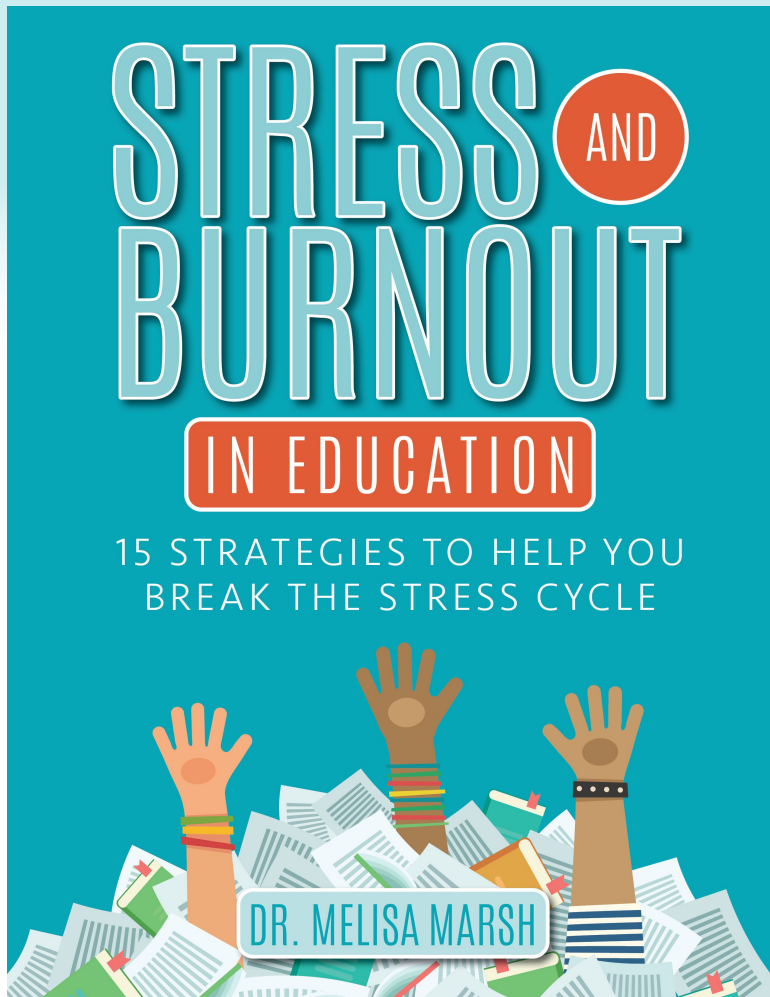


Reproducible Resources from



Written by: Dr. Melisa Marsh
ISBN: 9781953945761
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My Stress Profile

My Definition of Stress:

Stress means...

Common Sources of Stress in My Life:

Signs That I Am Stressed:

Thoughts:

Bodily reactions:

Behavior:

Energy Management Audit

Instructions

Check any of the statements that represent your usual daily actions.

Body

- ☐ I frequently skip breakfast, or I settle for something that is not nutritious.
- ☐ I often wake up feeling tired and rarely get at least seven to eight hours of sleep.
- ☐ I do not take regular breaks during the day to renew and recharge; e.g., I often eat lunch while doing schoolwork, if I eat it at all.
- ☐ I could work out more often; e.g., I do less than three cardiovascular exercise sessions per week and strength training no more than once a week.

Emotions

- ☐ I do not feel like I have enough time with my family and friends. When I am with them, I often feel like my thoughts are distracted by other things (such as school).
- ☐ I could express my appreciation to others and/or savor my own accomplishments and blessings more frequently.
- ☐ I often find myself feeling irritable, impatient, or stressed, especially when school is demanding.
- ☐ I have too little time for activities that I deeply enjoy.

Mind

- ☐ I regularly do school in the evenings or on weekends, and I almost never take a break on the holidays.
- ☐ I have difficulty focusing on one thing at a time, and I am easily distracted during the day, e.g., when a text notification pops up.
- ☐ I do not take enough time for strategizing, reflection, or creative thinking.
- ☐ I spend much of my day reacting to immediate demands and crises rather than focusing on activities with longer-term value.

Spirit

- ☐ My decisions at school are more often influenced by external demands than by a strong, clear sense of my own purpose.
- ☐ I do not invest as much time and energy as I would like into making a positive difference to others or to the world.
- ☐ There are significant gaps between what I hold to be most important in my life and how I actually allocate my time and energy.
- ☐ I do not spend enough time at school doing what I do best and enjoy most.

TOTAL NUMBER OF BOXES CHECKED: _____

Energy Management Audit

Instructions

Check any of the statements that represent your usual daily actions.

Body

- ☐ I frequently skip breakfast, or I settle for something that is not nutritious.
- ☐ I often wake up feeling tired and rarely get at least seven to eight hours of sleep.
- ☐ I do not take regular breaks during the day to renew and recharge; e.g., I often eat lunch while working, if I eat it at all.
- ☐ I could work out more often, e.g., I do less than three cardiovascular exercise sessions per week and strength training no more than once a week.

Emotions

- ☐ I do not feel like I have enough time with my family and friends. When I am with them, I often feel like my thoughts are distracted by other things (such as work).
- ☐ I could express my appreciation to others and/or savor my own accomplishments and blessings more frequently.
- ☐ I often find myself feeling irritable, impatient, or stressed at work, especially when work is demanding.
- ☐ I have too little time for activities that I deeply enjoy.

Mind

- ☐ I regularly do work in the evenings or on weekends, and I almost never take a break on the holidays.
- ☐ I have difficulty focusing on one thing at a time, and I am easily distracted during the day, e.g., when an e-mail or text notification pops up.
- ☐ I do not take enough time for strategizing, reflection, or creative thinking.
- ☐ I spend much of my day reacting to immediate demands and crises rather than focusing on activities with longer-term value.

Spirit

- ☐ My decisions at work are more often influenced by external demands than by a strong, clear sense of my own purpose.
- ☐ I do not invest as much time and energy as I would like into making a positive difference to others or to the world.
- ☐ There are significant gaps between what I hold to be most important in my life and how I actually allocate my time and energy.
- ☐ I do not spend enough time at work doing what I do best and enjoy most.

TOTAL NUMBER OF BOXES CHECKED: _____

5-Senses Stress Reduction Technique

Instructions

In this grounding exercise, called “The 5-Senses Stress Reduction Technique,” you will practice paying deliberate attention to your senses—sight, sound, smell, touch, and taste—so that you can “ground” yourself in the here and now. This will help you get out of your head and slow down those racing thoughts by connecting to the present moment.



Step 1: Five Things You Can See

To begin, take a few calming deep breaths. Breathe in for 5 seconds, hold for 5 seconds, and exhale slowly for 5 seconds. Now, look around you for five things that you can see in your immediate surroundings and say them aloud to yourself. For example, “I see my computer sitting on my desk; I see a blue pen; I see a green, metal park bench; I see white and grey clouds in the sky; I see a landscape painting on the wall.” Think about how each thing looks to you and acknowledge them aloud.

Write or draw those things below.

Step 2: Four Things You Can Feel

For example, you could say, “I feel the firm chair I am sitting on; I feel the warmth of the sun on my face; I can feel a cool breeze coming in through an open window; I feel the fabric of my clothes against my skin.” If the situation allows, spend a moment touching these items, paying particular attention to the way objects feel in your hand or against your skin. Notice the textures and even the temperature of the surrounding environment.

Write or draw those things below.

Step 3: Three Things You Can Hear

Now, name three things that you can hear around you. Take a few moments to listen to any noises in your immediate surroundings. For example, the sound of traffic passing outside or birds chirping on a nearby rooftop. You hear the hum of air conditioning, the sound of typing, or the sound of your tummy rumbling. Let the sounds remind you where you are. Again, if possible, say these three things aloud. To illustrate, you might say, “I hear my teacher’s voice and laughter outside my classroom; I hear a dog barking across the street; I hear the sound of someone jingling their keys in the hallway.”

Write or draw those things below.

Step 4: Two Things You Can Smell

Now, name two things you can smell in your surroundings. To illustrate, you notice the smell of the paper coming out of the printer, freshly brewed coffee, newly mown grass, or lavender-scented

soap. When you detect a fragrance, take a deep breath, and note its qualities. Is it sweet, spicy, sharp, or citrusy? As you notice each scent, say it aloud. For instance, "I smell the bitter smell of coffee; I smell the sweet fragrance of my perfume."

Write or draw those things below.

Step 5: One Thing You Can Taste

You will now name one thing that you can taste right now at this moment. Again, say it aloud if the situation allows you to do so. You taste lingering minty toothpaste after brushing your teeth or the sandwich you had for lunch. To illustrate, you might say to yourself, "I taste the fruit I had at breakfast," or "I taste the mint I had after lunch."

Write or draw those things below.

Reflection

How do you feel after completing this exercise?

What part(s) of this exercise did you find most challenging? Why?

How did you overcome this challenge?

What did you enjoy most about this exercise?

On a scale of 1 (not stressed at all) to 10 (extremely stressed), how would you rate the stress you felt before completing this exercise?



On a scale of 1 (not stressed at all) to 10 (extremely stressed), how would you rate the stress you feel after completing this exercise?



