

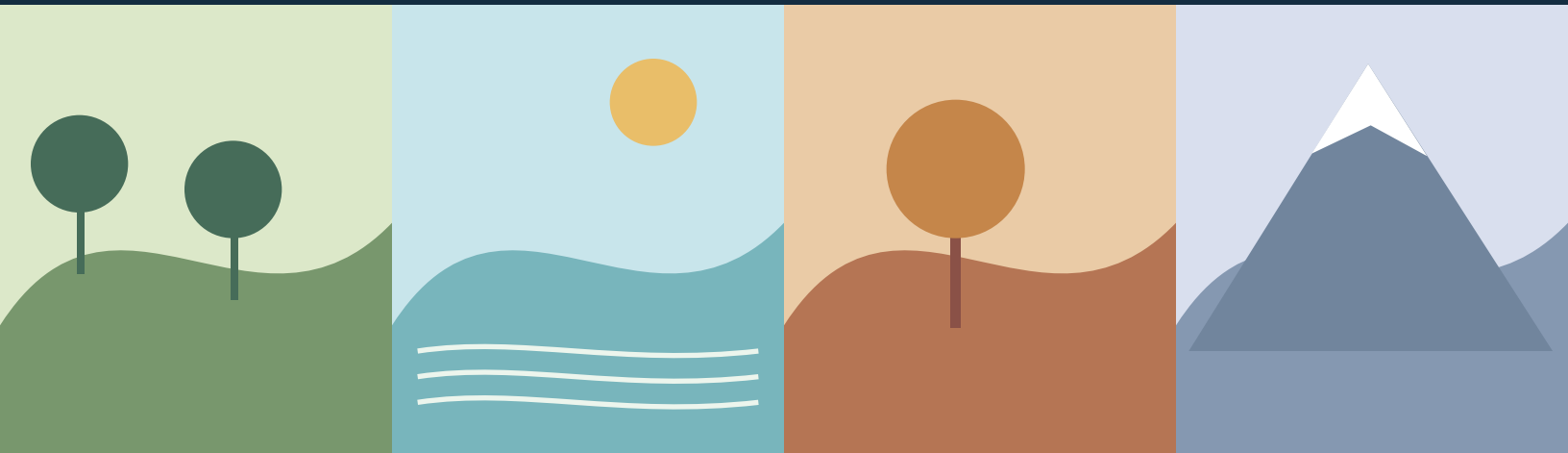
O'CONNOR EVALUATIONS



One Complete Day

Morning • Afternoon • Night

A workbook for mental health, meaning, and everyday life



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Name: _____

Start date: _____ Review date: _____

Contents

Follow the rhythm of a complete day. Explore the practice pages over time, returning to the skills that fit your needs.

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Optional spiritual reflections appear within the day. Choose language and practices that fit your beliefs and personal sources of meaning.

Seasonal landscapes are reminders that needs and energy change. A useful day can look different across seasons of life.



Introduction

A complete day holds many small opportunities to care for yourself, connect with others, and move toward a life that matters to you.

This workbook follows morning, afternoon, and night: waking, preparing to leave home, meeting the demands of the day, returning, preparing and enjoying food, engaging in wellness and relationships, and settling into sleep. Along the way, the activities connect mental health, spiritual well-being, quality of life, and career or personal aspirations.

Like changing landscapes, your capacity and circumstances will vary. This is a collection of practices to explore over many days, rather than a checklist to complete every day. Shift workers, caregivers, and people with changing health needs can adapt the rhythm to their lives.

How to work with these pages

1. Choose a manageable activity and a recent example. Read, write, draw, or discuss your response.
2. Try one small action between sessions. Notice what helped and what needs adjustment.
3. Use additional paper when needed. Bring questions and unfinished answers to your therapist or group.

Choice, privacy, and pacing

You may pause, skip an activity, or keep an answer private. You do not need to describe traumatic events in detail. Spiritual reflections are optional. In a group, discuss confidentiality and its limits with your facilitator, and avoid recording other people's identifying details. These pages support reflection and skills practice alongside your care.

What would make this workbook useful to me?

Begin where you are, and let one workable choice lead to the next.



One complete day at a glance

Morning, afternoon, and night are three recurring opportunities to support your life. The rhythm can be adapted to shift work, disability, caregiving, and changing circumstances.

Part of the day	Everyday moments	A question to carry
Morning	Waking, basic care, nourishment, meaning, preparation	How do I want to arrive in this day?
Afternoon	Leaving home, work or study, meals, coping, connection, returning	How can I engage while respecting my needs?
Night	Meal preparation, eating, wellness, relationships, winding down, sleep	What will help me nourish, connect, and rest?

Across all three parts, keep four connections in view: mental health, spiritual or personal meaning, quality of life, and purposeful contribution or career direction.

Which daily transition would I most like to strengthen first?

What would help me explore these pages at a realistic pace?

Begin with morning, or start with the part of the day that most needs support.



Morning: arriving in the day

A new day begins with a transition from sleep to awareness. Like a landscape at sunrise, you can notice what is present before deciding what comes next.

The morning sequence

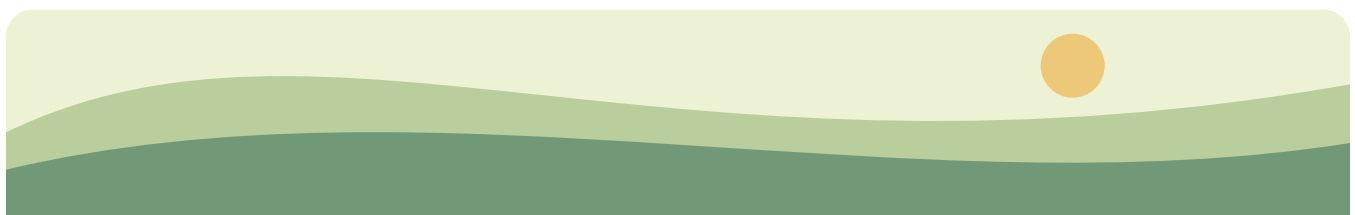
Wake, orient, notice your body and emotions, attend to basic care, eat, connect with meaning, and prepare for the day. These moments can help you link mental health, spiritual well-being, quality of life, and the direction of your work or study.

Use the sequence flexibly. For shift work or a different sleep schedule, “morning” means the beginning of your waking period. The workbook can be explored over many days; choose the practice pages that serve your needs.

What does a supportive start look like in my actual circumstances?

What would I like my first few choices to make room for?

Begin by noticing how you have arrived in this day.



Waking with awareness

Before rushing into demands, take a moment to orient to the place, time, and support around you.

1. Notice that you are waking and look around your room.
2. Check how rested, alert, comfortable, or strained you feel.
3. Choose one gentle action: sit up, feel your feet, drink water if appropriate, or open the space to daylight.
4. Name one need before choosing the next task.

How did I sleep, and how do I feel as I wake?

What is one body need and one emotional need I can acknowledge?

What would a realistic pace for this morning be?

Naming your experience can make the next choice more deliberate.



Finding words for feelings

A specific feeling word can make an experience easier to explore and communicate.

Start with a broad word such as sad, afraid, angry, joyful, or surprised. Then consider a more precise word: disappointed, lonely, apprehensive, frustrated, relieved, proud, or uncertain. More than one feeling can be present.

Feelings, thoughts, and states

“I feel sad” names an emotion. “They do not care about me” is an interpretation. “I feel overloaded” describes a wider state that may include emotions, thoughts, and body sensations. Each can be useful to notice without treating it as a complete explanation.

My broad feeling word and a more precise word:

A thought that accompanies it:

How strong is the feeling from 0 (absent) to 10 (very intense)? What does that number mean for me?



Emotional granularity and RULER

Granularity means noticing differences within a broad emotional label. “Bad” might include disappointment, loneliness, anger, anxiety, or exhaustion.

Consider both whether an experience feels pleasant or unpleasant and whether it has more or less energy. A low-energy feeling is not necessarily less important. Then look for a word that fits your own experience.

Five emotional-intelligence skills

1. Recognize: notice an emotion in yourself or another person.
2. Understand: consider its possible causes and consequences.
3. Label: choose a useful, specific word.
4. Express: communicate in a way that fits the setting and respects boundaries.
5. Regulate: choose a response that supports your needs and goals.

