

O. Coping Skills

Intermediate

Knows how to identify stressors (personal to them)	CS-3; CS-7-7a; CS-8-8a; CS-9
Knows how to identify how their body feels/responds when stressed, anxious, etc.	CS-10; CS-13-13a
Knows how to recognize signs/symptoms of stress	CS-10; WRAP Book Chapter 5 pg. 22-24; CS-11
Knows how to identify and give name to various emotions that they experience (stress, anxiety, anger, sadness happiness)	CS-12-12a; CS-14-14a
Knows how to identify at least 3 coping strategies (may not yet be able to apply them, but can identify them)	CS-15-15a; CS-16-16a; CS-17-35; WRAP Book Chapter 2 pg. 12-15
Knows how to identify their own “triggers” that may lead to relapse	WRAP Book Chapter 3 pg. 16-18
Knows how to identify at least three or more supports (at least one of which must be outside of the mental health system such as a relative, friend, pastor, etc.)	WRAP Book Chapter 6 pg. 28-29 WRAP Book Appendix A pg. 54-57 CS-36-36a CS-37-41
Knows how to distinguish between a true emergency/crisis and minor problem/issue	CS-42-54
Knows how to develop a “WRAP” plan	Self-Report; WRAP Book
Knows how to identify ways to reduce or prevent stress/anxiety	CS-56-66
Knows how to describe how they feel when they are feeling well	CS-67-67a WRAP Book Chapter 2 pg 12-15; pg. 26-28; pg 33-34

SOURCES OF STRESS

Stress in your life can come from a variety of sources including:

- Relationship problems
- Conflict between your goals and behaviors
- Self-imposed thoughts and behaviors like perfectionism and impatience
- Work overload
- Economic factors such as unemployment, poverty, and debt
- Threat of harm
- Increasing demands at home and in the workplace
- Divorce
- Noise and pollution
- Too many demands on your time

CS-3

Getting a Handle on WORRYING

PURPOSE:

To increase the ability to cope with worries.

II. GENERAL COMMENTS:

Often people lack awareness of how many things they worry about, and the emotional and physical toll such worrying takes. It is important to evaluate worries, both in terms of their relative importance, and in terms of the amount of control we have over the worrisome situation. Adolescence can be a worrisome period due to social, family and academic pressures. Learning to dispense with the worries that aren't really important, deal effectively with those that are in our control and surrender those that we cannot change, are important coping skills.

III. POSSIBLE ACTIVITIES:

- A. 1. Before class session, reproduce front of handout on overhead transparency or flip chart.
2. Obtain print copies (available from library, local bookstores or via Internet) or obtain a video of 'Top Ten' lists from "Late Night with David Letterman."
3. Ask students if they are familiar with David Letterman's 'Top Ten' lists. Invite them to share (with a reminder of appropriate classroom subject matter) examples and purpose of his work. Share two or three of your own favorites either in print or on video.
4. Conduct discussion on what makes these lists amusing. Possible responses might include: short, concise statements, humor, sarcasm, exaggeration, understatement, elements of truth, current event, meaningfulness, appeal to audience.
5. Instruct students that they will be creating and sharing their own 'Top Ten Things to Worry About.' Ask for a sample item to be written on board, e.g., "Imagine the worst that could happen by telling my friend who I want to go out with." Rewrite the sample as a class, encouraging students to use the guidelines in A.4., encouraging creativity, humor and exaggeration but with good taste. Possible new sample might read "Best friend blabs over PA system who I have a crush on." As soon as activity is understood, divide class into 10 small groups to write one item for the list.
6. Select a spokesperson from each group to share with the class, writing each list item on board or overhead, then ranking list in importance from 1-10, #1 being most important. With emphasis on information in GENERAL COMMENTS, discuss results and process benefits of this part of class activity.
7. Refocus classes' attention on topic of getting a handle on worrying. Discuss the effects of worry and the benefits of the ability to manage stress effectively. Introduce the concept of evaluating the worries in terms of importance and control. Distribute handouts.
8. Ask for a class member to 'volunteer' a worry from the list on board to put through the flowchart system, and do this together as a class. Encourage class members to comment on whether or not the individual has control or not and whether or not the person is exercising control or if s/he gains it.
9. Ask the class for feedback about how the worry could be surrendered or how the person might soothe his/herself if control cannot be gained.
10. Instruct class to complete top of handout, select one worry from their personal worry list and put it through the flowchart system.
11. Discuss results and process benefits of this activity.
- B. 1. Begin class activity by instructing class to create an analogy of a smoke alarm to worry. Discuss possible purposes, effects and benefits of both. Ask class to discuss effects/consequences when either item is malfunctioning. Introduce topic by distributing handouts and ask class members to complete the "worry lists".
2. Discuss the effects of worry and the ability to manage stress effectively. Introduce the concept of evaluating the worries in terms of importance and control.
3. Reproduce front of handout on overhead transparency or flipchart.
4. Using overhead transparency or flipchart, demonstrate how flowchart system works using a hypothetical situation or worry; e.g., expressing concern to your friends when asked to drive to an evening event just as a severe weather advisory is announced.
5. Allow 5-10 minutes for class members to complete the handouts.
6. Divide class into pairs or triads to discuss responses and to provide each other with feedback.
7. Reconvene as a class and discuss results. Attempt to determine similarities or trends of this class's worries (boys' worries vs. girls', relationship, financial, personal, etc.) Ask class to compare how worries might have changed over the past years. Process by discussing the value of this flowchart system for future use. Emphasize that stress management is about handling everyday worries and how this can affect one's overall health.
8. Suggested follow-up activity might be to read a selection daily from Richard Carlson's "Don't Sweat the Small Stuff...And It's All Small Stuff" as a prompt for journalizing.