Belly Breathing

Instructions

Diaphragmatic breathing script

- Find a comfortable meditation position, either sitting on a cushion on the floor or in a chair or lying down on your back, whatever works best for you right now.
- Anchor yourself into this space, this moment, by noticing the sense of contact between your body and the chair or floor beneath you.
- Gently close your eyes or, if you would prefer, gaze down in front of you with a soft focus.
- Take a moment to tune in to your body and check in with how you are feeling today.
- Take note of how you are feeling. Allow yourself to sit with whatever is here.
- This practice is a diaphragmatic breathing exercise, also known as belly breathing. The idea is to relax your belly as much as you can. Then, as the breath comes in, let the belly rise on its own. As the breath flows out, let the belly naturally fall. Deepen the breath to lengthen both inhale and exhale and feel an exaggerated rise and fall of the belly.
- Breathe in to the count of 4, hold briefly, and breathe out to the count of 6.
- It can be helpful to place a hand on your belly and notice the feeling of it moving as the breath flows in and out.
- First, breathe out all the air in the lungs. Then breathe in, 2, 3, 4, and hold.
- And breathe out 2, 3, 4, 5, 6.
- And in, 2, 3, 4, hold.
- And out, 2, 3, 4, 5, 6.
- And in, 2, 3, 4, hold.
- And out, 2, 3, 4, 5, 6.
- Continue to breathe down into your belly like this slowly, noticing the feel of the breath flowing in and out of your body.
- Do your best to keep your attention here on the breath.

- From time to time during this practice, you will notice that your mind wanders off from the breath. It might get distracted by a thought, a memory, or something in your environment. As soon as you notice that your mind has wandered off, take note of where it went and gently and kindly guide your attention back to your breath. There is no need to give yourself a hard time about wandering off. It is entirely normal. Our minds are designed to think. So be kind and compassionate and simply return to your breath.
- Continue to breathe deep down into the belly, feeling the belly rise and fall.
- Noticing where your attention is, and if it wanders off, gently return to your next belly breath.
- Breathing in. And breathing out . . .
- As the meditation ends, take a moment to tune back in to your body and observe how you are feeling. Notice if anything has changed or shifted since the beginning of the practice.
- I will ring a bell to signal the end of the practice. When you can no longer hear the bell ringing, gently open your eyes and come back into the room.



Progressive Muscle Relaxation

Instructions

Progressive Muscle Relaxation script

Progressive Muscle Relaxation is a technique that involves progressively tensing and releasing muscles in various parts of the body. As you tense each muscle group, make sure you can feel the tension but not to a point where it hurts. You will keep the muscle tensed for about 5 seconds. After releasing, allow your muscles to relax for about 10 seconds. It may be helpful to say silently to yourself, “relax” as you do this.

We will start with brief mindfulness practice to bring us into the present moment and our bodies before commencing progressive muscle relaxation.

- Gently close your eyes and come into the present moment. Bring your attention to your body, sitting here comfortably. Feet are grounded into the floor. Hands are resting on your lap. [10 secs]
- Now tense the right hand and forearm. Make a fist with your right hand and hold tightly for 1-2-3-4-5. Now relax. [10 secs]
- Now tense the right upper arm. Raise your forearm to make a right angle with your shoulder and hold for 1-2-3-4-5. Relax. [10 secs]
- Now tense the left hand and forearm for 1-2-3-4-5. Relax. [10 secs]
- Now the left upper arm. Hold for 1-2-3-4-5. Relax. [10 secs]
- Now the forehead. Raise your eyebrows high, as though you are surprised by something. Hold here for 5. And relax. [10 secs]
- Eyes and cheeks now. Squeeze your eyes tight shut and tense your upper cheeks for the count of 5. Relax. [10 secs]
- Now the mouth and jaw. Open your mouth as wide as possible, as if you are yawning. Hold for 5, and then relax. [10 secs]
- Moving to the neck now. Take exceptional care when tensing these muscles, as we tend to hold a lot of tension in the neck. Gently tilt your head back as if you are looking at the ceiling. Hold here for 1-2-3-4-5. Relax. [10 secs]
- Now the shoulders. Bring your shoulders up toward your ears and hold here for 5. And relax for 10. [15 secs]
- Moving to the shoulder blades and back now. Press your shoulder blades backward as if you are trying to touch them together. Puff your chest out. Hold for 5 and relax for 10. [15 secs]
- Now the chest and belly. Take a deep breath, filling your lungs and chest with air. Hold for 1-2-3-4-5 and relax. [10 secs]

- Hips and buttocks now. Squeeze your buttock muscles for 1-2-3-4-5. And relax. [10 secs]
- Moving to the right upper leg, tense the muscles in your right thigh for 1-2-3-4-5. Relax. [10 secs]
- The right lower leg now. Leaving your feet planted on the floor, carefully pull your toes toward you to stretch and tense the calf muscle. Hold for 5 and relax for 10. [15 secs]
- Now the right foot. Leave your heel planted and raise your toes. From here, curl your toes downward, and hold for 5. Relax. [10 secs]
- Moving to the left upper leg now, tense the muscles in your left thigh for 1-2-3-4-5. Relax. [10 secs]
- Now focus on the lower left leg. Leave your feet on the floor and carefully pull your toes toward you to tense the calf muscle. Hold for 5 and relax for 10. [15 secs]
- Move on to the right foot. Leave your heel planted, raise your toes, and scrunch your toes downward. Hold for 5 and relax for 10. [15 secs]
- Now that you have relaxed every muscle group in your body, take three deep, cleansing breaths. Allow any residual muscle tension to leave the body as you exhale. Once you have finished, gently open your eyes and return to the room.



Dealing with Uncontrollable Circumstances

Instructions

To successfully apply the instructions of this tool, it is important to understand the difference between effective and ineffective ways of dealing with external, uncontrollable circumstances.

Step 1: Identifying Desired Change

First, ask the individual to consider something they would like to change.

Make sure to formulate the desired change in a way that specifies a direction toward an outcome ("I want to feel more relaxed"), rather than in a way that specifies a direction away from an undesired outcome ("I want to experience less stress"). Use the *I Want to Change* worksheet provided.

Step 2: Identifying Things That Are Under the Student's Control

In Step 1, your participant identified something they wish to change. Now consider the individual's response and invite them to think of actions over which they have complete control and will help them to realize the desired change. In other words, discuss actions that are entirely within the power of your student and do not rely on other people or circumstances to be effective. List these actions in the *Things Under My Control* worksheet provided.

Step 3: Identifying Things That Are Not Under the Student's Control

Now think about things the participant does not have complete control over. List them in the *Things Not Under My Control* worksheet provided.

Step 4: Dealing With Things That Are Under Personal Control

In Step 2, your participant identified several things on their pathway to change that are within their control (Circle 1). Together with your participant, look at the controllable things in Circle 1.

Ask your participant if they can think of times when they actively dealt with one or more of these things. Ask for some examples of situations.

How did your participant act? How did they deal with the things that were under their control?

Which actions were helpful?

Which actions were less helpful?

How would your participant rate the extent to which they can deal with the things under their control (the things in Circle 1)? (0 = not able at all, 10 = very able)?



NOT ABLE AT ALL

VERY ABLE

If your participant feels they are unable to deal with, or does not deal enough with the things under their control, what is preventing them from doing so?

What would be the most optimal way for your participant to deal with things under their control?

Step 5: Dealing With Things That Are Beyond Personal Control

In Step 3, your participant identified several things on their pathway to change that are outside their control (Circle 2). Here, the individual's ability to surrender is examined. Before proceeding with the questions, it is advisable to explain what surrender means to the client:

"Surrendering means letting go of unproductive efforts to control the uncontrollable. It involves accepting that there is nothing one can do to change the situation. Surrendering is different from becoming a victim and passively being overtaken without choice. Surrendering means you decide to let go of things that you cannot control and focus on the things you can control."

Together with your participant, look at their uncontrollable things in Circle 2. Ask your participant to think of times when they tried to control one or more of these things, although they did not have control over them. Ask for some examples of situations.

Look at the uncontrollable things in Circle 2. Can your participant think of times when they could relinquish control and surrender? Ask for some examples of situations.

How did your participant surrender? How did they let go of the uncontrollable?

How would your participant rate the extent to which they can surrender to things beyond their control? (0 = not able at all, 10 = very able)?

0	1	2	3	4	5	6	7	8	9	10	
NOT ABLE AT ALL											VERY ABLE

If your participant is not able to surrender or wishes to surrender more often, what is preventing them from doing so?

What would it be like for your participant to fully surrender to the uncontrollable?

What step(s) can your participant take to surrender more to the uncontrollable?



