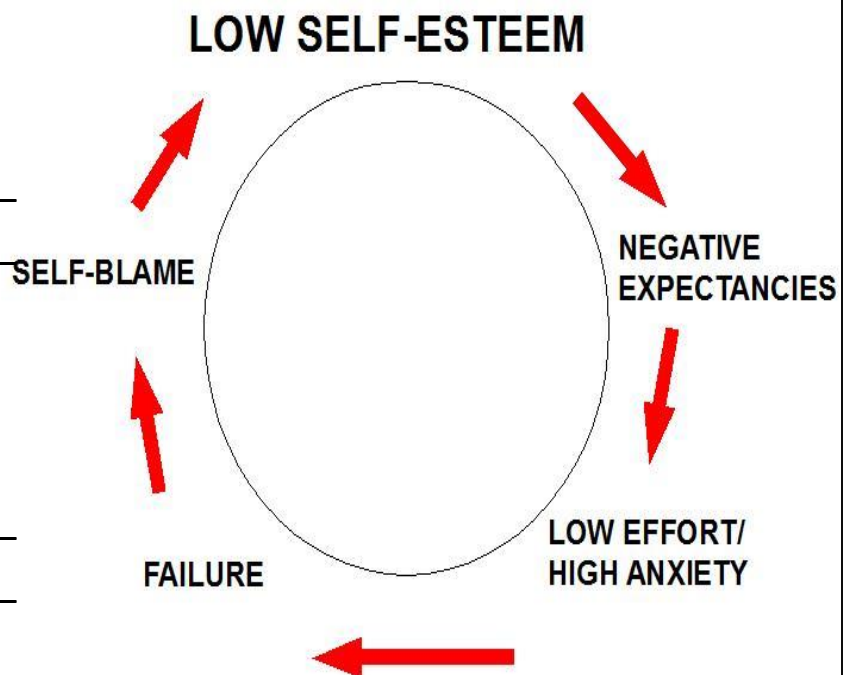
The Low Self Esteem cycle includes the thoughts and assumptions we hold about ourselves, others, and the world around us.

Eg:

- I am: useless/unloveable
- Others: will hurt me
- The World: Is a dangerous place

What are my most unhelpful beliefs:

What are my most unhelpful Rules:



Homework Week 8: Behavioural Experiment

As part of your homework we would like you to create and implement your own behavioural experiment.

Prediction:

- What is your prediction?
- What do you expect will happen?
- How will you know if it has come true?
- Rate how strongly you believe this will happen (0-100%)

Experiment:

- What experiment could test this prediction (when and where)?
- What will you be doing differently?
- How would you know your prediction had come true?

Outcome:

- What happened?
- Was your prediction accurate?

Learning:

- What did you learn?
- How likely is it that your prediction will happen in future?
- Rate how strongly you believe in your original prediction now (0-100%)

Week 9 -Interpersonal Effectiveness:

Goals of people skills

Imagine juggling, and trying to keep these balls in the air.



1. Getting your objectives met:

- Obtaining your legitimate rights
- Refusing an unwanted request
- Getting your point of view taken seriously

2. Keeping a good relationship

- Acting in a way that the other person keeps liking and respecting you
- Balancing immediate goals with the good of the long-term relationship

3. Keeping or improving your self-respect

- Respecting your own values and beliefs
- Resolving an interpersonal conflict
- Acting in a way that makes you feel capable and effective

DEAR (what to say...)

Describe: Describe the current **SITUATION**

Tell the person exactly what you are reacting to. Stick to the facts.

Express: Express your **FEELINGS** and **OPINIONS** about the situation

Assume that your feelings and opinions are not self-evident. Give a brief rationale. Use phrases such as “I want” “I don’t want” instead of “I need” “You should” or “I can’t”

Assert: Assert yourself by **ASKING** for what you want or **SAYING NO** clearly

Assume that others will not know or do what you want unless you ask.
Assume that others cannot read your mind. Don’t expect others to know how hard it is for you to ask directly for what you want.

Reinforce: Reinforce or reward the person ahead of time by explaining **CONSEQUENCES**.

Tell the person the positive effects of getting what you need or want. Tell them (if necessary) the negative effects of not getting it. Help the person feel good ahead of time for doing or accepting what you want and reward them afterwards.

MAN (How to say it...)

(stay) **Mindful:** Keep your focus **ON YOUR OBJECTIVES**.

Maintain your position. Don't be distracted

"Broken record" Keep asking, saying no, or expressing your opinion, over and over.

Ignore

If another person attacks, threatens or tries to change the subject, ignore the threats, comments or attempts to divert you. Don't respond to attacks. Ignore distractions. Just keep making your point.