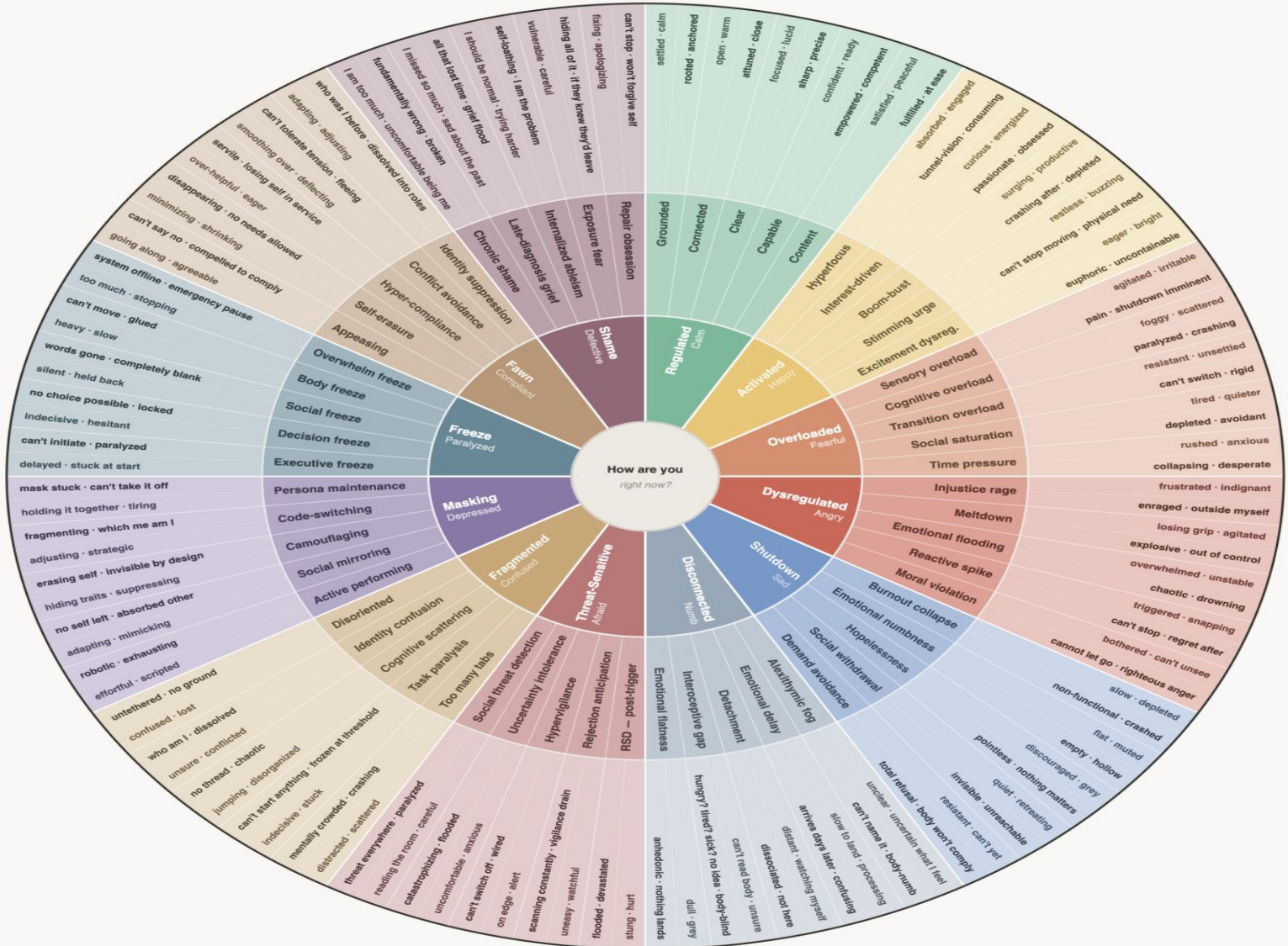
A broad word I use and two more precise possibilities:

Which RULER skill would help me most in a current situation?



An emotional vocabulary to return to

Start near the center with a familiar feeling, then explore a more precise word. Use the wheel as a conversation aid rather than a test.



Which word best fits me this morning? What does it help me communicate?

Bring that word into the way you prepare for the day.



Six areas of self-awareness

Self-awareness includes more than knowing what you feel. The six-part image invites you to connect several views of your experience.

Area	A question to explore
Values and motivation	What matters, and what is moving me toward action?
Emotional world	What am I feeling, and what might I need?
Inner voice	How am I speaking to myself?
Patterns and habits	What do I repeat, and what follows?
Inner conflicts	What competing needs or wishes am I holding?
Impact on others	How might my behavior be experienced by someone else?

Which area do I notice easily, and which do I tend to overlook?

What would I like to ask a trusted person about my impact?



A one-minute practice

Practice with ordinary experiences before using the skill in a difficult moment.

1. Choose a place where you can sit or stand comfortably and set a timer for one minute.
2. Notice something you can see or hear. Describe it simply.
3. Notice a thought, a feeling, or a body sensation. Let your attention move without needing to solve it.
4. When the minute ends, record what you noticed.

What did I notice outside me?

What did I notice inside me?

What was difficult about describing without evaluating?



Start where you are

Begin with your actual circumstances. Naming them can make the next step more concrete.

Time, place, and person

In the starting-point exercise, these words are prompts for reflection. They ask about your stage of life, surroundings, and current sense of self. They are not a mental-status examination.

Time: What season or stage of life am I in? What is asking for attention?

Place: What supports or strains exist in my present environment?

Person: Who am I today, and who am I trying to become?

Where has waiting for the right moment kept me from taking a manageable step?



Use what you have

A resource can be a personal strength, a learned skill, a supportive person, or something that makes daily life more manageable.

Include ordinary strengths. A sense of humor, patience, persistence, creativity, or willingness to ask a question may be useful. A resource does not need to solve the whole problem to help with part of it.

Qualities and natural abilities I can draw on:

Skills I have learned, even if I am still practicing them:

People, community supports, or practical resources available to me:

One specific way I can use an existing resource this week:



A quality-of-life overview

Well-being includes more than symptoms. The eight domains below can help you notice strengths and unmet needs.

Domain	What to consider
Emotional well-being	Enjoyment, satisfaction, self-worth, and stress
Relationships	Connection, friendship, family, and reliable support
Material well-being	Housing, work, income, and basic resources
Personal development	Learning, practical skills, and meaningful achievement
Physical well-being	Health care, rest, movement, daily care, and leisure
Self-determination	Choice, autonomy, personal values, and goals
Social inclusion	Belonging, participation, and access to community
Rights	Dignity, respect, equality, and access

Which domains feel strongest right now?

Which one deserves attention first, and why?



Morning nourishment and basic care

Getting ready includes caring for the body that will carry you through the day.

Consider the essentials that fit your care plan: washing, dressing, prescribed medications, hydration, and an accessible breakfast. Food choices can reflect preferences, culture, resources, medical needs, and the time available. A useful routine can be simple.

Which basic-care steps help me feel ready?

What breakfast or morning nourishment is realistic and enjoyable for me?

What can I prepare in advance, and what support would help?

Notice the experience of eating when possible: flavor, texture, comfort, and satisfaction. A meal can be a moment of care rather than another performance to get right.

With basic needs in view, turn toward what you want the day to express.



Discovering core values

Values describe qualities you want to express through your choices. A goal can be completed; a value can guide many goals.

Think about a moment when you felt proud, connected, or deeply frustrated. What mattered in that moment? Pride may point toward a value you honored. Frustration may reveal something important that felt threatened.

Words to consider

Honesty, compassion, creativity, community, family, freedom, stability, health, learning, courage, spirituality, humor, fairness, dependability, privacy, adventure, kindness, service, and personal growth. Add words that fit your own life.

A meaningful moment and the values it revealed:

My six most important values, in my own words:

Which value needs more room in my daily life?



Integrity in ordinary choices

Integrity involves bringing your behavior into closer agreement with what you believe is right and important.

The integrity material emphasizes honesty, responsibility, courage, and coherence. Living with integrity can include acknowledging a mistake, giving credit, keeping a promise, or revising a commitment you cannot realistically meet. It does not require being flawless.

A decision to examine

What choice or responsibility am I facing?

Which values are involved? Are any of them in tension?

What would an honest, respectful, and workable response look like?

If I have fallen short, what repair can I make?



Roots and Wings

The Roots and Wings material uses connection and personal agency as metaphors for wholeness.

Area	Qualities to explore
Roots: love	Care, affection, playfulness, empathy, trust, and belonging
Roots: stability	Safety, boundaries, routines, structure, and reliable resources
Wings: openness	Patience, flexibility, reflection, hope, and willingness to learn
Wings: agency	Voice, choice, courage, purpose, accountability, and mastery

Receptive and active qualities can support each other. Rest and action, flexibility and structure, closeness and independence can all have a place. These are reflective categories, not fixed personality types.

Which area feels well supported? Which feels undernourished?

What would bring more balance between my roots and wings?



My support and agency map

Use the four areas below to connect the framework with your own life.

Connection: Who or what helps me feel cared for, seen, or included?

Stability: Which routines, boundaries, or resources help me feel supported?

Openness: Where could I practice patience, flexibility, or asking for help?

Agency: Where do I want to use my voice, make a choice, or take responsibility?

Consider your home, community, culture, and relationship with the natural world. The setting around you can support or constrain the choices available to you.



A house for what matters

The DBT House is a reflection metaphor. Use its parts to connect protection, values, feelings, and the life you want.

Foundation: What values ground me?

Protection: What people, boundaries, or practices help protect me?

Inside: What do I keep private, and what would I like support with?

Living space: What emotions or habits do I want to manage more skillfully?

Windows: What am I grateful for, or hoping to feel more of?

Roof: What would a meaningful life look like?

A way I can cope with stress while building that life:



Choosing a source of meaning

This section is optional. Use language that fits your beliefs, or skip it without affecting the rest of the workbook.

The faith materials describe trust, hope, love, patience, service, and belonging. For some people these connect with God or a religious tradition. For others, meaning grows through relationships, values, nature, community, or commitment to a purpose.

Doubt and difficult questions can be part of reflection. You do not need to force certainty, agree with a religious explanation of suffering, or use faith in place of care.

What does faith, trust, or meaning mean to me?

What supports my sense of belonging or purpose?

What questions or conflicts would I like room to discuss?



Quiet reflection and prayer

Adapted from the steps in "How to Listen to God." Treat thoughts as experiences to examine, not commands you must obey.

1. Choose a quiet time and a comfortable posture.
2. Name a question or concern. Pray if that fits your practice.
3. Notice thoughts and impressions. Write what you want to remember.
4. Review what you wrote in light of honesty, care, your values, responsibilities, and safety.
5. Discuss important decisions with a trusted person or clinician when useful.
6. Choose a thoughtful next step and review what happened.