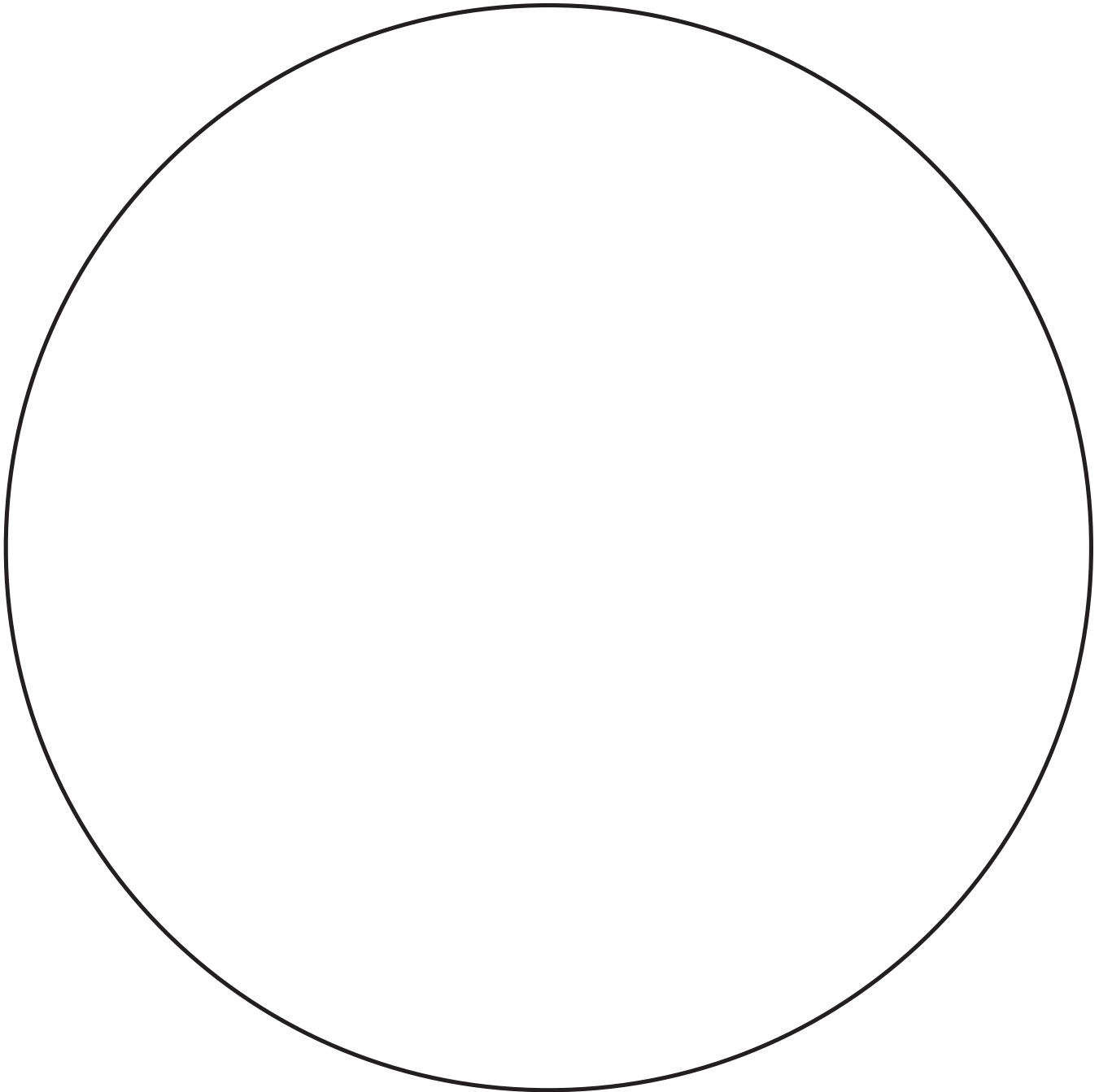
Step 1: Identifying Desired Change

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

Dealing with Uncontrollable Circumstances

Step 2: Identifying Things That Are Under the Student's Control

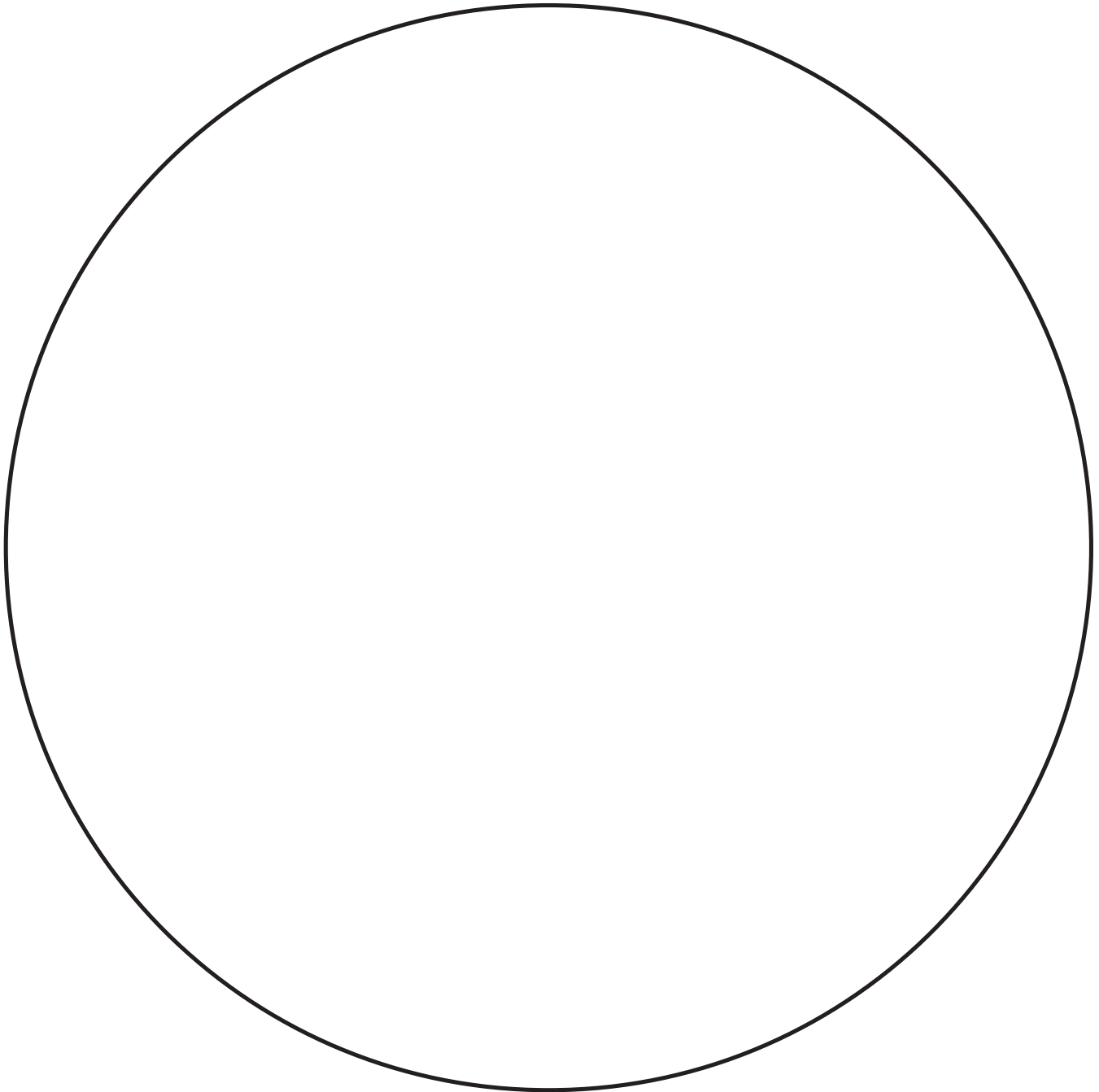
Circle 1: Things Under My Control



Dealing with Uncontrollable Circumstances

Step 3: Identifying Things That Are Not Under the Student's Control

Circle 2: Things Not Under My Control



Solution-Focused Guided Imagery

Instructions

In the following exercise, you will be asked to close your eyes and vividly imagine yourself thinking, feeling, and behaving in ways that demonstrate that you are resolving your problems. This exercise will consist of several steps and questions that require use of your imagination. On completing each step, write down what you have imagined. When asked to identify specific things or actions that you would be doing, I would like you to describe concrete, observable, and detailed behaviors. That is, rather than saying, "I will be friendly," describe the behaviors you will demonstrate to be friendly such as: "I will be smiling, saying hello, and shaking hands." Moreover, always construct an image/picture of a behavioral action on your part. Do not describe things that you would not be doing ("I will not frown or grimace").

Step 1: Identifying a Recurring Problem

Identify a recent recurring problem that you would like to overcome:

- Something you would like to do
- Something you want to stop doing, or
- Something you want to avoid doing

Write down a recent recurring problem that you would like to overcome:

Rate the severity of this problem from 0 (nonexistent) to 10 (extremely high):

0	1	2	3	4	5	6	7	8	9	10	
NONEXISTENT											EXTREMELY HIGH

Step 2: Describing the Problem

- If the problem is something you would like to do, describe it below as if it were a video of what you would observe yourself doing behaviorally. (Do not describe what you would not be doing.)
- If the problem is something you want to stop doing, describe it below as if it were a video of what you would observe yourself start doing behaviorally instead. (Do not describe what you would not be doing.)
- If the problem is something you do not want to do, describe it below as if it were a video of what you would observe yourself doing behaviorally instead. (Do not describe what you would not be doing.)

Step 3: Imagine a Possible Outcome

Suppose a miracle happened tonight while you were sleeping, and this miracle solved your problem. Since you were sleeping, you did not know this miracle had occurred, and when you woke up, you realized that you no longer had this problem. What would be the first small sign (specific observable behavior) that would show you were doing something different the next day? Construct an image/picture of a behavioral action on your part. Do not describe something you would not be doing.

Identify who would notice this different thing you would be doing and describe how you imagine they would act when they notice this different behavior. Construct an image/picture of a behavioral action on their part. Do not describe something they would not be doing.

Indicate what you would do (specific observable behavior) in reply to the person's response described above.

What else would you notice that you would be doing (specific observable behavior) differently after this miracle occurred? Construct an image/picture of a behavioral action on your part. Do not describe something you would not be doing.