Appear confident: **Appear EFFECTIVE and competent**

Use a confident voice tone and physical manner; make good eye contact. No stammering, whispering, staring at the floor, retreating, saying "I'm not sure" etc.

Negotiate: **Be willing to GIVE TO GET. Offer and ask for alternative solutions to the problem. Reduce your request. Maintain no, but offer to do something else or solve the problem another way. Focus on what will work.**

Communication and interpersonal effectiveness:

Asking for help

1. Indicate clearly that “I need to spend a few minutes talking about my feelings so that I can get your support. Is this ok with you?”
2. Focus on your feelings and the actual facts. Try not to catastrophise or make it seem worse than it really is.
3. If you think that the other person has not understood you, ask him or her to rephrase what they just said.
4. Limit the amount of time that you talk about your problems. Describe, if possible, some positive steps that you can take to solve a problem.
5. Don't punish or criticise people you are seeking support from.
6. When people are helpful to you, tell them what they did that you appreciate: e.g. “It was really helpful to get your feedback on my problems at work.”
7. Before you call someone, think about how you can use some self-help skills to make progress on your problems. Are there behaviours to change, problems to solve, ways in which to examine your thoughts?

Week 9 Homework

During the week note down how this changed your interactions

Notes:

Give and take:

Factors to Consider

When deciding how firm or intense you want to be in asking or saying 'no', think about:

1. The other person's or your own **capability**
2. Your **priorities / values**
3. The effect of your actions on your **self-respect**
4. You or the other's moral and legal **rights** in the situation
5. Your **authority** over the person, or his or hers over you
6. The type of **relationship** you have with the person
7. The effect of your action on **long-versus short-term goals**
8. The degree of **give and take** in your relationship
9. Whether you have done your **homework** to prepare
10. The **timing** of your request or refusal

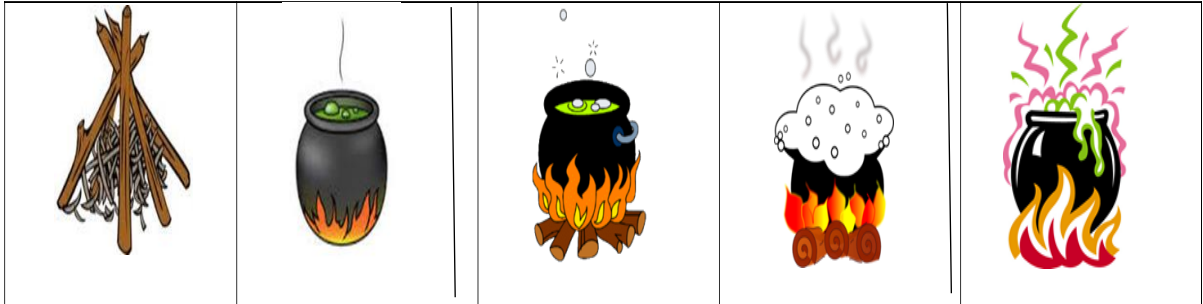
Week 9 : Homework

Homework Diary: The emotional regulation techniques will only work when in 0-75% emotional range

Day:	<u>Interpersonal Effectiveness</u> <u>DEARMAN skills</u> (note when you used them and thoughts you challenged to do so)	<u>Potboiling Consequences:</u> Feelings, Physical, Thoughts or Behaviours
Thursday		
Friday		
Sat		
Sun		
Monday		
Tuesday		
Wednesday		

Week 10: Recap

Pot Boiler:



Feelings

Physical sensations

Thoughts

Behaviours

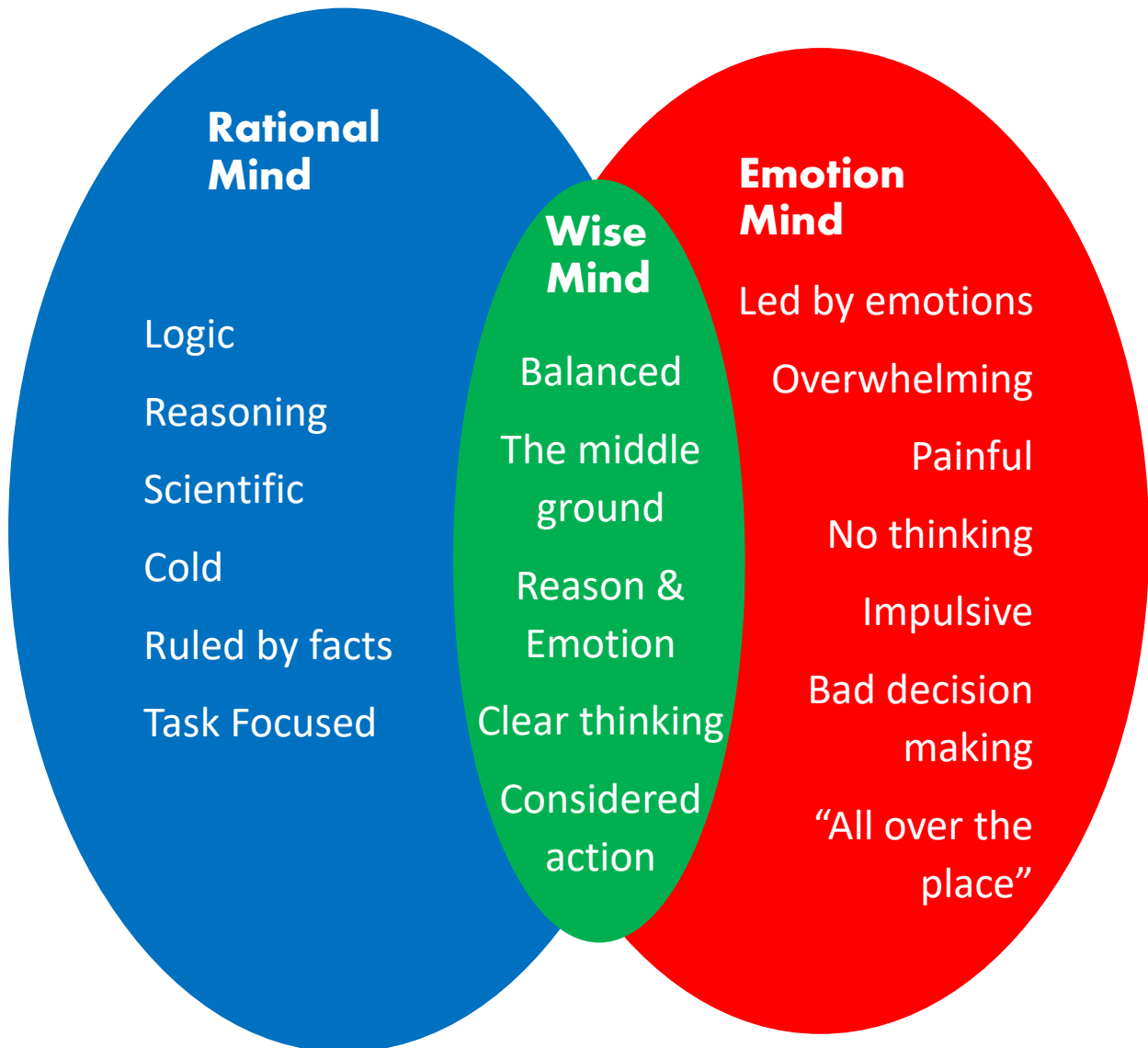
Passengers

Dropping Anchor

- a. Silently and kindly acknowledge to yourself that you're hurting, you're in pain.
- b. Push your feet hard into the floor.
- c. Straighten your back; if sitting, sit forward in your chair.
- d. Press your fingertips together, or stretch your arms, or shrug your shoulders.
- e. Acknowledge the painful thoughts and feelings that are present, **and also notice...** there's a body around that pain – a body that you can move and control. So notice your whole body now – hands, feet, back. ... have a stretch. ... Press your feet down.
- f. Now also look around the room and notice 5 things you can see.
- g. And also notice 3 or 4 things you can hear.
- h. And also notice what you are doing
- i. **So notice there are painful thoughts/feelings/memories here, and ...**
- j. Also notice your body in the chair ... move it, stretch it,
- k. And there's a room around you.
- l. And come back to what you are doing, and engage fully in the task or activity at hand.

Remember, you can practise these kinds of exercises, any time, any place, any activity. And it's a good idea to practise them often when you're less fused, so you can remember to use them when you are really fused!

States of mind:



What does your emotional wave look like?