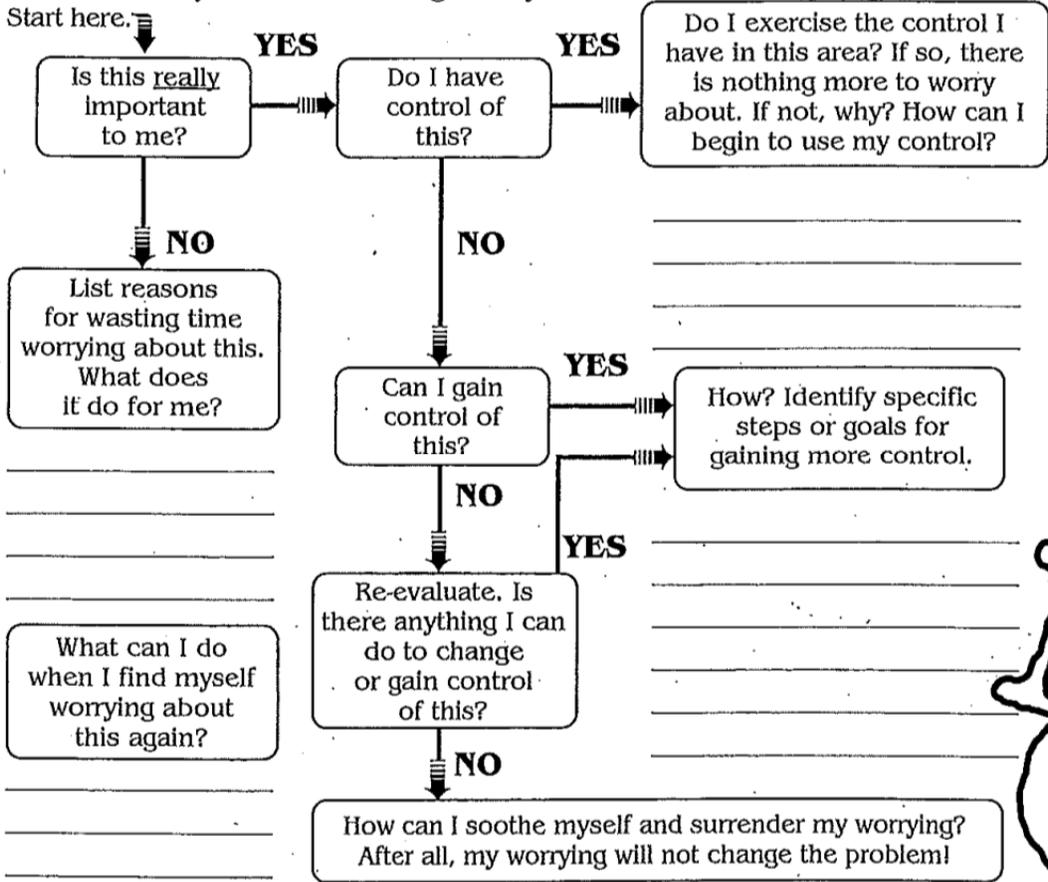
Activity handout and facilitator's information originally submitted for Life Management Skills V by Robin Wildbur, OTR, Royal Oak, MI. Robin has been in mental health practice over 20 years — and counting!