Identify who else would notice this different thing you would be doing and describe how you imagine they would act when they notice this different behavior. Construct an image/picture of a behavioral action on their part. Do not describe something they would not be doing.

Indicate what you would do in reply to the person's response described above. Construct an image of a behavioral action on your part. Do not describe something you would not be doing.

Describe a time when some of this miracle has already happened, even if only a little bit, during tough times.

How did you make this part of your miracle happen during this tough time? Things you thought or did differently, the commitments you made, new behavior you tried, etc.

Recall your thoughts about how pleased you were with your efforts at the time.

On a scale from 0 to 10, with 0 representing the nonexistence of this problem and 10 being the worst this problem has ever been, where do you think you are right now on the scale?



Describe how you have gotten yourself to that number. Construct an image of a behavioral action on your part. Do not describe something you would not be doing.

When you are one number lower, what will you and others see you doing (specific observable behavior) differently that you are not doing now? Do not describe something you would not be doing.

Write yourself a brief note describing what you discovered or rediscovered about yourself and your situation during this exercise. You can use the back of this sheet if needed. Rate the severity of this problem from 0 (nonexistent) to 10 (extremely high):



The Stress Journal

Step 1: Rating Stress Level at the Beginning of the Day

At the beginning of each day, take a few moments to think about how stressed you feel when you first wake up and before you begin your daily activities. On a scale of 1 (not stressed at all) to 10 (extremely stressed), rate how stressed you feel at the start of the day and add this to the Stress Journal template provided.

Step 2: Record and Rate Stressful Events

In this step, you will begin recording details of the stressful events you experience each day. When possible, you should complete this step immediately after a stressful experience so that the details are fresh and clear in your mind. What was a source of stress for you today? Record each experience in the Stress Journal.

As you complete this step, add the following information to your Stress Journal:

- When and where did this occur? How long did the experience last?
- What happened/was anyone else involved?
- How would you rate the intensity of the stress you experienced on a scale of 1 (not stressed at all) to 10 (extremely stressed)?
- What do you consider to be the primary underlying cause of the stressful experience/what led to this stressful incident?
- What emotional reactions did you have during the stressful event (for example, anger or feeling upset)?
- What physical sensations did you experience (for example, sweating or increased heart rate)?
- How did you handle the situation?
- How would you rate the intensity of the stress you felt at the end of the day on a scale of 1 (not stressed at all) to 10 (extremely stressed)?



Stress Journal

Date: _____

Day (Please circle): M T W Th F Sa Su

The intensity of stress experienced at the **beginning** of the day on a scale of 1 to 10. (Please circle below)



Do you consider this to be a typical day? ☐ Yes ☐ No

If no, what happened? Was anyone else involved? _____

When and where did this occur? How long did the experience last? _____

During the incident, how would you rate the intensity of the stress? (Please circle below)



What caused or led to this stressful experience or incident? _____

What emotional reactions did you experience (for example, anger or feeling upset)? _____

What physical sensations did you experience (for example, sweating, or increased heart rate)? _____

How did you handle or resolve the situation? _____

The intensity of stress experienced at the **end** of the day on a scale of 1 to 10. (Please circle below)



Step 3: Analysis of Stressful Experiences

As you continue to add entries to the Stress Journal, you can begin analyzing your experiences. This will give you a better understanding of the things that tend to cause stress in your life and help you think about new ways to manage it. Now, take some time to look at the entries you have recorded in your journal and answer the following questions.

1. As you look at your journal entries, do you notice any patterns in the times, locations, or situations in which you experience higher stress levels? If so, what patterns do you see?

2. Consider the journal entries with the highest stress ratings. What was it about these experiences that caused more intense feelings of stress?

3. Looking at the primary/underlying causes detailed in your journal, do they highlight any problems that can be fixed? If so, what can you do to fix these?

4. What is your most common emotional reaction to stress? Does this response help resolve the situation or make it worse?

5. What physical sensations do you commonly experience during times of stress?

6. Consider your handling of these stressful experiences. Are you happy with how you handled each incident? If so, what did you do right? If not, in what ways could you have handled it better?

7. Consider the stress rating in the morning and compare it to the rating in the evening. After a stressful day, do you hold onto that stress even after the event is over?

8. What actions can you take to reduce or manage stress? For example, exercise, talking about problems, self-care, journaling, or relaxation techniques.

Step 4: Reflection

How did it feel to complete this exercise?

What is the most valuable insight you have gained from this exercise? How has this insight changed how you react to stress?

What did this exercise teach you about yourself?

In what ways does it help you recognize the physical and emotional signs of stress?

Were you surprised by any of the patterns found in the causes of your stress? If so, what were these patterns?

What new and effective ways have you found to ease or manage your stress?

In what ways do these strategies help you cope in stressful situations?

Window of Tolerance

Step 1: Introducing the Window of Tolerance

Our Window of Tolerance (WOT) is our optimal zone of arousal, allowing us to cope and thrive in everyday life. If we are living within our WOT, we remain calm and composed when stressful things happen. When we are outside of our WOT, by comparison, we can go one of two ways. We either feel overwhelmed and go into what is known as “hyperarousal,” or we can shut down and go into what is known as “hypo-arousal.” This is because our nervous system kicks in and sends us into survival mode—fight, flight, or freeze. In hyperarousal mode, we tend to be reactive and impulsive and experience an influx of negative thoughts. In hypo-arousal mode, we tend to feel extremely zoned and numb, both emotionally and physically. Learning to recognize that we are either hyper-aroused or hypo-aroused and do things that help us feel calm and safe is the practice of living within the WOT. The WOT can be narrow or wide and is different for all people and at various times in our lives.

Following Step 4 you will find a diagram of the WOT, hyperarousal, and hypo-arousal, along with the behaviors and inner experiences that often go with each of these states.

Step 2: Your Experience With the Window of Tolerance

Can you think of a time when you remained within your WOT in the face of something stressful or distressing? Describe this moment in detail below, including what triggered you (e.g., someone cut me off in traffic), what happened in your mind and body (e.g., felt calm, thought that this person must be in a rush), and what the outcome was (e.g., no negative effects, the event was an insignificant blip in my day).

Trigger(s)

Signs

Step 3: Signs of a Narrowing Window of Tolerance

To help you stay in your WOT more often, you can learn to identify signs that your WOT is narrowing (that is, that you are stepping outside of your WOT to either a hyper-aroused or hypo-aroused state).

What are the signs that you have entered a hyper-aroused state? For example, you might notice that you become snappy toward loved ones, have a short temper, or feel agitated and irritable. Write these down in the WOT worksheet.

What are the signs that you have entered a hypo-aroused state? For instance, you might feel disconnected from people around you, have little or nothing to contribute to conversations, and feel emotionally flat or numb. Write these down in the WOT worksheet.

Step 4: Staying Within the Window of Tolerance

Thinking back to that time when you remained within your WOT (Step 2), and thinking about your signs of a narrowing WOT (Step 3):

What are some practical things that you can do to move back into your WOT when hyper-aroused? For example, you might take some deep breaths, take time out, or practice meditation. Write these down in the WOT worksheet.

What are some practical things that you can do to move back into your WOT when hypo-aroused? For example, you might go for a brisk walk, call a friend to talk, or engage in expressive writing to discover underlying emotions. Write these down in the WOT worksheet.

Window of Tolerance

HYPERAROUSAL



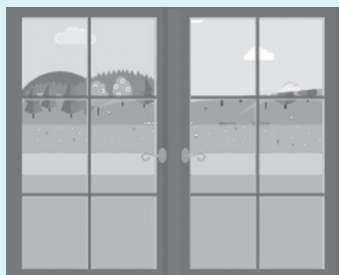
This is when you feel extremely anxious, angry, or even out of control. Unfamiliar or threatening feelings can overwhelm you, and you might want to fight or run away.

Signs That You Are Here

You:

- feel overwhelmed
- are shaking or trembling
- react heavily to emotions
- have a lot of negative thoughts
- act on impulses
- act defensively
- feel unsafe
- feel anger or rage

WINDOW OF TOLERANCE



This is where things feel just right, where you are best able to cope with the lemons that life throws at you. You're calm yet alert, and you can think clearly and rationally.

Signs That You Are Here

You:

- are aware of boundaries (yours and others)
- have feelings of empathy
- react in a way that suits the situation
- can handle your feelings
- feel safe
- are in the present moment
- feel open and curious

HYPOAROUSAL



This is when you feel extremely zoned out and numb, both emotionally and physically. Time can go missing. It might feel like you're completely frozen.