A quiet period may not bring an answer. That does not mean you have failed or lack faith. Do not act on an impression that would harm you or someone else; seek support instead.

What question am I bringing into reflection?

What did I notice, and what needs further consideration?



Values in action

A valued action may be small, imperfect, and uncomfortable. It can still move you in a meaningful direction.

A value I want to practice:

One situation in which this value is difficult to live by:

A small action that would express it in that situation:

A barrier I expect and a realistic adjustment I can make:



Choosing a useful first goal

A goal becomes easier to practice when it describes a behavior you can recognize.

Make the change visible

“Be better” is difficult to act on. “Pause before replying when I feel irritated” names a behavior. You can notice whether you tried it, what got in the way, and what helped. Progress can include asking for help or adjusting a goal that is too large.

My priority domain and what I hope will be different:

One action I can take within the next seven days:

The support I may need and how I will ask for it:

What have I learned about my starting point, strengths, and first priority?



Preparing to leave home

The doorway is a transition: from private space into work, study, appointments, errands, or community.

Check what you need for the setting ahead: belongings, transport, food, accessibility supports, medication arrangements, and a way to contact support. If you are staying home, create a similar transition into the role or task you are beginning.

Where am I going, what role am I entering, and what do I need?

What might make the transition stressful, and what is my practical plan?

What value or intention do I want to carry through the doorway?

Morning conclusion

You have made room for awareness, care, meaning, and preparation. Carry a workable plan into the next part of your day, leaving room to adapt.

The next part follows you into the demands, relationships, and opportunities of the afternoon.



Afternoon: engaging with the world

As the day opens out, attention moves between tasks, people, needs, and unexpected events.

The afternoon sequence

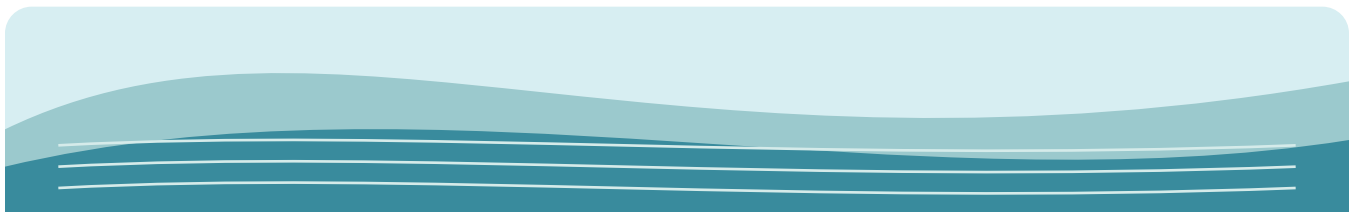
Enter your work or community setting, focus on a meaningful task, pause for food and rest, navigate emotion and communication, and seek support when needed. A career aspiration takes shape through ordinary actions such as asking a question, learning a skill, completing a task, or maintaining a boundary.

What would meaningful participation look like today?

What will remind me to pause for food, movement, rest, or connection?

What support might help me stay engaged without overextending?

Choose a task that connects the present day with your longer-term direction.



Work, study, and purposeful effort

Career aspirations become more useful when they connect with a step you can take in the life you have now.

Work may include employment, study, caregiving, rehabilitation, job seeking, or contributing to your household or community. Consider both achievement and sustainability. The day needs room for learning, relationships, and recovery as well as output.

What kind of work or contribution matters to me, and why?

What is one task, skill, conversation, or application I can move forward today?

What resources, accommodations, or boundaries would help?

How will I define enough for this part of the day?

Focused effort is easier to practice when priorities and limits are clear.



Priorities and focused effort

Productivity can support a meaningful life when it respects your limits and serves your values.

Concepts	A flexible way to try it
Pomodoro	Work for a chosen interval, then take a break
Time blocking	Reserve a realistic period for one task
Eat the frog	Consider addressing a high-priority task early
Two-minute rule	Complete a genuinely small task when it will not derail a larger priority
Deep work	Protect a manageable period of focused attention

These are experiments, not universal rules. Adjust timing for your energy, disability, responsibilities, and the task. The motivational ratios in the mastery slides are not measurement standards.

The task that matters most now and why:

One tool I will try, when I will try it, and what I will review:



The distraction dial

Distraction may be linked with boredom, uncertainty, anxiety, or overload. Notice what is happening before choosing a strategy.

An experiment in returning attention

1. Name the feeling or difficulty you notice.
2. Make the next part of the task clear and manageable.
3. Move a distracting device out of reach or reduce another cue.
4. Choose a short period to stay with the task, then review what happened.

The source also suggests a brief delay before following an urge, adding play to a task, and giving work a time slot. Adapt these ideas to your access needs and responsibilities. Difficulty focusing does not establish a diagnosis or a lack of commitment.

What tends to happen just before I reach for a distraction?

Which strategy will I test, and what would make it useful?



A small action that is easier to begin

The productivity-book summaries offer practical ways to reduce friction between an intention and an action.

Cue, action, and review

Choose a clear cue, make the action small enough to start, and notice what reinforces it. Prepare the setting, reduce distractions, and define what “done” means for this step. Record a task outside your head so you can review it rather than continually rehearse it.

Focus can include deliberate breaks and time for ideas to settle. Prioritizing one important task also means recognizing what you are choosing not to do now. A useful experiment teaches you something even if the first plan needs adjustment.

After _____, I will _____.

What will make the action easier, and what might get in the way?

How will I review what happened without demanding perfection?

Use what you learn to choose a workable level of effort.



Thinking a decision through

The analytical-thinking image offers mental models to test a decision. Use the ones that make the problem clearer.

Questions that sharpen a choice

- Explain it simply: Can I describe the issue without hiding behind jargon?
- Consider causes: What may be contributing, and what evidence would help?
- Look one step further: What could happen after the immediate result?
- Consider alternatives: What would change my view? How would someone with a different perspective describe it?
- Name trade-offs: What would I give up by choosing this option?
- Plan a small test: What can I learn before making a larger commitment?

A useful rule of thumb does not guarantee an outcome. Check assumptions and revise a belief when new information appears.

A decision I am considering and one important assumption:

A question, piece of information, or small test that would improve the decision:



Turning advice into a useful question

The “five laws” image presents motivational sayings. Treat them as prompts to examine, not scientific laws that control your life.

Worrying about an event does not cause it to happen. Personal responsibility also has limits: circumstances, resources, other people, and chance affect outcomes. Useful advice helps you identify a choice without blaming you for what you cannot control.

Five questions to try

1. What is the problem in one clear sentence?
2. What part is within my responsibility or influence?
3. What information or skill would help?
4. Does this decision need to be made now?
5. What reasonable preparation can I make without trying to remove all uncertainty?

A problem I can clarify and a decision that can wait:

A next step that uses my influence realistically:



An event is not the whole story

The A-B-C-D exercise separates what happened from your interpretation and its effects.

Step	What to record
A: Activating event	The situation, described as specifically as possible
B: Belief or interpretation	What I told myself it meant
C: Consequences	My feelings, urges, and actions
D: Examine and revise	A more balanced interpretation or useful question

Your interpretation can influence your response without being the only influence. Stress, health, context, and past experience may matter too. Examining a thought does not mean denying what happened.

My A, B, and C:

What evidence supports my interpretation? What may be missing? What could I tell myself instead?



The cognitive sandwich

The sandwich image separates an event, a thought, a thinking pattern, a feeling, and a balanced view.

Layer	Example
Event	A message has not received a reply yet
Thought	"They must be upset with me"
Possible thinking trap	Mind-reading or jumping to a conclusion
Feeling	Anxiety, hurt, or disappointment
Balanced view	"I do not know why they have not replied. There may be several explanations."

My event and first interpretation:

The thinking pattern and feeling I notice:

A balanced view that respects what I know and what remains uncertain:



Recognizing thinking traps

A thinking trap is a familiar way of interpreting experience that may leave out important information.

Pattern	A question that opens it up
All-or-nothing	What would a middle ground look like?
Catastrophizing or fortune-telling	What is possible, and what evidence makes it likely?
Mind-reading	What do I actually know about the other person's view?
Emotional reasoning	What is my feeling telling me, and what other facts matter?
Rigid "shoulds"	Is this expectation realistic and useful?
Negative filter or overgeneralization	What am I leaving out or turning into "always"?

A recent thought and the pattern it may contain:

A question that would help me look again:



A thought is not my identity

Repeated thinking may influence attention and habits, but an unwanted thought is not a definition of who you are or a prediction you must fulfill.

The thinking-traps material also names comparison, an exaggerated sense of responsibility or powerlessness, labeling a whole person, feeling constantly watched, and rumination. Notice when a specific experience becomes a sweeping judgment.

Instead of “I always ruin things,” try “I am upset about how this conversation went. I can consider what happened and what to repair.” The revised thought can remain honest without becoming a verdict on your whole self.

A judgment or comparison I would like to loosen:

What specific facts or limits of my control would make it more balanced?

What action would fit my values even while the thought is present?



When thinking becomes a loop

Overthinking may take the form of replaying, predicting, second-guessing, or waiting for certainty before acting.

Useful reflection leads toward understanding, a decision, or a next step. A loop may repeat the same questions without adding information. Notice the pattern without blaming yourself for having it.

A small interruption

1. Name the loop: "I am replaying the conversation."
2. Ask whether there is a concrete problem to address now.
3. Choose one workable action, write down a question for later, or return attention to the present task.
4. Allow uncertainty to remain without requiring a perfect answer.

A thought loop I recognize:

What part can I influence now, and what part remains uncertain?