Adapted for SEALS III from LMS V by Elaine Hyla Sleas, M.Ed., Euclid, OH, adaptor of SEALS+PLUS (Self-Esteem and Life Skills) and SEALS II:

Getting a Handle on

Make a list of things you worry about, large and small. Be sure to include personal, relationship, family, community, school, world and general life worries.

Select one worry and send it "through the system."
Start here.



WORRYING

Coping Skills CS-8a



I. PURPOSE:

To facilitate learning by identifying when one is out of control, overly committed, in a crisis or in need of support.

II. GENERAL COMMENTS:

A self-monitoring system may assist in preventing a crisis or melt down and help in maintaining wellness. Becoming aware of and identifying 'red flags' gives a sense of control in an oftentimes over-committed, pressured life style.

III. POSSIBLE ACTIVITIES:

- A.
 1. Introduce the topic of 'red flags.' Offer a stop sign as a comparison - a halting signal to look around.
 2. Distribute handouts and pencils.
 3. Instruct students to complete.
 4. Review and discuss responses.
- B.
 1. Draw a 'red flag' outline on a flipchart. 
 2. Introduce the topic of 'red flags' by listing early warning symptoms of the flu: feeling hot then cold, very tired, slight stomachaches, etc. Ask for class input and write in the 'red flag' outline.
 3. Draw a second 'red flag' on flipchart. Discuss emotional 'red flags' when one feels pressured or out of control. Write symptoms in the 'red flag' outline.
 4. Distribute handouts, pencils and red colored pencils/markers.
 5. Allow ten minutes for completion; students may color 'red flags' in red for emphasis.
 6. Draw a third blank 'red flag' outline large enough for all students' input. Ask each student to write in his/her own 'red flag' signals in collective red flag. Discuss common and unique entries.
 7. Discuss what participants will do when experiencing red flags. Support ideas, making sure that information is complete, e.g., if student writes, "Call a friend", have them identify a specific friend and their phone number.
 8. Process by asking student, "Where is the best place to put completed handout?"

Activity handout and facilitator's information submitted by Marla Yoder-Tiedt, MSW, LISW and Sandi Miller, RRT, both employed at a psychiatric hospital in Columbus, OH, with 15 years and 22 years in the mental health field respectively.

Adapted for SEALS III from LMS VI by Sandra Negley, MTRS, CTRS, Salt Lake City, UT, author of *Crossing the Bridge, A Journey in Self-Esteem, Relationships and Life Balance*.



are signals to alert me that I am losing control.

For example:

- ↳ thinking suicidal thoughts,
- ↳ not taking care of my body,
- ↳ an "I don't care" feeling,
- ↳ not as interested in being with my friends or family,
- ↳ not taking my medications,
- ↳ not caring about school, work, other responsibilities,
- ↳ weird/confused thinking.

Other



1. _____
2. _____
3. _____

In this flag,
write in your own



1. _____
2. _____
3. _____

If I experience
any of the above
I will ...



1. _____
2. _____
3. _____

CS-8

What makes you feel under stress?

Different people find different things stressful. For example, some people enjoy the hustle and bustle of a big city, while others don't like the crowds and noise and find it stressful. Some people enjoy going to a party and meeting new people; others find it stressful. Knowing what you personally find stressful will help you cope better.

There are two main types of stress: life events and daily hassles.

Life events refers to experiences such as moving, getting married, the death of a loved one, or having a baby. Some life events are more stressful than others; for example, getting a divorce is usually more stressful than changing jobs.

To see how many life events you have experienced in the past year, complete the following checklist:

CS-9

Life Events Checklist

Put a check mark next to each event that you have experienced in the past year.

- Moving
- Getting married
- New baby
- Divorce or separation
- Injury
- Illness
- New job
- Loss of a job
- Inheriting or winning money
- Financial problems
- Injury or illness of a loved one
- Death of a loved one
- Victim of a crime
- Legal problems
- New boyfriend or girlfriend
- Broke up with a boyfriend or girlfriend
- Stopped smoking
- Went on a diet
- New responsibilities at home
- New responsibilities at work
- No place to live
- Hospitalization
- Drinking or using street drugs caused problems
- other: _____

Total number of life events checked off.

moderate stress=1 event

high stress=2-3 events

very high stress=more than 3 events

CS-9

Coping Skills CS-9

Daily hassles are the small daily stresses of everyday life that can add up if they occur over time. Examples of daily hassles include dealing with long bus rides, working with unpleasant or critical people, having conflicts with family members or close friends, living or working in a noisy chaotic place, and being rushed to do things.