Signs That You Are Here

You:

- experience every little sensation
- feel numb
- have little or no energy
- feel disconnected (from self and others)
- feel empty
- do not feel like physically moving
- find it hard to think

Window of Tolerance

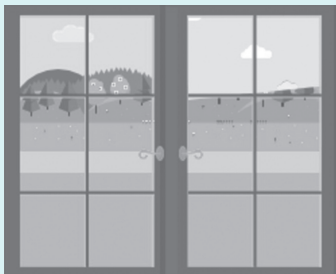
HYPERAROUSAL



Signs That I Am Here:

Things That I Can Do to Move Back into My Window of Tolerance:

WINDOW OF TOLERANCE



Signs That I Am Here:

HYPOAROUSAL



Signs That I Am Here:

Things That I Can Do to Move Back into My Window of Tolerance:

Spending Time in Nature

Instructions

Invite participants to find a quiet, natural area and go for a walk. This can be done as a class or independently. The following instructions can be used:

1. Choose a natural place to go to. You may, for instance, choose to visit a wooded area near you, like a city park or a flood plain in the suburbs, or take a long weekend to visit the national park.
2. Dress in comfortable clothes and walking shoes.
3. Visit the natural place: the quieter and more peaceful, the better.
4. Keep your mind alert yet relaxed. Walking through nature peacefully engages the mind, body, and spirit differently than if you were walking down a city sidewalk.
5. During the walk, focus your attention on smells. What does the air smell like?
6. Focus your attention on sounds. What do you hear? Is it the rustling of trees? The chirping of birds? Notice all sounds as they come and go.
7. Focus your attention on the sights. What do you see? What are the predominant colors?
8. Continue to walk slowly.
9. If something you notice is eye-catching, allow yourself the time to appreciate it fully.
10. Cycle through steps 5-7 for as long as feels comfortable to you.
11. Walk for as long as you like.



The Stress Interruption Process

Stress is your body's reaction to feeling threatened or being under too much mental or emotional pressure. It is easy to react out of habit in times of stress rather than thinking carefully about the situation and choosing the most helpful response. The problem with this is that you react in autopilot mode, with no real awareness of the situation. This exercise is all about interrupting stress by taking a moment to pause and step out of autopilot before responding with awareness. This technique is called S.O.B.E.R. Stress Interruption.

A way to remember the steps involved in this exercise is the acronym S.O.B.E.R., which stands for:

Stop—whatever you are doing

Observe—what is happening in your body and mind

Breathe—and pay attention to your breathing

Expand—awareness of your whole body and your surroundings

Respond—with awareness rather than in autopilot

With practice, you will become more familiar with these steps, and using the S.O.B.E.R. technique in times of stress will become second nature.

Step 1: Stop

We spend much of our lives on autopilot, so stop whatever you are doing. When you take a moment to stop, you interrupt your usual reaction to stress. This will help you step out of autopilot and keep your mind in the present moment. Whether you are sitting, standing, or walking, take a few seconds to stop where you are. Relax your posture so that you are not tense or stiff and allow yourself to be right here in the present moment.

Step 2: Observe

You will now turn your attention to what is happening in your body and mind. Imagine you are standing back from the situation, like sitting on a wall observing the events as they unfold in front of you. Notice the sensations happening in your body. What emotions are you experiencing right now? What thoughts are going through your mind? Observe your body. Is there any tension? Where in your body can you feel it? Notice any unpleasant sensations and, rather than trying to push them away or shut them out, acknowledge them. Just observe this moment. You can perform this step in your mind.

Step 3: Breathe

You will now allow your attention to settle on your breath. This will help you slow your thoughts and relax your body. Remember, your posture should be relaxed and comfortable. Breathe gently through your nose and hold for 3-5 seconds. Gently exhale through your mouth and hold again for 3-5 seconds. Repeat this 5-10 times.

As you breathe, notice the movements of your body with each breath. Notice the air coming in and out as you inhale and exhale slowly. Notice how stress leaves your body with each exhalation. Listen to the sound of your breathing and place your hand on your chest to feel it rise and fall. If your mind wanders, bring your attention back to your breath.

Step 4: Expand Awareness

In this step, you will practice broadening your awareness to see the bigger picture and understand the stressful experience for what it is. In the previous step, you focused your attention on your breathing. Now, you will extend your awareness to include the rest of your body, your experience, and everything that is happening around you at this moment.

Begin to think about your body and mind. What feelings are present for you right now? Do you feel any tension in your shoulders, neck, back, or face? Become aware of this tension, observe it, and allow yourself to let go of it, feeling your muscles loosen and relax as you do so. What sensations are present right now? Are they the same, or are they different than earlier? Now, expand your awareness of what is happening around you. What else do you notice?

Step 5: Respond with Awareness

You have a choice in how you respond to stressful situations. This step is all about learning to respond with awareness rather than having an automatic stress reaction. Now that you have taken a moment to observe and assess the situation, you will be in a better position to logically consider the responses available to you and the consequences of those responses.

You can respond to stressful experiences by choosing, with awareness, the action you take, even if that action is to let feelings of stress pass on their own, just like waves on the sea.

Now, what response to this situation will be most helpful right now?



The Stress Interruption Process: Reflection

How was it to complete this exercise?

What did you learn from this exercise?

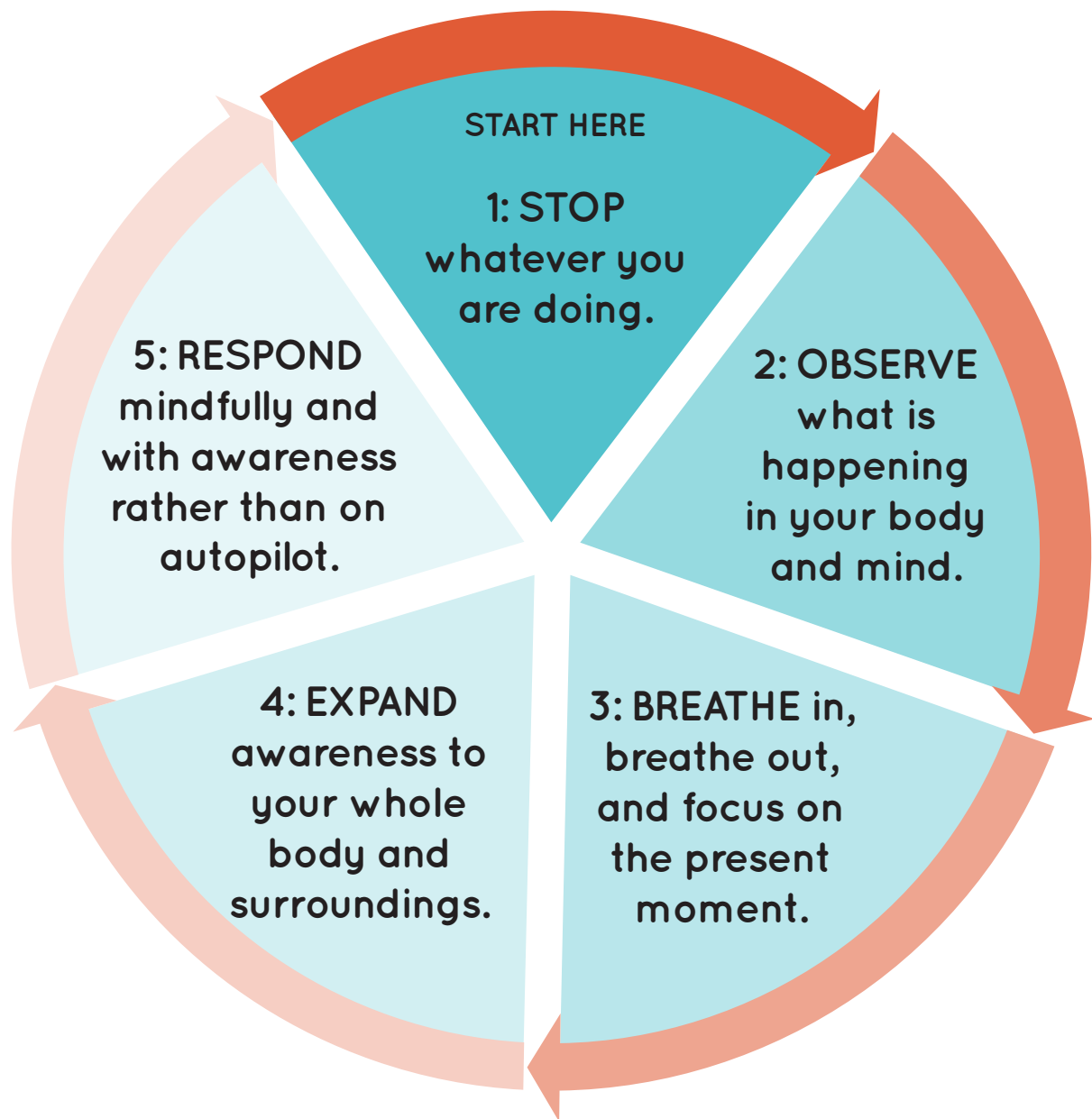
In what other situations might the S.O.B.E.R. technique be helpful?

In what ways would it be helpful in this context?