One small action that would be more useful than another round of analysis:



The acceptance matrix

An acceptance matrix helps you notice inner experiences and distinguish avoidance from actions that support what matters.

Internal experiences	Actions I can observe
Difficult thoughts, feelings, memories, or sensations	Away moves: actions used mainly to escape discomfort
Values, needs, and people who matter	Toward moves: actions that express those values

A behavior can serve more than one purpose. Taking a break may support safety and thoughtful engagement, while repeatedly withdrawing from every meaningful task may narrow your life. Ask what the action does in its context.

What difficult inner experience am I trying to avoid?

What do I usually do, and what are its short- and longer-term effects?

What is one safe, manageable toward move I could try?



Making a difficult step workable

The FEAR and DARE material offers prompts for noticing barriers and adjusting a plan.

A barrier to notice	An adjustment to explore
Fusion: getting caught in a thought	Defusion: "I am having the thought that..."
Excessive goals	Realistic goals that match resources and skills
Avoiding discomfort	Making room for manageable discomfort when it is safe
Remoteness from values	Remembering why the action matters

Which barrier is most relevant to my present goal?

How could I make the step smaller, safer, or better supported?

What value would this step express?



Protective patterns and defenses

People sometimes protect themselves from difficult feelings in ways they do not immediately recognize.

Examples include minimizing an uncomfortable fact, explaining away a behavior, analyzing an experience while staying distant from the feeling, directing anger toward a safer target, or expressing resentment indirectly. These descriptions invite reflection; they are not labels for judging yourself or another person.

A pattern may once have helped you manage a difficult setting and may be less helpful now. You can examine its purpose and effects while keeping compassion for the part of you trying to cope.

What do I tend to do when a feeling seems difficult to face?

What might this response protect me from? What does it make harder now?

What more direct or supportive response could I practice?



Checking facts and choosing a skill

DBT skills can help you observe an emotion, consider the situation, and select an effective response.

Match the skill to the need

If a problem can be changed, consider problem-solving. If an interpretation is uncertain, check the facts. If an urge would worsen the situation, consider a safer alternative action with your clinician. During intense distress, focus first on getting through the moment without making things worse.

Acceptance acknowledges what is happening now. It does not mean agreement or approval. You can recognize a fact and still work to change the situation.

What facts do I know? What am I assuming?

Would problem-solving, acceptance, a pause, or another skill fit best right now?

What are the likely pros and cons of my chosen response?



A pause for food and renewal

A meal or break can mark the middle of the day and create a chance to notice what has changed.

Step out of task mode for a moment when possible. Notice hunger, thirst, tension, mood, and attention. Choose available food that fits your needs and allow yourself to enjoy it. You may need connection, quiet, movement, or rest before continuing.

What is my body asking for at this point in the day?

What helps me enjoy a meal or break in this setting?

What needs adjusting in my plan for the rest of the day?

Return to the day with an updated picture of your capacity.



Observe and describe

Describe what you notice before deciding what it means. Use a recent situation that feels manageable to revisit.

What happened in the environment? What could another observer have noticed?

What assumptions, beliefs, or predictions came to mind?

What did I notice in my breathing, muscles, posture, or other body sensations?

What emotion or combination of emotions was present?

Try language such as “I noticed...,” “I had the thought...,” or “My body felt....” If you begin judging yourself, notice that response too and return to description.



Urges and chosen responses

An urge is information about what you feel pulled to do. It is not an instruction you must follow.

In the situation I described, what did I feel like doing?

What might happen if I acted on that urge? Consider short- and longer-term effects.

What response might better support my goals, safety, and values?

What support or skill would help me make that response more possible?



Fear and unmet needs

Fear can sometimes draw attention to a need. The connections below are possibilities to explore, not rules about what every fear means.

Fear	A possible need	A possible next step
Abandonment	Connection	Ask for reliable, mutual support
Rejection	Love or acceptance	Name your needs and identity
Failure	Competence or reassurance	Break a goal into smaller steps
Change	Stability	Create a predictable part of the transition
Loneliness	Companionship	Plan a manageable connection
Judgment	Respect or acceptance	Set a boundary and return to your values

A fear I notice and the need it may point toward:

What other explanation might fit? What could I ask for directly?



Self-worth and feedback

You can consider feedback without allowing it to define your whole identity.

Pause before deciding what someone's words mean about you. A comment may contain useful information, reflect a misunderstanding, or reveal the other person's circumstances. You can check the facts and still acknowledge that a remark hurt.

A more balanced response

1. Name what was actually said or done.
2. Separate an observation from a broad judgment about your worth.
3. Consider what is useful, what is uncertain, and what boundary you need.

A comment or criticism I have carried with me:

What can I learn, and what do I not need to accept as a definition of myself?

A respectful sentence I can say to myself or to the other person:



Recognizing stress

Stress can affect attention, sleep, mood, and physical comfort. Your own patterns are worth noticing without assuming that every symptom has the same cause.

A stressor may be a demanding task, conflict, uncertainty, loss, or an accumulation of smaller pressures. Your response may include tension, irritability, avoidance, or difficulty concentrating. Stress can interact with health problems, so physical symptoms deserve attention in their own right.

What pressures are taking up the most space in my life?

What early signs tell me I am becoming overloaded?

Which demand can I reduce, postpone, share, or approach differently?

What physical symptoms or changes should I discuss with a health professional?



When stress shapes behavior

The stress-behavior image offers patterns to notice: postponing tasks, reacting strongly, struggling to switch off, overlooking basic needs, changing under pressure, or feeling less able to cope.

These signs are clues, not proof of a single cause. A useful question is what is making a task or interaction harder today. Notice capacity and context before calling yourself lazy, difficult, or unmotivated.

Notice, identify, check, question, choose, practice

A behavior that changes for me under pressure:

What demand, body state, feeling, or need might be involved?

What assumption about myself could I question?

A response I can practice that fits my current capacity:



Mapping my state

The uploaded nervous-system wheel offers words for noticing how you are doing. Use it as a reflection tool rather than a way to diagnose a nerve pathway.

Experience	What I might notice	What I might need
Connected or settled	Able to engage, listen, or think clearly	Maintain supportive routines
Activated	Restlessness, tension, urgency, or an urge to escape	Space, movement, or grounding
Overloaded	Difficulty sorting information or choosing a next step	Less input and a smaller task
Disconnected or shut down	Numbness, distance, exhaustion, or reduced engagement	Gentle orientation and support
Accommodating to stay safe	Ignoring my needs or agreeing automatically	Choice, boundaries, and safety

The Polyvagal Wheel uses a particular theoretical framework. These descriptions overlap and do not establish why a response is happening.

Which description fits me right now? What else could be influencing it?

What would help me feel more supported in this moment?



Body-brain communication

The vagus-nerve and gut-brain images draw attention to communication between the body and brain. They also make claims that need careful interpretation.

Digestive experiences and emotional distress can interact. That does not mean every digestive problem is caused by stress, that symptoms reveal “low vagal tone,” or that one food, supplement, or breathing routine will correct the problem.

Clinical vagus-nerve stimulation uses particular devices and protocols. A wellness diagram does not provide an individualized treatment plan. Discuss questions about a device with a qualified clinician rather than following electrode-placement or timing instructions from an image.

Breathing and grounding can be tried for comfort and attention. Changes in how you feel do not prove a specific change in inflammation, hormones, or brain activity.

What body and mood patterns do I want to understand better?

Which claim or treatment question should I bring to my care team?



Pause and drop the anchor

A pause can create a little room between a difficult experience and your next action.

STOP: a DBT pause

Stop for a moment. Take a step back. Observe what is happening inside and around you. Proceed mindfully, with attention to what the situation needs.

Dropping the anchor

1. Acknowledge what is present: "I notice anxiety," or "I am having a thought about failure."
2. Connect with your body in a comfortable way. Feel your feet or the support of the chair.
3. Look around and name several things you can see, hear, or touch. Use the senses available and comfortable to you.
4. Return attention to one part of the task in front of you.

What did I notice before and after the practice?

Where could I use a brief pause during an ordinary day?



A comfortable breathing practice

Let the breath remain comfortable. You do not need to force a deep breath or hold it to make this a useful experiment.

1. Sit or stand with support. Keep your eyes open or lower your gaze, whichever feels more comfortable.
2. Notice one natural breath without changing it.
3. If comfortable, allow a few breaths to become slower and gentler. Let the exhale happen without strain.
4. Return to ordinary breathing and notice your surroundings.

The uploaded regulation material includes counted breathing. Counts are optional. If focusing on breathing increases anxiety, lightheadedness, or discomfort, stop the exercise and return to normal breathing or an external grounding activity. Discuss persistent difficulties with your clinician.

What happened in my body and attention?

Did this help, feel neutral, or make things harder? How would I adapt it?

A time and place where I can practice comfortably:



Releasing muscle tension

Explore the difference between tension and release gently, within your physical limits.

1. Begin in a supported position. Notice your hands, shoulders, and jaw.
2. If comfortable, lightly tense one muscle group for a few seconds, then release it.
3. Notice the difference. Move to another comfortable area.
4. Finish by looking around and noticing the support beneath you.

You may skip the tensing step and simply allow an area to soften. Do not strain or tense an injured or painful area. Stop if the exercise increases pain or distress. Relaxation techniques can feel different for different people.

Where did I notice tension most clearly?

Which form of release felt most comfortable?

What cue could remind me to soften that area during the day?



Recognize, relax, reframe, respond

The four Rs connect awareness with action. Move through them flexibly rather than treating calmness as a test you must pass.