The following checklist will help you evaluate how many daily hassles you are dealing with:

CS-9

Daily Hassles Checklist

Place a check mark next to each event that you have experienced in the past week:

- not enough money to take care of necessities
- not enough money to spend on leisure
- crowded living situation
- crowded public transportation
- long drives or traffic back ups
- feeling rushed at home
- feeling rushed at work
- arguments at home
- arguments at work
- doing business with unpleasant people (sales clerks, waiters/waitresses, transit clerks, toll booth collectors)
- noisy situation at home
- noisy situation at work
- not enough privacy at home
- minor medical problems
- lack of order or cleanliness at home
- lack of order or cleanliness at work
- unpleasant chores at home
- unpleasant chores at work
- living in a dangerous neighborhood
- other: _____

Total number of hassles in the past week

moderate stress=1 or 2 daily hassles

high stress=3-6 daily hassles

very high stress=more than 6

Life events and daily hassles are both sources of stress.

Questions: What is the most stressful life event you have experienced in the past year?
What are the most stressful daily hassles you have experienced in the past week?

CS-9

What are the signs that you're under stress?

When people are under stress, it affects them physically and emotionally. It also affects their thinking, mood, and behavior. Some people show only physical signs of stress, such as muscular tension, headaches or sleep problems. Others have trouble concentrating or become irritable, anxious or depressed. Still others may pace or bite their nails. Each person's response to stress is individual.

Being aware of your own personal signs of stress can be very helpful, because once you realize that you're under stress you can start to do something about it.

You can use the following checklist to identify your own personal signs of being under stress.

CS-10

Signs of Stress Checklist

Put a check mark next to the signs you notice when you are under stress:

- headaches
- sweating
- increased heart rate
- back pain
- change in appetite
- difficulty falling asleep
- increased need for sleep
- trembling or shaking
- digestion problems
- stomach aches
- dry mouth
- problems concentrating
- anger over relatively minor things
- irritable
- anxious
- feeling restless or "keyed up"
- tearful
- forgetful
- prone to accidents
- using alcohol or drugs (or wanting to)
- other: _____
- other: _____
- other: _____

CS-10

Coping Skills CS-10

Being aware of signs of stress can help you take steps to prevent it from getting worse.

Question: Have you noticed any signs of being under stress in the past week?

CS-10

Facilitator's Information for Physical Cues to Anger

Purpose: To identify the physical/physiological symptoms associated with anger.

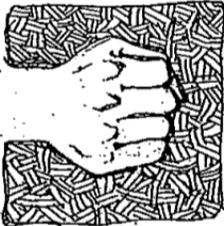
Background Information: There are a number of activities in this workbook that address emotional cues to anger, which can be used in conjunction with this activity to help participants identify anger escalation early.

Individual Activity: "COLORING MY CUES"
Materials: One photocopy of worksheet and colored pencils, markers or crayons.

1. Ask participant to recount a recent incident in which s/he became extremely angry.
2. Stop the participant at the point in the story where his/her anger is at a peak (just before the aggression or retreat, if there was any.) Ask him/her to tune in to and describe the physical feelings s/he experienced in each part of his/her body: hands, feet, arms, legs; head, face, mouth, eyes, chest, stomach, back, etc. Allow ample time for participant to think about and describe these physical symptoms of anger.
3. Give participant worksheet and have him/her circle any symptoms that apply to him/her, and/or use colored pencils, markers or crayons to color in the areas of the body where s/he experiences physical symptoms of anger.
4. Ask participant if s/he can identify which physical symptoms occur first, toward the beginning of the anger escalation, and which occur later, closer to the peak of anger. If possible, identify a sequence or 'early' 'middle' and 'late' cues, and use different colored pencils/markers to code where each cue falls chronologically.
5. Process with a discussion of how participant can use these cues to identify escalating anger earlier. Discuss the benefits of identifying anger earlier in order to plan effective responses.

Group Activity: "ANGRY AL"
Materials: One photocopy of worksheet per participant, pencils/pens, paper large enough for a life-sized body tracing (several pieces of flipchart paper taped together will do), colored markers.