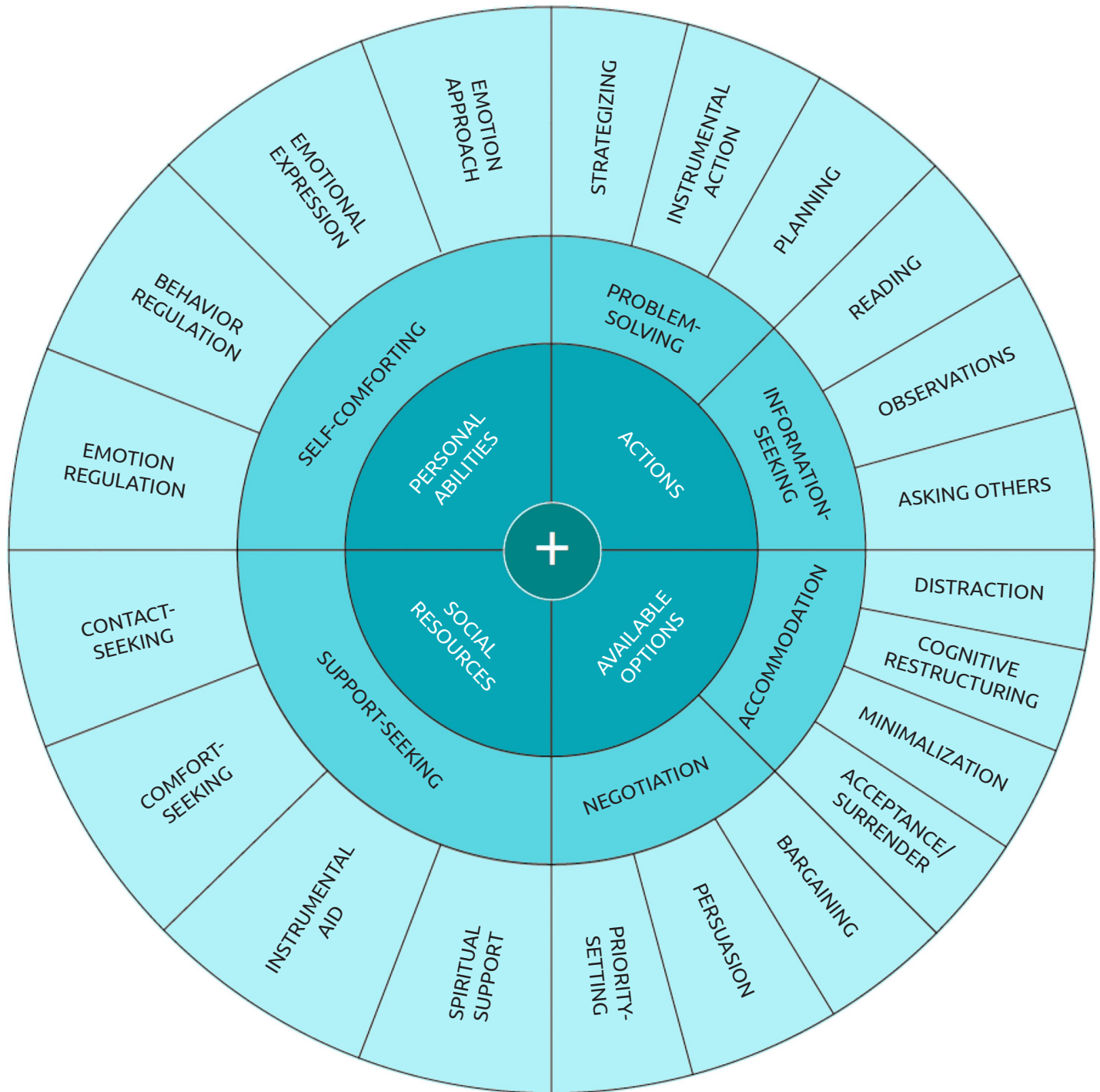
What part of this exercise did you find most rewarding?

What did you find most challenging about this exercise?

How did it feel to respond to stress with awareness?



The Wheel of Adaptive Coping Strategies



FOCUS



COPING FAMILY



WAY OF COPING

The Six Adaptive Coping Families

SELF-COMFORTING	
Description	Active attempts at self-care and regulation of distress through, for example, acceptance of emotions, self-soothing, and constructively expressing emotions at the appropriate time and place.
Focus	Personal abilities
Keywords	Self-focus, responsibility, approach, self-encouragement, self-soothing, emotional control, relaxation, authentic emotional expression
Examples	<ul style="list-style-type: none">• I take responsibility for my actions.• I recognize my emotions and prevent them from guiding my actions.• I allow my emotions to be present without acting upon them.• I can regulate my emotions effectively.• I can act compassionately toward myself when I fail at something.

PROBLEM-SOLVING	
Description	Taking actions to solve the problem at hand effectively
Focus	Actions
Keywords	Active coping, watch and learn, mastery, efficacy, primary control coping, repair
Examples	<ul style="list-style-type: none">• I concentrate my efforts on doing something about the problem.• I take additional action to try to get rid of the problem.• I take direct action to get around the problem.• I do what must be done, one step at a time.

INFORMATION-SEEKING	
Description	Seeking information that can help deal with the problem. Trying to find out more about a stressful situation or condition, including its course, causes, consequences, and meanings, as well as learning about strategies for intervention and remediation.
Focus	Actions
Keywords	Curiosity, interest, love of learning
Examples	<ul style="list-style-type: none">• I try to get advice from someone about what to do.• I read to find out more about the problematic situation.• I observe people who have had similar experiences to learn what they did.

ACCOMMODATION	
Description	Flexibly adjusting preferences to the options available in stressful conditions. This allows individuals to maintain their flexibility and autonomy even under coercive circumstances.
Focus	Available options and preferences
Keywords	Realism, psychological flexibility, situational adjustment, secondary control coping, acceptance/surrender
Examples	<ul style="list-style-type: none">• I accept that this has happened and that it cannot be changed.• I realistically consider the available options and base my choices on this.• I know that when I am having irrational or unhelpful thoughts, I can observe them or challenge them.• When I am confronted with a problem, I remind myself that there are worse things in the world.

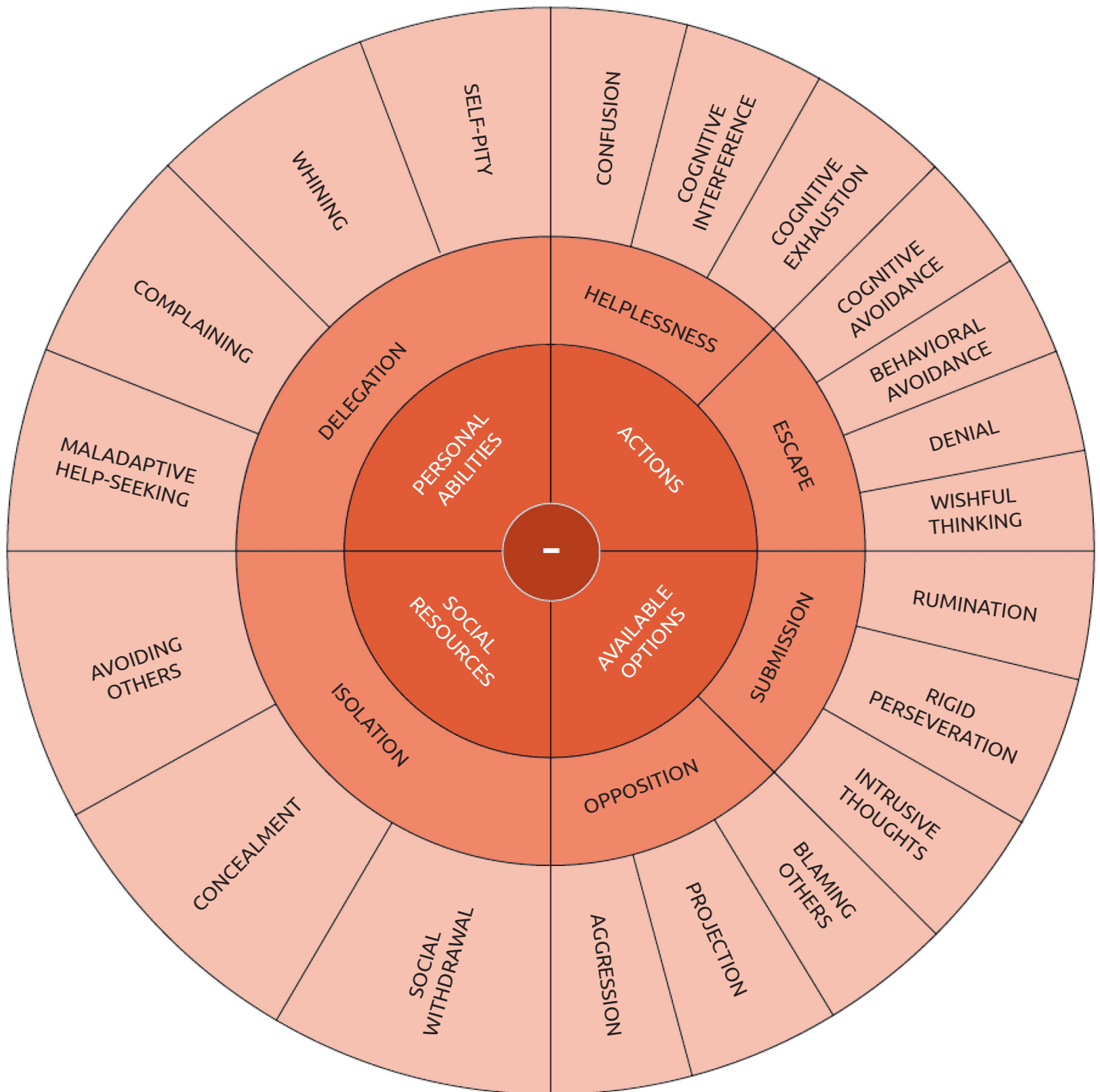
The Six Adaptive Coping Families

NEGOTIATION	
Description	Negotiation refers to active attempts to work out a compromise between the priorities of the individual and the constraints of the situation. Negotiation is about finding new options and positively engaging with the stressor. The focus is on firmly defending one’s goals while flexibly examining or creating options for realizing them.
Focus	Available options
Keywords	Priority-setting, proposing a compromise, persuasion, constructive resistance, defending one’s goals, standing firm, indignation, reducing demands, trade-offs, deal-making
Examples	<ul style="list-style-type: none">• When arguing with someone, I try to find a solution that works for both parties.• When a situation turns out different than expected, I consider both the limitations and available options and the most optimal way to still get what I want.• When my vision and another person’s vision seem to diverge, I am willing to listen and try to negotiate in a way that still allows me to pursue my goals as much as possible in that situation.