Step	A question to ask
Recognize	What is happening in my thoughts, feelings, and body?
Relax	What small grounding or settling action is available?
Reframe	What else might be true? What do I know and what am I assuming?
Respond	What action fits my needs, values, and the situation?

A situation in which I want to try the four Rs:

My response plan, in my own words:



Emotional intelligence in practice

Emotional intelligence involves noticing your own experience and responding thoughtfully to other people. It can be practiced rather than treated as a fixed score.

The emotional-intelligence materials describe skills such as recognizing triggers, listening, taking responsibility, respecting another person's space, and learning from a setback. You do not need to be calm in every situation to practice these skills.

Which of these skills is already a strength for me? Give an example.

When do I tend to misread, assume, or move too quickly?

What question could I ask instead of guessing another person's experience?

A situation in which I can practice one skill this week:



Understanding anger

Anger is an emotion. Aggression is behavior that harms, threatens, or intimidates. Learning to recognize the difference creates more choices.

The anger materials describe a range from irritation to intense anger. Anger may signal a boundary, frustration, hurt, or an unmet need. Sometimes it accompanies another emotion; sometimes anger is the main feeling. The aim is to express what matters while protecting safety and respect.

Beliefs worth reconsidering

- Ways of expressing anger can change with learning and practice.
- Anger does not have to lead to aggression.
- Assertiveness can communicate a need without intimidation.
- Aggressive venting is not the same as resolving a problem.

What have I learned about anger from family, culture, or past experience?

How do I want my expression of anger to change?



Events and early cues

A trigger is a situation or reminder associated with anger. A cue is a sign that anger is present or building.

Cue	Examples to notice
Physical	Heat, muscle tension, faster breathing, or a clenched jaw
Behavioral	Pacing, interrupting, withdrawing, or raising the voice
Emotional	Hurt, fear, frustration, jealousy, or feeling dismissed
Cognitive	Hostile interpretations, rehearsing arguments, or thoughts of revenge

A situation that tends to trigger anger for me:

My earliest cues in each of the four categories:

Which cue could become my signal to pause?



The escalation pattern

The anger workbook describes buildup, aggressive expression, and aftermath. Your goal is to interrupt the pattern during buildup.

Use the source workbook's 1-to-10 anger meter: 1 represents feeling calm, and 10 represents the most escalated end of your scale. Describe your own warning signs at several levels. A rating helps you notice changes; it does not excuse harmful behavior or predict it with certainty.

My level	What I notice	What I can do
1-3	_____	_____
4-6	_____	_____
7-9	_____	_____
10	_____	_____

What short-term payoff has an old response seemed to offer?

What longer-term consequences have followed?

At what early signal will I use my plan?



My anger response plan

Choose immediate skills and preventive supports. A useful plan is specific enough to use under pressure.

A time-out with a return plan

When safe, explain that you need a pause, step away from the exchange, and agree on a time or condition for revisiting it. Use the pause to settle, walk, write, or contact support. A time-out should not become a threat or a way to punish someone with silence.

My early warning signal and the words I will use to request a pause:

Where I can go safely and what I will do during the pause:

How and when I will return to the issue, if it is safe to do so:

Preventive routines and a trusted support I can use:



An assertive conversation

Assertiveness respects your needs and the other person's needs. It differs from aggression, passivity, and indirect resentment.

Five steps for a conflict

1. Identify the specific problem.
2. Name your feelings.
3. Describe the concrete impact.
4. Decide whether and when it is useful and safe to address it.
5. Make a clear request and discuss possible solutions.

For example: "When the plan changes without a message, I feel frustrated because I cannot arrange my time. Could we let each other know as soon as a plan changes?" Stay with one issue and avoid mind-reading, labels, threats, or sarcasm.

The problem, my feeling, and its impact:

My clear request or proposed solution:

A boundary or next step if we do not agree:



Listening during disagreement

Listening does not require agreement. It helps you understand what is being asked before deciding how to respond.

DBT interpersonal skills in the uploads emphasize a gentle manner, interest, validation, and self-respect. Describe facts, express your feeling, make your request, and explain its benefit. Stay focused, speak as confidently as you can, and negotiate where appropriate.

Practice a repair

What might the other person want me to understand?

A summary I could offer, followed by “Did I understand that correctly?”

If I acted harmfully, what specific responsibility or repair can I acknowledge?

How can I protect self-respect without dismissing the other person?



Disagreeing with kindness

A respectful disagreement makes the issue clear while protecting dignity and the right to set limits.

Phrases to adapt

- Private first: "Could we discuss this one-to-one?"
- A clear concern: "I see this differently because..."
- Two workable options: "Could we try A or B?"
- A respectful delay: "I cannot discuss this well right now. Could we return to it at...?"

Choose whether the issue needs action, and focus on the particular problem. Kindness does not require silence, agreement, or staying in an unsafe interaction.

An upcoming disagreement and what matters most about it:

A direct, kind opening sentence and one possible option:

The limit I need to keep:



An anger awareness record

Use one event to review your pattern. Repeat this page in a separate journal as needed.

Situation and context:

Body, behavior, emotion, and thought cues:

Highest anger rating (1-10), what I did, and what followed:

Strategies I used and what helped or did not help:

One response I want to practice next time:



A partnership for change

Therapy can help you understand your experience and practice new ways of responding. Your goals and feedback belong at the center of that work.

What a helpful partnership can include

The person-centered material emphasizes empathy, respect, and congruence: a growing match between your experience, your words, and your actions. Your therapist brings skills and a way of listening. You bring knowledge of your life, preferences, culture, relationships, and hopes.

Individual therapy offers private space to explore patterns. Group work adds opportunities to learn with others. Cognitive behavioral approaches examine thoughts and actions. Experiential approaches attend to present feelings and awareness. Ask how any approach connects with your goals.

What would I like to understand or change?

What helps me feel heard, respected, and able to speak honestly?

What do I want my therapist or facilitator to know about my pace, preferences, or concerns?



Preparing for a therapy session

You do not need a perfect topic before a session. Use these prompts to notice what may need attention.

What has been on my mind most this week?

Which emotion has kept returning?

Where have I felt stuck or frustrated?

What have I noticed in my body?

What small thing do I wish felt different?

What patterns have I noticed in relationships, work, or daily life?

What do I need from this session?



Anxiety in social situations

Use this page to describe how anxiety affects participation and to prepare a conversation with your clinician.

Consider situations such as joining a discussion, making a request, meeting someone new, or speaking in front of others. Notice thoughts about rejection or embarrassment, body sensations, and actions such as leaving early or overpreparing.

The uploaded APA social-anxiety measure is a separate clinical tool for adults. It concerns the past seven days and is intended to support assessment and monitoring with a clinician. This reflection page does not replace its wording, scoring, or interpretation.

A social situation I find difficult and what I fear might happen:

What do I do to cope or avoid it? What does that help with, and what does it cost?

What manageable participation goal could I discuss with my clinician?



Understanding trauma responses

The trauma material organizes reflection around events, experiences, and effects. People can be affected differently by similar events.

An event is what happened. Experience includes how a person understood or lived through it, including the support and choices available. Effects may involve emotions, relationships, sleep, attention, body sensations, or behavior. A trauma response does not mean someone is weak.

This page asks about present needs, not a detailed retelling. Persistent or disruptive symptoms deserve assessment and treatment with a qualified clinician. Recovery can be gradual and uneven.

What present-day effects would I like help understanding?

What increases my sense of safety, choice, or connection?

What do I need my clinician or support person to know about pacing?



Protective responses and choice

Fight, flight, freeze, and fawn are common shorthand in the uploaded trauma graphics. They can help describe experiences without diagnosing their cause.

Shorthand	A pattern I might notice
Fight	An urge to confront, control, argue, or defend
Flight	An urge to escape, stay busy, or avoid
Freeze	Feeling stuck, distant, or unable to decide or act
Fawn	Agreeing, pleasing, or ignoring a need to preserve connection or safety

People can respond in more than one way. A list of traits or an illustrative brain image cannot establish a diagnosis. Consider what was happening, what the response was trying to accomplish, and what support is needed now.

Which description fits a recent experience, if any?

What would increase my safety, choice, or access to support?



Avoidance and recovery

Avoidance may bring immediate relief. Some forms also reduce access to relationships, tasks, or experiences that matter.

Distinguish an action that protects you from actual danger from an action that mainly helps you escape a safe but uncomfortable situation. That distinction can be difficult, especially after trauma. Work with your clinician when deciding what to approach and how.

A pattern to examine

What thought, reminder, feeling, or situation am I responding to?

What do I do for relief? What does it help with right away?

What does the pattern cost over time?

What supported step could increase choice while respecting safety?



The roots of a repeated pattern

The Tree of Addictions image uses branches, roots, and soil as a metaphor. Use it to explore context, not to assume that all repeated behaviors are addictions or have the same cause.

The visible behavior is one part of the picture. Relevant influences may include access to substances or activities, stress, loneliness, learned routines, relationships, and past harm. A similar behavior can serve different purposes for different people.

Branch: What repeated behavior concerns me, and what are its effects?

Roots: What feelings, needs, or situations seem connected with it?

Soil: What features of my environment help the pattern continue?

What change or support could address both the behavior and its context?



What the visible behavior leaves out

The addiction image invites attention to distress that other people may not see. Understanding that distress can support a more useful conversation about care.

A substance or behavior may be visible while shame, numbness, anxiety, loneliness, pressure, or overwhelm remains private. These experiences are not identical for everyone. Both the behavior and the needs around it deserve attention.

What might someone see in my behavior?

What might they not understand about my experience?

What do I want a trusted person or clinician to understand?

What support would address the behavior and the distress together?