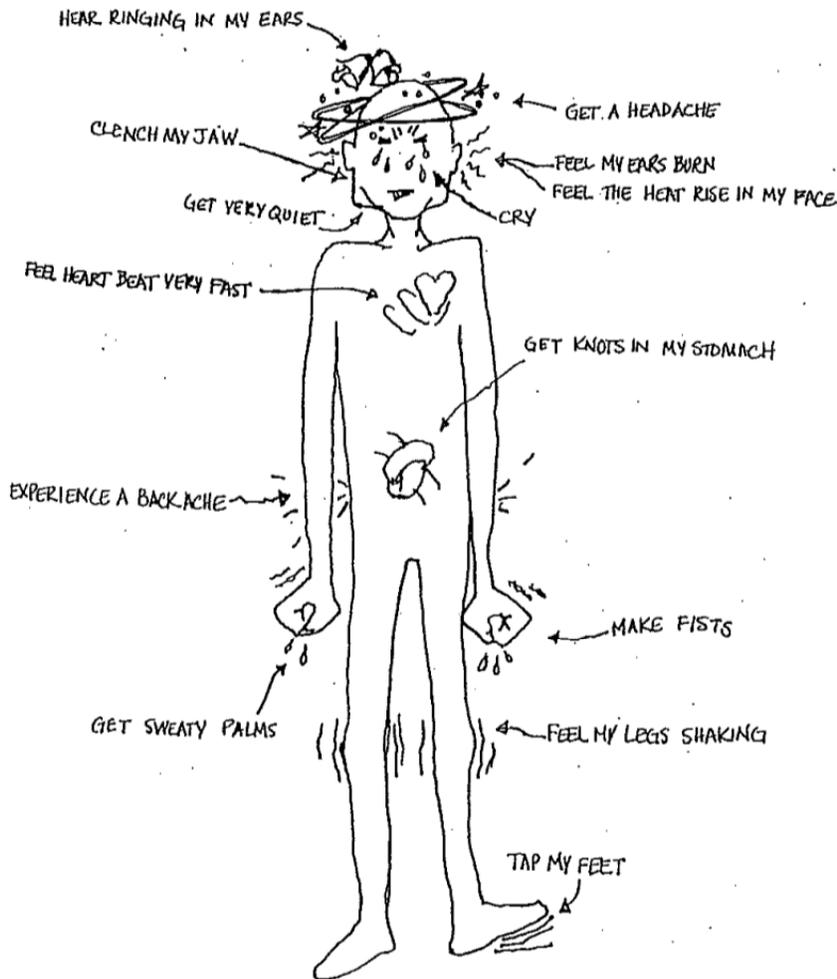
1. If the group is larger than six, split into smaller groups and have each group do the drawing portion of this activity separately.
2. Lay paper out on floor or table. Ask for a volunteer to have his/her body traced. Have the person having his or her body traced choose another participant to do the tracing. If body tracing is too physically intimate for group participants, simply draw an outline of a human body.
3. Write "Angry Al" or another name on the top of the paper (do not use the name of a group member) or allow the group to come up with its own name.
4. Explain that the objective of this activity is to demonstrate through a life-sized drawing what a person experiences physically when s/he is angry. For example, some people's hearts beat very fast when they are angry, so they might want to find a way to illustrate a fast-beating heart. They should try to include every part of the body they think is affected by or affects anger.
5. Lay the markers out and instruct participants to start drawing.
6. After completing activity, hang the drawing(s) on the wall and ask participants to explain everything they drew.
7. Hand out worksheets and instruct participants to circle or write in each physical symptom they personally experience when they are angry.
8. Process with a discussion of how participants can use these cues to identify escalating anger earlier. Discuss the benefits of identifying anger earlier in order to plan effective responses.



Physical Cues to Anger

Anger is a normal reaction to a perceived threat. All animals have certain physiological reactions to threat which allow us to respond physically: for example, to run away from danger, to fight to protect ourselves or our family, or to "freeze" in order to avoid being seen by another creature that poses a danger.

On the illustration below, circle any physical symptoms you experience when your anger is escalating, and write in any others that are not listed.



Other: _____ Other: _____ Other: _____

The symptoms you circled above can be used as 'cues' to let you know when your anger is escalating and you need to take control before things get out of hand. Some of these cues may take place sooner than others. If you tune into these physical cues to anger, you can learn to recognize them earlier and respond to your emotions in more planned and effective ways.

CS-13

CHAPTER 5

When Things Are Breaking Down

In spite of our best efforts, our symptoms may progress to the point where they are very uncomfortable, serious and even dangerous, but we are still able to take some action on our own behalf. This is a very important time. It is necessary to take immediate action to prevent a crisis.