Before
the
emotion
starts

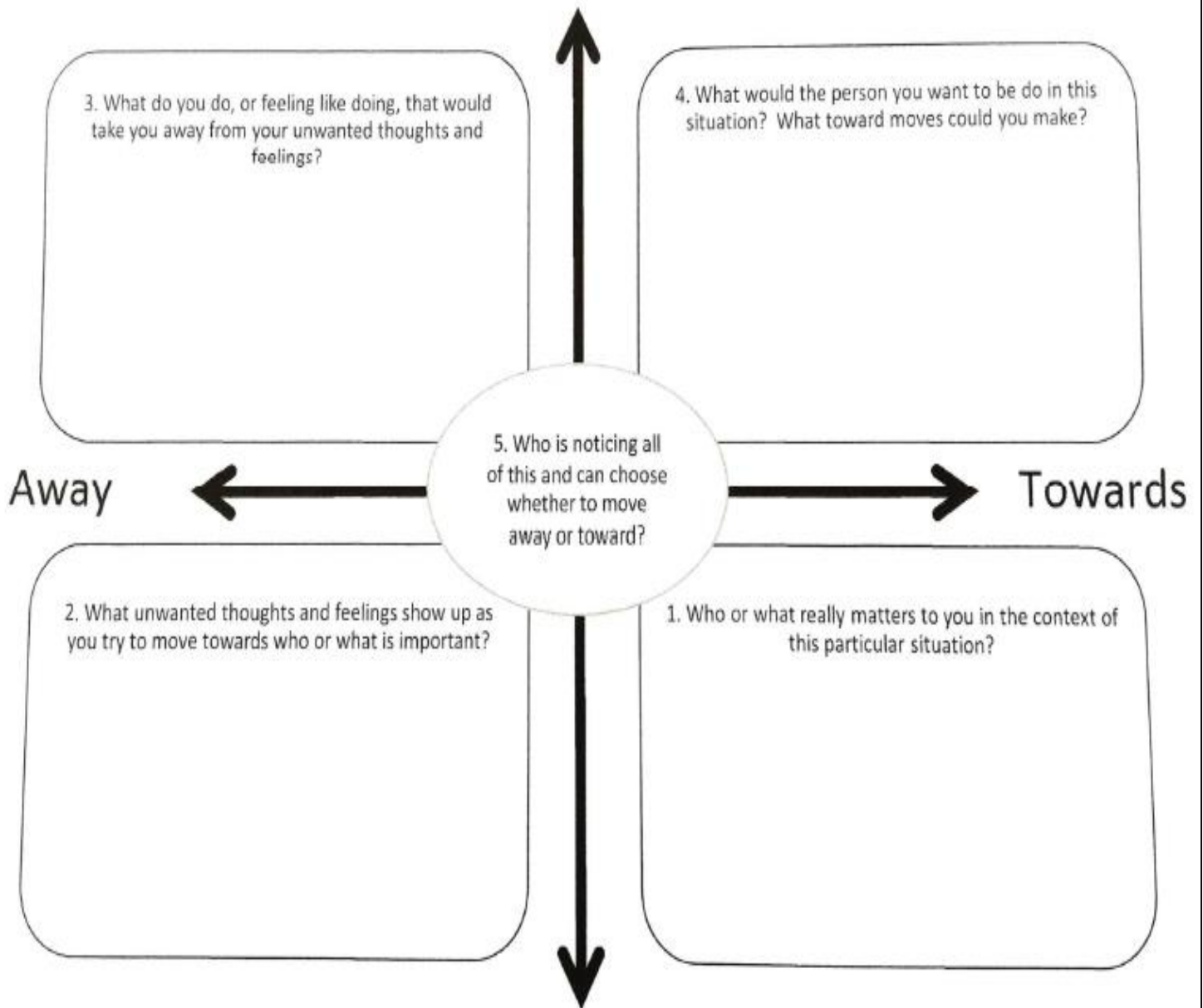
As the
emotion
begins

When the
distress of the
emotion is at
it's peak

To bring
the
emotion
down

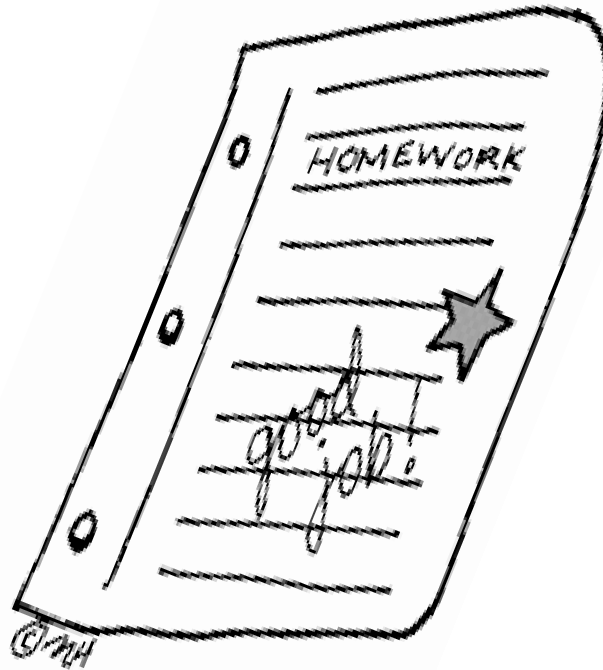
External experiences

ACT Matrix (adapted by Richard Bennett)



Internal experiences

For next times review appointment



1. To re-read the manual for this week.
2. To use your ACT compass/matrix to guide you to make SMART goals and move towards your values
3. To continue capturing “Potboiler” moments when you move away from values