A habit-change experiment

Focus on one behavior. A clear experiment makes learning possible even when the first attempt does not work.

Notice the sequence

Record what happens before the behavior, what you do, and what follows. Consider both the relief or reward and the later cost. Then choose a manageable alternative and make it easier to use.

The cue, urge, behavior, and short-term result:

The replacement I will try and the need it is intended to meet:

A change to my environment that will support the replacement:

When I will review the experiment and what I will look for:



Body-focused repetitive behaviors

Hair pulling, skin picking, nail biting, or cheek and lip biting can happen with distress, boredom, focused attention, or little awareness.

The uploaded material describes habit reversal: noticing the behavior and practicing a less harmful competing response. It also discusses changing environmental cues and seeking therapy or support. A clinician can help tailor a response to the behavior and its effects.

Avoid treating the behavior as a character flaw. If it causes injury, infection, pain, or significant distress, seek appropriate care. A tracking exercise can support that conversation without requiring you to stop through willpower alone.

When, where, and during what activity does it tend to happen?

What do I notice just before and during the behavior?

What safe competing response or environmental change could I discuss with my clinician?



Support, setbacks, and family patterns

Change often involves revisiting a skill. A setback can tell you where a plan needs more support or a different approach.

Family experiences may shape how emotions and conflict are expressed. You can reflect on those patterns without assigning fixed roles to yourself or others. You may also choose not to explore family material at this time.

What messages did I learn about anger, sadness, needs, or asking for help?

Which patterns do I want to keep, and which do I want to change?

If an old behavior returns, what will I do first and whom can I contact?



Returning home and changing roles

Coming home can be another doorway moment. A deliberate transition can help you notice what you are carrying from the day.

Before entering the next demand, consider a brief pause, changing clothes, putting belongings away, or naming what needs attention. If home is also your workplace, closing a task and resetting a space can mark the transition.

What am I carrying home in my body, thoughts, or mood?

What can wait, and what needs a practical next step?

What would help me shift toward food, connection, care, or rest?

Afternoon conclusion

Your day has contained demands and choices. You can acknowledge what happened without bringing every unfinished task into the evening.

The night sequence begins by making room to arrive at home.



Night: nourishment, connection, and rest

Evening can be a time to return to your needs, prepare food, connect, enjoy a wellness practice, and gradually settle toward sleep.

The night sequence

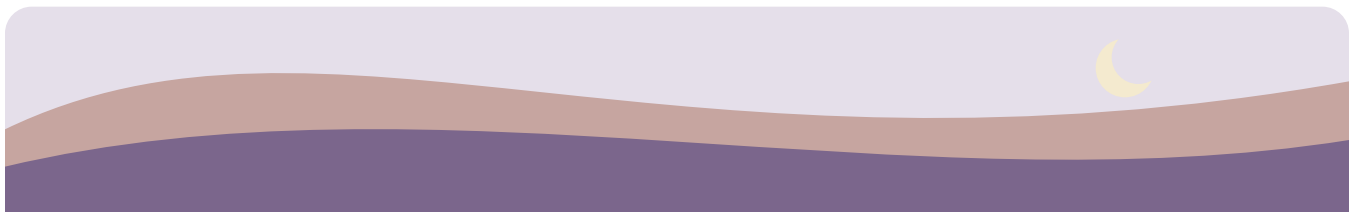
Arrive home, prepare a meal, enjoy eating, choose a supportive activity, engage with others in a way that fits your capacity, reflect, and prepare for sleep. Like a landscape moving into dusk, the emphasis can shift from outward effort toward care and renewal.

What do I want tonight to contain, given the day I have had?

What is one demand I can simplify so there is room for rest?

What kind of connection or quiet would be supportive?

Begin with nourishment and a plan that is realistic for your time and resources.



Preparing a meal with care

Meal preparation can be a daily act of planning, creativity, and support rather than a complicated project.

1. Notice what food, time, energy, equipment, and help are available.
2. Choose a familiar meal or simple combination that fits your preferences and care needs.
3. Gather what you need and make the preparation sequence manageable.
4. Consider whether saving a portion or preparing an ingredient would help another day.

A meal I can prepare or obtain realistically tonight:

The steps, help, or accessible tools that would make it easier:

What could I prepare now to support tomorrow?

Once the meal is ready, give the experience of eating some attention too.



Enjoying the meal

Eating can include pleasure, comfort, culture, connection, and satisfaction as well as nourishment.

If helpful, reduce one distraction and notice the food's smell, flavor, texture, or temperature. You may eat with someone, share conversation, or enjoy a quiet meal. There is no requirement to eat in a particular style or to turn the meal into an exercise.

What did I enjoy about the food or the moment?

What made eating easier or harder tonight?

What would help make future meals more comfortable, accessible, or connected?

After nourishment, choose a wellness practice or a form of social engagement that fits your evening.



A daily foundation

Choose a few repeatable ways to care for your body and attention. Consistency can matter more than doing every activity on a list.

A menu to personalize

Consider regular meals and hydration, a manageable sleep routine, appropriate movement, prescribed care, a small task that builds competence, contact with a supportive person, and time for rest or enjoyment. Music, laughter, art, or time outdoors may fit your preferences.

The “Brain Chemicals” poster uses simplified labels for complex biology. Use its enjoyable activities as ideas to test, rather than as a way to measure or “hack” a particular chemical.

One daily routine I already have that helps me:

One routine I want to strengthen, and the smallest version I can try:

How will I adapt the plan on a low-energy or difficult day?



Physical signals and care

Stress and nutrition graphics can prompt useful questions, but a symptom does not identify its cause by itself.

Fatigue, changes in hair or nails, feeling cold, cramps, poor focus, bruising, mouth changes, appetite changes, digestive symptoms, skin changes, or persistent discomfort can have many explanations. A body location cannot reliably tell you which emotion caused a symptom.

Record what you notice and discuss new, persistent, or concerning changes with an appropriate health professional. Do not diagnose a nutrient deficiency or choose supplements solely from a poster. Supplements can interact with medications and other care.

The symptom or change, when it started, and how it affects daily life:

Patterns I have noticed in sleep, meals, stress, activity, or medications:

Questions I want to bring to my health professional:



Food, health, and informed choices

The fasting presentation raises health questions that require individual medical guidance. Fasting is not an exercise or requirement in this workbook.

Claims about metabolism, cellular repair, brain function, heart health, and longevity should not be read as guaranteed benefits for an individual. If you are considering changing when or how you eat, discuss your health history, nutrition needs, and medication schedule with an appropriate health professional.

For people with diabetes, fasting may require close medical monitoring and medication adjustments. Do not change prescribed medication on your own. The aim here is to prepare useful questions, not to set a fasting schedule.

Questions for my care team

What am I hoping a change in eating routine would help with?

What conditions, medications, or experiences with food should my clinician know about?

What alternatives, risks, and monitoring should we discuss?



Wellness and social engagement

An evening practice can support a need that was easy to overlook during the day.

Options include suitable movement, music, reading, a hobby, a brief grounding practice, time outdoors, a call, or a shared activity. Consider what feels restorative rather than assuming that more activity is always better. Contact can be brief and still meaningful.

What do I need most tonight: movement, enjoyment, connection, expression, or quiet?

One practice and one possible social connection that fit my capacity:

What boundary will help me enjoy the activity without overextending?

Use the following pages to deepen the relationship, resilience, or meaning practice you choose.



Energy across life stages

Your capacity and responsibilities can change across the years. Reflect on the season you are in instead of using an age category as a rule.

Work, study, caregiving, health, loss, relationships, and access to resources may all affect energy. A sustainable routine includes recovery time and boundaries as well as effort. Needing rest is information, not a failure of character.

What demands and sources of energy characterize this stage of my life?

What commitment needs to become smaller, shared, delayed, or declined?

What kind of recharging is genuinely available and helpful to me?

One boundary I can practice to protect that time:



Learning, play, and enjoyment

A hobby can offer pleasure, connection, challenge, or a different use of attention.

The hobby material suggests music, reading fiction, suitable strength training, social sport, dance, strategy games, and gardening. Choose an activity because it fits your interests and circumstances. These options do not guarantee a “younger” brain or prevent illness.

Small changes and everyday principles

The lifestyle materials invite purpose, present awareness, acceptance of imperfection, time in nature, simplicity, and gradual improvement. Try one idea in a form that fits your own culture and life. A small repeated action can influence direction, while outcomes also depend on support and circumstances.

An activity I enjoy or would like to explore:

A small, low-pressure way to begin:

What combination of connection, rest, focused effort, and enjoyment would support me?



Listening with care and limits

Listening can make space for another person while preserving your own capacity.

Habits to practice

Give the speaker time. Reduce distractions. Reflect what you heard and ask whether you understood. Ask open questions and avoid rushing into advice. Notice tone and body language without assuming you know what they mean. Choose an attentive posture that fits your comfort and access needs.

If someone often confides in you, a limit can support the relationship: "I care about this, and I can listen for a few minutes now. Could we return to it later?" You do not have to solve every problem to be supportive.

What helps me listen, and what tends to pull me away?

A reflection or open question I can practice:

A boundary that would let me offer care without overextending:



Validation and relationship safety

Validation acknowledges a person's experience without requiring agreement with every interpretation or behavior.

The invalidation image describes repeated exclusion, criticism, neglect, ignoring, misinterpretation, control, blame, and unequal treatment. Notice the pattern, its impact, and what support or boundary you need. An ordinary disagreement alone does not establish traumatic invalidation.

The trauma-bonding image describes an attachment that can persist amid cycles of affection, dependence, criticism, manipulation, and a reduced sense of self. A checklist cannot determine your relationship's safety. If there is coercion, fear, or harm, consider support and safety with a clinician or trusted resource before planning a confrontation.