SUPPORT-SEEKING	
Description	Turning to other people in the face of stressful events. Using available social resources to deal with the problem.
Focus	Social resources
Keywords	Proximity-seeking, yearning, other alliance, solace-seeking, help-seeking, seeking instrumental support, seeking emotional support
Examples	<ul style="list-style-type: none">• I talk to someone who could do something concrete about the problem.• I discuss my feelings with someone.• I try to get emotional support from friends or relatives.• I talk to someone about how I feel.



The Wheel of Non-Adaptive Coping Strategies



FOCUS



COPING FAMILY



WAY OF COPING

The Six Non-Adaptive Coping Families

DELEGATION	
Description	Overreliance on other people in dealing with stressful situations. It has the disadvantage of using up others’ resources as well as preventing the individual from developing their full capacities. There is a desire to be carried by the supportive other, accompanied by overwhelming self-absorption, focus on the distressing aspects of the situation, and surrender to self-pity.
Lack of Focus	Personal abilities
Keywords	Overwhelmed self-absorption, focus on the distressing aspects of the situation, surrender to self-pity
Examples	<ul style="list-style-type: none">• I feel that I cannot handle stressful situations on my own.• When I am experiencing difficult emotions, I immediately call a friend to share my experience so that they can reassure me.• My problems are worse than what most people need to deal with.• My current problems are too severe to be dealt with by myself.

HELPLESSNESS	
Description	Helplessness is characterized by “giving up” or relinquishing control. Although giving up in the face of uncontrollable circumstances is adaptive, helplessness involves a downhearted withdrawal of active attempts to change the situation accompanied by discouragement and resignation.
Lack of Focus	Actions
Keywords	Passivity, confusion, cognitive interference or exhaustion, self-doubt, discouragement, dejection, pessimism
Examples	<ul style="list-style-type: none">• No matter what I do, it will not make any positive difference.• I have tried everything, and there is no use in trying something different to deal with this situation.• I am a victim of my past, and I will remain a victim.

ESCAPE	
Description	Escape includes efforts to disengage or stay away from a stressful transaction. Escape is characterized by feelings of fear and a desire to distance oneself from the stressor. Although escape can be maladaptive, it can also serve the adaptive function of removing oneself from contact with (or the experience of) a dangerous environment.
Lack of Focus	Actions
Keywords	Avoidance, flight response, denial
Examples	<ul style="list-style-type: none">• After the painful encounter with my manager, I have done everything to avoid any form of contact with him.• Because the thought of that miserable experience may turn up again, I try to distract myself as much as possible by watching television.• Thinking positive thoughts helps me get rid of my negative thoughts.

The Six Non-Adaptive Coping Families

SUBMISSION	
Description	Submission can be translated as becoming a “slave” of a situation. Rather than adjusting one’s preferences to the available options, the individual either (a) gives up preferences, or (b) rigidly pursues his preferences, although the situation demands an adjustment of these preferences. The first form of submission can be labeled “under-control,” while the second form is “over-control.” Over-control and under-control can be considered the opposite of flexible accommodation. Flexible accommodation involves a realistic estimation of what can and what cannot be done in a stressful situation. In contrast, under-control involves unrealistic (negative) beliefs about what can be done in a stressful situation (an unjustified lack of perceived control). Over-control involves unrealistic beliefs about what can be done in a stressful situation (an unjustified excessive amount of perceived control).
Lack of Focus	Available options and preferences
Keywords	Psychological rigidity, negative thinking, catastrophizing, anxiety amplification, self-blame, fear
Examples	<ul style="list-style-type: none">• This must work. I am not willing to take a step back and will try even harder to make this happen (over-control).• I cannot stop thinking of how life treated me this way, leaving me no options at all (under-control).• I just cannot stop thinking about how this all could have happened to me (under-control).

OPPOSITION	
Description	In opposition, the focus is on attacking or combating the perceived source of stress. It is characterized by an active forward movement to eliminate the obstacle, accompanied by anger or hostility.
Lack of Focus	Available options
Keywords	Aggression, projection, reactance, confrontation, defiance, revenge, discharge, venting, blaming others, externalizing behaviors
Examples	<ul style="list-style-type: none">• When people disagree with me, I will use strong language to intimidate them, so they know who is in charge.• I often overtly blame others for the way they make me feel.• When other people do things that cause me to experience stress, I will make sure to do the same things to them.

SOCIAL ISOLATION	
Description	Social isolation involves actions aimed at withdrawing or staying away from other people, either physically or psychologically. Although social isolation can serve the purpose of protecting an individual from contact with unsupportive social partners, it also prevents the individual from benefitting from supportive social interactions.
Lack of Focus	Social resources
Keywords	Passivity, withdrawal, shame, desire to hide or disappear
Examples	<ul style="list-style-type: none">• After experiencing a stressful event, I try to avoid other people from knowing about this event or the emotional effects it had on me.• In stressful times, I avoid other people because they may judge me for having problems.• Because other people cannot help me, I tend to stay away from them when facing difficulties.

Your Work-Life Barrier

Step 1: Identifying the Holes in Your Work-life Barrier

The things you do, your thoughts, and your circumstances can puncture holes in the barrier between your work and home life. For example, taking work calls or checking emails at home will create holes in your barrier that can leave you feeling stressed long after work is over. In this step, you will think about the behaviors, beliefs, and circumstances that create holes in your work-life barrier.

Holes Created at Work

First, think about the behaviors (the things you do), beliefs (what you think is true), and conditions (your circumstances) **at work** that puncture holes in the barrier between your work and personal life. When you have identified these holes, write them down in the first column of the “Holes in My Work-Private Life Barrier” worksheet.

Holes Created at Home

You will now think about the behaviors (the things you do), beliefs (what you think is true), and conditions (your circumstances) **at home** that create holes in your barrier between work and private life. When you have identified the holes created by your behavior, beliefs, and circumstances at home, write them down in the second column of the “Holes in My Work-Private Life Barrier” worksheet.

Step 2: Filling the Holes in Your Barrier

It takes thought and planning to strengthen the barrier between your work and private life. You must find ways to fill the holes so that a healthy balance can be restored. Now that you have identified the behaviors, beliefs, and circumstances that puncture holes in your work-life barrier, you will identify solutions to fill them.

For example, a hole created by checking work-related emails at home can be filled by turning off notifications or turning off your phone after work hours. To give another example, feeling stressed at home because of your workload will pierce a hole in your work-life barrier. To fill this hole, you might practice saying “no” to additional work when you feel it is right to do so.

So, what can you do to fill the holes and strengthen your work-life barrier? For each behavior, belief, and circumstance you identified as a hole in your barrier, take some time to think of a solution that will fill that hole and strengthen the barrier.

When you are ready to do so, fill in the “Strengthening the Work-Private Life Barrier” worksheet.

Step 3: Taking Action

Now that you have identified what you need to do to fill the holes in your work-life barrier, it is time to put them into action. For each solution you added to the “Strengthening the Work-Private Life Barrier” table, think of small steps to include them in your regular schedule.

For example, to stop checking work-related texts and emails outside of work hours, you might think about disconnecting when you are at home and changing the settings on your devices so that you will not be bothered by work-related notifications.

Step 4: Reflection

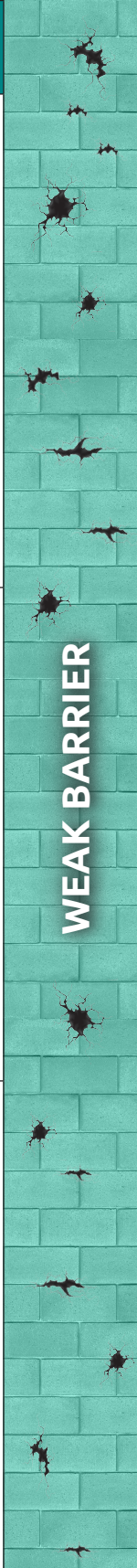
How do you feel after completing this exercise?

How does it feel to strengthen the barrier between your work and private life? What did you find most rewarding about this exercise?

In what ways has this exercise changed how you think about your work-life balance? What did this exercise teach you about your work-life balance?

In what other ways can you fill the holes and strengthen the barrier between your work and private life?

Holes in My Work-Private Life Barrier

WORK	 WEAK BARRIER	PRIVATE LIFE
Behavior <i>Things You Do</i>		Behavior <i>Things You Do</i>
Beliefs <i>What You Think Is True</i>		Beliefs <i>What You Think Is True</i>
Conditions <i>Your Circumstances</i>	Conditions <i>Your Circumstances</i>	

Strengthening the Work-Private Life Barrier

WORK		PRIVATE LIFE
Behavior <i>Things You Do</i>	STRONG BARRIER	Behavior <i>Things You Do</i>
Beliefs <i>What You Think Is True</i>		Beliefs <i>What You Think Is True</i>
Conditions <i>Your Circumstances</i>		Conditions <i>Your Circumstances</i>

Maximizer or Satisfier

Step 1: Do the Maximizer Test

The “Maximizer or Satisfier” table compares the characteristics of a maximizer and a satisfier mindset. Read each column, and for each maximizer vs. satisfier item, place a checkmark next to the option that resonates with you the most. Note that for each item, you must choose either the maximizer or the satisfier statement (you cannot choose both).