When do I feel heard, and when do I begin doubting or hiding my experience?

What pattern, boundary, or safety concern do I want help thinking through?

Who can support me without deciding for me?



Resentment beneath the surface

The resentment iceberg highlights how irritation, distance, snapping, or arguments may coexist with unspoken hurt and unmet needs.

Explore whether exhaustion, disappointment, feeling alone, or a lack of safety fits your experience. These are possibilities, not an explanation you can assume about another person. Anger can build through remembered expectations and repeated experiences as well as a current event.

What is visible in my reactions?

What hurt, need, expectation, or boundary may be underneath?

What could I communicate earlier and more directly?

What specific, consistent action would help rebuild trust or reduce resentment?



Resilience as a practice

Resilience can include adapting, seeking support, resting, and trying again. It does not require finding a benefit in every painful experience.

The positive-psychology material emphasizes strengths, connection, meaningful activity, and small daily actions. A difficult experience may change what you need. Progress can include learning to recognize that need sooner.

A support menu

Consider a short walk or suitable movement, a call to someone you trust, a few minutes of writing, a creative activity, a practical request for help, or a period of rest. Choose based on your situation rather than a promise of an instant result.

A difficulty I have already navigated and what helped:

A person, practice, or setting I want to reconnect with:

How I will notice when I need more support:



A future I can picture

Visualization can clarify what you want to work toward. Pair the picture with an action rather than expecting imagination alone to produce the outcome.

Describe an ordinary day in a life that better reflects your values. Consider what you do, how you spend time, whom you connect with, and what your surroundings are like. Use sensory detail if it helps, or write a plain description if images are difficult.

What does that ordinary day look like?

Which values does it express? What feelings do I hope to make more room for?

What part is within my influence now, and what requires support or changed circumstances?



Building on what works

A solution-focused question looks for useful exceptions and visible signs of progress while making room for the feelings involved.

Notice an exception

When has the problem been a little less intense or easier to manage? What was different about the setting, support, action, or timing? You can learn from a small exception without pretending the larger difficulty is resolved.

A time when things were even slightly better:

What was different, and what part could I repeat?

If life became a little more manageable, what would I notice myself doing?

Who might notice the change, and what would they see?



Learning from regret

Regret can point toward a value, a loss, or a choice you wish had been different. It need not become a permanent verdict on your life.

The regret image encourages acknowledgment, learning, and moving forward. Use those ideas at your own pace. A brain illustration does not explain an individual memory or make a difficult feeling your fault.

What do I regret, and what mattered to me in that situation?

What was within my knowledge, control, and capacity at the time?

Is there a repair, lesson, or boundary I can act on now?

What meaningful experience could I make room for as I continue?



Meaning during difficulty

“The Process” presents breaking, pressure, and rebuilding as a spiritual metaphor. You can explore that metaphor without treating suffering as necessary or deserved.

A difficult period may reveal needs, change priorities, or lead you to seek support. It may also simply hurt. Growth does not require staying in a harmful situation, minimizing a loss, or proving strength through endurance.

Which part of the metaphor fits my experience, and which part does not?

What has this period asked me to protect, change, or grieve?

What would rebuilding look like in one ordinary part of my life?

What support would make that rebuilding more possible?



Gratitude, forgiveness, and choice

Gratitude can make room for something valued without erasing pain. Forgiveness, if meaningful to you, is a personal process rather than a requirement.

You can acknowledge an injury, set boundaries, seek accountability, and decide what contact is safe. Forgiveness does not require reconciliation. Prayer, meditation, conversation, or journaling may be useful if they fit your preferences.

Something I appreciate, even while life is difficult:

A hurt or resentment I want to understand more clearly:

What boundary, support, or next step do I need? Is forgiveness a question I want to explore now?



Sleep hygiene: making room to settle

A wind-down routine can provide a recognizable transition from activity toward rest.

Consider a consistent rhythm, a comfortable sleep setting, less stimulating activity near bedtime, and a way to record tomorrow's tasks so you do not need to keep rehearsing them. Adapt the routine to your work schedule, home, health, and caregiving responsibilities.

What signals that it is time for me to begin winding down?

Which two steps would make a simple, repeatable routine?

What practical change to my setting would support rest?

If an exercise brings up intense emotion, return to a settling activity and take the material to a session rather than requiring yourself to work through it at bedtime.

The final transition of the day is from preparation to allowing sleep.



Sleep and the rhythm of a day

The sleep images describe stages and daily rhythms. Use them as an invitation to examine your routine rather than as a timetable every body must follow.

A regular sleep and wake routine can support sleep. Your work, caregiving, health, and environment may affect what is possible. Persistent sleep problems deserve discussion with a clinician rather than an expectation that relaxation alone will solve them.

My current sleep and wake pattern, including what varies:

What tends to interfere with sleep or make waking difficult?

A realistic wind-down habit or schedule adjustment I can try:

When during my day do I notice more energy or a need for rest? How can I plan around that?



Allowing sleep and ending the day

You have moved through a complete day. Rest does not need to be earned by finishing every task.

Notice what is already done, what can be left for tomorrow, and what support may be needed later. Choose a comfortable settling practice if useful. If sleep difficulties continue or affect your daily functioning, discuss them with a clinician.

One thing I can acknowledge from today:

What I am willing to set down until tomorrow:

A kind closing sentence for myself:

Night conclusion

Morning offered an arrival, afternoon offered engagement, and night offers renewal. Together they create repeated opportunities for mental health, spiritual well-being, quality of life, and meaningful direction.

Return to the day review when you are ready, rather than treating it as one more bedtime obligation.



What I am taking with me

You have explored your starting point, values, emotional patterns, coping skills, relationships, and direction. Review the pages that were most useful rather than trying to remember every lesson.

Three things I understand about myself more clearly:

A pattern I now recognize earlier:

A skill or practice I want to continue:

A question or concern I want to bring to my next session:

Use these reflections to choose one practical goal for the coming weeks.



My next-step plan

Choose a goal small enough to practice and important enough to matter.

My priority and the value it supports:

The specific action I will take, including when and where:

A likely barrier and how I will adapt or ask for help:

How I will notice progress and when I will review the plan:

A plan is a starting point. Revise it when your circumstances, needs, or understanding change.

The weekly check-in on the next page can help you learn from what actually happens.



A weekly practice review

Use this page each week, or repeat the format in a notebook.

Week of: _____ Skill or action I practiced:

What happened? Describe one example.

What helped, what got in the way, and what did I learn?

What will I keep, adjust, or seek help with next week?

A moment of connection, care, or progress I want to acknowledge:

Look for evidence of learning, including the times you paused, asked for help, or chose to begin again.



A continuing commitment

The purpose of this workbook is to make more room for awareness, care, and meaningful choice in everyday life.

Some lessons may become useful only after you revisit them. Keep the practices that help, adapt those that need adjustment, and discuss those that leave you uncertain. Progress can include changing a goal, strengthening a boundary, or recognizing when more support is needed.

My closing reflection

What kind of relationship do I want to build with myself as I continue?

What is one commitment I am willing to make now?

Who or what will help me keep it realistic?

Return to your first goal and notice what has changed in your understanding. You can continue from where you are, using what you have, one workable step at a time.

Your next step does not need to contain the whole journey.



Sources for the workbook

The lessons adapt and reorganize the uploaded materials. Repeated themes have been combined, and new connecting text and reflection questions link the activities.

Foundations, values, and emotional awareness

How do I commit to psychotherapy.pptx; Therapies.png; 7 Questions to ask yourself before therapy.jpg; Start Where You Are Use What You Have Do What You Can .pptx; What are quality of life indicators.pptx; How to improve each area of your life.jpg.

How do we identify our core values.pptx; Why Integrity Matters .pptx; Roots and Wings Way of Wholeness (6) (3).pptx; 6 Parts of Self Awareness.jpg.

What are 12 signs you have high emotional intelligence.pptx; What is the hidden advantage of emotional intelligence.pptx; How to observe and describe emotions .pptx; Is your fear an unmet need .pptx; How do we listen to improve self-worth .pptx; Neuroscientific version of the feelings wheel.jpg.

Acknowledgment of uploaded visual sources

The workbook expresses the images' relevant ideas in prose, tables, and exercises rather than reproducing promotional graphics or illustrative brain scans. A metaphor, wheel, or motivational slogan is used for reflection and is not treated as a diagnostic test.

Where visible in the uploads, credits include Six Seconds (6seconds.org) for the six-part self-awareness graphic and Dr. Aika Hui for Thinking Traps. Additional visual-source credits appear on the following pages.

Clinical measures

The APA social-anxiety measure remains a separate clinical instrument. The workbook's social-anxiety reflection is an educational activity and has no diagnostic score.



Regulation and thinking sources

These sources inform the lessons on noticing stress, steadier attention, flexible thinking, and daily routines.

Stress, body awareness, and routines

What is the impact of stress .pptx; What are somatic complaints.pptx; How do the inner workings of our mind help us to connect with others.pptx; What is the Polyvagal Wheel.pptx; How to relieve stress [Autosaved].pptx; How can we regulate our emotions.pptx; What is dropping the anchor.pptx; How can we implement DBT in our daily lives.pptx.

6 Signs Stress May Be Driving Your Behavior.jpg; When your body knows when youre stressed.jpg; What Stress Does to the Body.jpg; Brain Chemicals.JPG; Wheel of Wellbeing.jpg; How to instantly feel better.jpg; Biology of a better day.jpg; Biology of a good night sleep.jpg; 8 Signs your body might be missing key nutrients.jpg; How fasting effects overall health.pptx.

Thoughts, anxiety, and choice

Thinking Traps.jpg; You dont just think thoughts you become them.jpg; How Overthinking is a Habit.pptx; What is the acceptance matrix.pptx; How to overcome post traumatic stress.pptx; What defense mechanisms.pptx; social-anxiety.pdf.

Visible source credits

Brain Chemicals: Ambitiously Alexa (ambitiouslyalexa.com). Wheel of Wellbeing: Gareth Lloyd / Truly Nuts. Biology of a Better Day and Biology of a Good Night's Sleep: Felix Bertram. Nutrient-signs image: Dr. Saurabh Sethi, MD, MPH.

Specific nutrient diagnoses, hormone “hacks,” fixed biological timetables, and guaranteed health outcomes are not inferred from these graphics.



Anger and recovery sources

The anger lessons combine the uploaded presentations with concepts adapted from the SAMHSA participant workbook.

Anger, assertiveness, and relationships

How to manage anger.pptx; How to address anger.pptx; anger-iceberg.pdf; You didnt suddenly become angry.jpg; The Resentment Iceberg.jpg; How to disagree with kindness.jpg; Anger Management Workbook.pdf.

Reilly, P. M., Shopshire, M. S., Durazzo, T. C., & Campbell, T. A. (2019). Anger Management for Substance Use Disorder and Mental Health Clients: Participant Workbook. SAMHSA Publication No. PEP19-02-01-002.

The adapted anger material includes anger versus aggression, cues, the 1-to-10 anger meter, time-outs, support plans, A-B-C-D reflection, assertiveness, conflict resolution, and family patterns. It does not reproduce the original program's attendance, certification, or discharge rules.

Trauma, habits, and recovery

How can we process trauma.pptx; Is it going to be recovery or nonrecovery.pptx; Trauma Responses.jpg; Tree of Addictions.jpg; Addiction what everyone sees and what they don't see.jpg; How to stop maladaptive habits.pptx; What are some body-focused repetitive behaviors.pptx.

Visible source credits

Anger Iceberg: © 2019 Therapist Aid LLC, provided by TherapistAid.com. Tree of Addictions: Matty Piazzzi. Trauma Responses: Dr. Allison Snowden. How to Disagree With Kindness: Dr. Oliver Degnan. Hidden-aspects-of-addiction image: Infinite Recovery Project.



Connection, goals, and meaning sources

The later sections connect skills practice with meaningful relationships, manageable goals, and an optional exploration of faith.

Relationships, resilience, and future direction

What is positive psychology and resilience.pptx; What is solution focused therapy.pptx; How to creatively visualize your future.pptx; How can I master things that matter.pptx; How do we listen to improve self-worth .pptx; What are 12 signs you have high emotional intelligence.pptx; What is the hidden advantage of emotional intelligence.pptx.

5 Biggest Productivity Secrets.jpg; The Distraction Dial.jpg; 5 Laws to control your life.jpg; Hobbies to keep your brain young.jpg; Japanese Principles for Living Well.jpg; Protect Your Energy through the Decades.jpg; Butterfly Effect.jpg; Neuroscience of Regret.jpg.

Optional faith and meaning

How can we be empowered through faith.pptx; How to listen to God.docx; The Process.docx. The uploaded prayer document credits John E. Batterson and describes its origin in the late 1930s.

Visible source credits

Productivity graphic: Patrick Cattin. The Distraction Dial: Nir Eyal. Hobbies graphic: Andre Heeg. Japanese Principles graphic: Felix Bertram. Energy-through-the-decades graphic: Dr. Angela Kerek. Butterfly Effect: ThrivingStudio.

Motivational percentages, “laws,” and brain-based slogans are treated as prompts rather than scientific measurements. Faith practices remain optional, and the workbook does not require forgiveness, reconciliation, or a particular belief.



Health information and further reading

The health wording was checked against the following public resources on October 23, 2026.

National Institute of Mental Health. Caring for Your Mental Health.
<https://www.nimh.nih.gov/health/topics/caring-for-your-mental-health>

National Institute of Mental Health. Post-Traumatic Stress Disorder.
<https://www.nimh.nih.gov/health/publications/post-traumatic-stress-disorder-ptsd>

National Center for Complementary and Integrative Health. Relaxation Techniques: What You Need To Know.
<https://www.nccih.nih.gov/health/relaxation-techniques-what-you-need-to-know>

National Institute of Diabetes and Digestive and Kidney Diseases. What Can You Tell Your Patients About Intermittent Fasting and Type 2 Diabetes?
<https://www.niddk.nih.gov/health-information/professionals/diabetes-discoveries-practice/patients-intermittent-fasting>

National Heart, Lung, and Blood Institute. Sleep Deprivation and Deficiency: Healthy Sleep Habits.
<https://www.nhlbi.nih.gov/health/sleep-deprivation/healthy-sleep-habits>

National Institutes of Health, Office of Dietary Supplements. Dietary Supplements: What You Need to Know.
<https://ods.od.nih.gov/factsheets/WYNTK-Consumer/>

Using these references

These resources support careful language about self-care, relaxation, sleep, treatment, and discussing eating or supplement changes with a health professional. They do not establish that a particular exercise will help every person.

Continuing the work

Use your personal plan and weekly review to bring observations back to care. A helpful question is: “What does this experience tell us about the support, skill, or adjustment I need next?”



Additional integrated visual sources

The following uploads extend the workbook's reflective and skills-based content.

Awareness and thinking

DBT House.jpg; Ruler Method.jpg; Emotional Granularity.jpg; Cognitive Distortion Sandwich.jpg; Hidden Cycle of Overthinking.jpg; Human Behavior Facts.jpg; Sharpen Analytical Thinking.jpg; Success Rate.jpg.

Relationships and recovery

Traumatic Invalidation.jpg; How to be direct without being rude.jpg; Cycle of Trauma Bonding.jpg; Recovery Untouched.jpg; Tree of Addictions(1).jpg.

Body-brain and breathing graphics

Vagus Nerve Super Highway.jpg; Vagus Nerve Bidirectional Signaling.jpg; Vagus Nerve & Inflammation.jpg; Gut Brain Problem.jpg; Neuroplasticity & Breathwork.jpg; Breathwork Benefits.jpg.

The medical graphics inform questions for care and a distinction between reflection, general coping practice, and clinical treatment. They are not used to prescribe stimulation devices, supplements, inflammation treatment, or fixed physiological response times.

Visible source credits

DBT House and invalidation graphics: The Psychologist Shop. Emotional Granularity: Mind Voice / One-Minute Psychology. Analytical thinking: Ben Meer. Human Behavior Facts: Farhan Rashid. Recovery Untouched: IRP / Infinite Recovery Project. Breathwork Benefits: Gareth Lloyd / Truly Nuts. RULER terminology is retained from the uploaded five-skill graphic.

The success-rate image is used for the theme of learning through repeated attempts; its celebrity statistics are not adopted as verified data.



Further clinical context

Additional references used to keep the health discussion within the limits of general education.

National Institute of Diabetes and Digestive and Kidney Diseases. Symptoms & Causes of Indigestion.
<https://www.niddk.nih.gov/health-information/digestive-diseases/indigestion-dyspepsia/symptoms-causes>

National Institute of Neurological Disorders and Stroke. Vagus Nerve Stimulation for Treating Adults With Severe Fibromyalgia (clinical-trial description).
<https://www.ninds.nih.gov/health-information/clinical-trials/vagus-nerve-stimulation-treating-adults-severe-fibromyalgia>

A clinical-trial description identifies a research question, not an established recommendation for an individual. Clinical stimulation and self-directed relaxation are not interchangeable.

Attribution and adaptation

Uploaded presentation material frequently credits Christopher O'Connor as presenter. Other uploaded items include third-party educational graphics, clinical tools, and spiritual writing. Source names and visible credits acknowledge those contributions; this workbook does not imply endorsement by those creators.

New lesson structure, connecting passages, examples, and reflection prompts organize the material for use as a workbook. Repeated uploads and overlapping themes are consolidated. Questions about fit, pacing, or clinical interpretation can be brought to the treating professional.



Daily-life and visual source notes

The Feelings Wheel supplied with the materials is attributed to Dr. Gloria Willcox and RewardCharts4Kids.com. The wheel is included as a vocabulary aid.

The uploaded Worksheets.pdf contains CPT ABC and Alternative Thoughts worksheets credited to Patricia A. Resick, Candice M. Monson, and Kathleen M. Chard, Cognitive Processing Therapy for PTSD: A Comprehensive Therapist Manual, Second Edition (Guilford, 2024). The exercises here use original wording rather than reproducing those forms.

10 Power Books for Productivity contains visual summaries of Thinking, Fast and Slow (Daniel Kahneman); Hyperfocus (Chris Bailey); Tiny Habits (BJ Fogg); Deep Work and How to Become a Straight-A Student (Cal Newport); Eat That Frog! (Brian Tracy); Essentialism (Greg McKeown); The 7 Habits of Highly Effective People (Stephen R. Covey); The Power of Habit (Charles Duhigg); and Getting Things Done (David Allen). Their overlapping themes inform the small-action and focused-effort reflections.

How to cope with anxiety: uploaded presentation. Themes include flexible perspectives, approaching manageable challenges, expressive writing, self-soothing, consistency, and allowing progress to be nonlinear.

The morning, afternoon, and night framework, nature metaphors, daily transitions, and integrating reflections were written to connect the submitted materials into a continuous workbook. The sequence is adaptable and does not prescribe a single correct way to live a day.