MAXIMIZER (“ONLY THE BEST”)		SATISFIER (“GOOD ENOUGH”)	
	I seek and only accept “the best.”		I readily accept something that is “good enough.”
	I tend to exhaust all other alternatives to make sure that my decision is the absolute best.		I tend to consider enough alternatives to make sure that my decision is good enough.
	I usually try hard to make the most optimal decision.		I usually try to make a decision that is good enough.
	If I am not sure about the perfect choice, I prefer to delay my decision than get it wrong.		I am prepared to make a good but imperfect choice rather than delay my decision.
	To prevent myself from making the wrong choice, I can spend a lot of time comparing all the pros and cons of alternative options.		When making a choice, I usually do not waste too much time comparing the pros and cons of alternative options.
	When facing choices, I usually feel pressure to make the best choice.		When facing choices, I usually do not feel pressure to make the best choice.
	After I make a decision, I tend to go over and over my decision in my head.		After I make a decision, I tend not to dwell on my choice.
	I tend to experience strong regret if a better option presents itself after a decision has already been made.		I do not tend to experience strong emotions if a better option presents itself after a decision has been made.
	I often experience stress when I must choose between numerous options.		I do not experience stress when I must choose between numerous options.
Total		Total	
/9		/9	

Decision-Making

Step 2: Score Your Quiz

At the end of each column in the table above, count the total number of checkmarks. If the number of items checked in the first column outnumbered the number of items checked in the second column, this may indicate that you are a *maximizer*. If this is the case for you, please proceed to the next step. If most of your checkmarks were in the second column, decision-making is not too distressing for you now, and there is no need for you to go on to Step 3.

Step 3: Explore the Consequences of Maximizing

Consider the consequences of being a maximizer. What does approaching decisions with a maximizing mindset cost you? List as many consequences as you can think of below. Compared to maximizing, what might you gain from approaching decisions from a satisfier mindset? In other words, what are the pros of making decisions that are “good enough”? List as many pros as you can think of below.

Step 4: Building a “Good Enough” Habit

This next step aims to help you reduce the stress that you currently experience from maximizing. Over the next week, your task is to make one choice every day that is “good enough.” For example, when deciding what to cook for dinner, you might choose to throw together what you already have in the fridge. Or if in need of new toothpaste, you might go to the supermarket aisle, close your eyes, and grab whatever toothpaste your hand finds.

At the end of each day, you will write a paragraph (or a few sentences) about everything that was good (and only the good) about the choice itself and the process of deciding without deliberation. For instance, if you chose to cook whatever was in the fridge for dinner, you would write about the taste (if good), the company, the ease with which you cooked it, not having to use a recipe, and even the good work of all those involved in farming the food, to begin with. You may use the My Daily “Good Enough” Decisions template on the following page.

At the end of the seven days, proceed with Step 5.

Step 5: Reflection

What have you gained over the past seven days?

What have you lost over the past seven days?

Looking ahead, what are some “good enough” options for some of the decisions you must make?

My Daily “Good Enough” Decisions

Day 1	What was “good enough?” _____ What was good about this choice? _____ _____
Day 2	What was “good enough?” _____ What was good about this choice? _____ _____
Day 3	What was “good enough?” _____ What was good about this choice? _____ _____
Day 4	What was “good enough?” _____ What was good about this choice? _____ _____
Day 5	What was “good enough?” _____ What was good about this choice? _____ _____
Day 6	What was “good enough?” _____ What was good about this choice? _____ _____
Day 7	What was “good enough?” _____ What was good about this choice? _____ _____

Your Values

Step 1: Explain Values and Why It Is Important to Live According to Your Values

Your core values are the things that matter most to you. Understanding what you value in life gives you the power to choose what is important enough for you to care about. You value family, commitment, and wisdom over all else. Or friendships, knowledge, and integrity matter most to you. Regardless of your values, when you lose track of them, you lose track of the things that matter the most.

This happens to many of us. We often lose track of what is truly important in life. We spend hours worrying about what others may think of us, get overly stressed because of a deadline we might miss, and get obsessed with things we want but do not have.

This exercise will help you become aware of what you value most so that you can choose to focus more on the things that matter, and not the things that you—or others—think *should* matter.

Step 2: Values Clarification and Affirmation

In this step, you will identify your top values and complete a short values affirmation activity in which you will reflect on the reason each value is meaningful and important to you.

Start by looking at the list of common values in the Values List and circle the five that you consider to be most important to you personally. It is natural to want to select a long list of values to be the best version of yourself, but limiting your selection to five will help you narrow your focus to the values that matter most to you without becoming distracted by less important things.

As you look over the list, consider the following: Deep in your heart, what do you want your life to be about? What do you want to stand for? What truly matters to you in the big picture? Select five values to which you are most drawn and with which you feel a connection. Please note that this exercise is not about what you *think* you should value or what values are important according to society. This is about your values and what matters most to *you*.

Now, focus on your thoughts and feelings as you reflect on your top five values. In a few sentences, describe why each of these values is important to you.

1. Value _____

This value is important to me because: _____

2. Value _____

This value is important to me because: _____

3. Value _____

This value is important to me because: _____

4. Value _____

This value is important to me because: _____

5. Value _____

This value is important to me because: _____

Add these values to the *My Top 5 Values* column of the “Attention to Values” worksheet.

Step 3: What Do You Currently Spend Your Time Caring About?

Now that you have identified your top five values, it is time to examine the things to which you currently devote your attention. Using the questions below as a guide, look back over the past seven days and think about all the things—big and small—on which you have spent time, effort, money, and attention.

- What did I care about that kept me up at night?
- What did I care about that made me happy and fulfilled?
- What things did I spend my time complaining about?
- What did I care about that I had no control over?
- What things did I worry about happening in the future?
- What did I care about that happened in the past?
- What did I care about that made me anxious?
- What did I care about that made me worry throughout the day?

Add your responses to the *What I Devoted My Attention To* column of the “Attention to Values” worksheet.

Step 4: Do You Care About These Things?

It is now time to take an honest look at what you currently spend your time caring about and decide whether these fit in with your top five values. To do this, you will link the values listed in the left column to the activities in the right column. Take some time to look at the completed worksheet and ask yourself: do any of the things I currently devote attention to align with any of my five core values? If the answer is yes, draw a line from the box next to the activity to the box next to the value. Continue this way until you have completed this action for all activities listed on the worksheet.

Step 5: Let Go of What Does Not Matter and Start Caring about the Things That Do

You may find that certain activities are not connected to any of your top five values: these are examples of things you have devoted time and attention to that do not align with what you value the most. In other words, these matters may be instances of caring about the wrong things. When you take a step back and consider what truly matters, you begin to realize that many of the things you hold on to are not as important as you once thought. If you are investing yourself and your time into something, it should be something that matters.

You now have the power to choose: Is this worth caring about? Rather than caring about everything, you must decide what is most important and let go of the things that are simply not worth your time. For the activities you no longer want to spend as much time doing put an ‘X’ in the box next to that activity.

Step 6: Reflection

What did this exercise teach you about your values?

What did you learn about yourself during this exercise?

What values are you living in line with?

When you care too much about things that do not matter, what is the cost to you emotionally?

Can you see a pattern concerning the unimportant things you care about?

Why do you think you care about these things when they are not important to you?

When you find yourself caring too much about unimportant things, what actions can you take to refocus your attention on what matters?

Think about how you feel when you care too much about things that do not matter; what emotions or physical sensations do you notice?

How do you feel when you care about things that *do* matter to you?



Values List

Acceptance	Efficiency	Inspiration	Radiance
Achievement	Elegance	Integrity	Recognition
Advancement & Promotion	Entertainment	Intellect	Relationships
Adventure	Enlightenment	Involvement	Religion
Affection	Equality	Knowledge	Reputation
Altruism	Ethics	Leadership	Responsibility & Accountability
Arts	Excellence	Learning	Risk
Awareness	Excitement	Loyalty	Safety & Security
Beauty	Experiment	Magnificence	Self-Respect
Challenge	Expertise	Making a Difference	Sensibility
Change	Exhilaration	Mastery	Sensuality
Community	Fairness	Meaningful Work	Serenity
Compassion	Fame	Ministering	Service
Competence	Family Happiness	Money	Sexuality
Competition	Fast Pace	Morality	Sophistication
Completion	Freedom	Mystery	Spark
Connectedness	Friendship	Nature	Speculation
Cooperation	Fun	Openness	Spirituality
Collaboration	Grace	Originality	Stability
Country	Growth	Order	Status
Creativity	Harmony	Passion	Success
Decisiveness	Health	Peace	Teaching
Democracy	Helping Others	Personal Development	Tenderness
Design	Helping Society	Personal Expression	Thrill
Discovery	Honesty	Planning	Unity
Diversity	Humor	Play	Variety
Environmental Awareness	Imagination	Pleasure	Wealth
Economic Security	Improvement	Power	Winning
Education	Independence	Privacy	Wisdom
Effectiveness	Influencing Others	Purity	
	Inner Harmony	Quality	

Attention to Values Worksheet

My Top Five Values

1. _____ ☐

2. _____ ☐

3. _____ ☐

4. _____ ☐

5. _____ ☐

What I Devoted My Time To This Week

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