On the next tab write, "When Things are Breaking Down." Then make a list of the symptoms which, for you, mean that things have worsened and are close to the crisis stage.

Others have noted that the following symptoms indicate to them that "things are breaking down." Remember that symptoms vary from person to person. What may mean "things are breaking down" to one person may mean a "crisis" to another.

feeling very oversensitive and fragile
 irrational responses to events and the actions of others
 feeling very needy
 unable to sleep for . . . (you can specify for how long)
 increased pain
 headaches
 sleeping all the time
 avoiding eating
 wanting to be totally alone
 racing thoughts
 risk taking behaviors, eg. driving fast
 thoughts of self-harm
 substance abuse
 obsessed with negative thoughts
 inability to slow down

When Things Are Breaking Down

bizarre behaviors
 dissociation (blacking out, spacing out, losing time)
 seeing things that aren't there
 taking out anger on others
 chain smoking
 spending excessive amounts of money (say how much that means for you)
 food abuse
 NOT feeling
 suicidal thoughts
 paranoia

On the next page write a plan that you think will help reduce your symptoms when they have progressed to this point. The plan now needs to be very directive with fewer choices and very clear instructions.

Sample Plan

If these symptoms come up I need to do all of the following:

- call my doctor or other health care professional, ask for and follow their instructions
- call and talk as long as I need to my supporters
- arrange for someone to stay with me around the clock until my symptoms subside
- take action so I cannot hurt myself if my symptoms get worse, such as give my medications, check book, credit cards and car keys to a previously designated friend for safe keeping
- make sure I am doing everything on my daily check list
- arrange and take at least three days off from any responsibilities
- have at least two peer counseling sessions daily
- do three deep breathing relaxation exercises
- do two focusing exercises
- write in my journal for at least one half hour

Other choices for the day might include:

- creative activities
- exercise

Ask myself, do I need:

- a physical examination
- to have medications checked

CHAPTER 6

Crisis Planning

Noticing and responding to symptoms early reduces the chances that you will find yourself in crisis. But it is important to confront the possibility of crisis, because in spite of your best planning and assertive action in your own behalf, you could find yourself in a situation where others will need to take over responsibility for your care. This is a difficult situation, one that no one likes to face. In a crisis you may feel like you are totally out of control.

Writing a clear crisis plan when you are well, to instruct others about how to care for you when you are not well, keeps you taking responsibility for your own care. It will keep your family members and friends from wasting time trying to figure out what to do for you that will be helpful. It relieves the guilt felt by family members and other care givers who may have wondered whether they were taking the right action. It also insures that your needs will be met and that you will get better as quickly as possible.

A crisis plan needs to be developed when you are feeling well. However, you cannot do it quickly. Decisions like this take time, thought and often collaboration with health care providers, family members and other supporters. Over the next few pages, I will share with you information and ideas that others have included on their crisis plan. It will help you in developing your own crisis plan.

The crisis plan differs from the other action plans in that it will be used by others. The other four sections of this planning process are implemented by you alone and need not be shared with anyone else; therefore you can write them using shorthand language that only you need to understand. But in writing a crisis plan, you need to make it clear, easy to understand, and legible. And while you may have developed other plans rather quickly, this

LEVEL of STRESS SCALE

Name:

Gender:

Date:

Age:

CS-11

Coping Skills CS-11

THE STRESS MANAGEMENT PROGRAM: Level of Stress Module

DIRECTIONS

A little bit of stress can be stimulating and can help you to reach states of peak performance, meet challenges, and excel in emergency situations. However, too much stress can hurt your emotional, physical, cognitive, and behavioral wellness. A certain amount of stress in your life cannot be avoided, but the management of stress in your life is a critical life skill. The Level of Stress Scale (LSS) was designed to help you explore how much stress you are experiencing in your life and to help you to identify how the stress is manifesting itself.

This assessment contains 32 statements that are related to the signs and symptoms of stress that you are currently exhibiting. Read each of the statements and decide whether or not the statement describes you. If the statement is true, circle the number next to that item under the "true" column. If the statement is false, circle the number next to that item under the "false" column.

In the following example, the circled number under "false" indicates the statement is not true of the person completing the inventory.

	TRUE	FALSE
Little things rarely bother me	2	①

This is not a test. Since there are no right or wrong answers, do not spend too much time thinking about your answers. Be sure to respond to every statement.

Turn to the next page and begin.

CS-11

Coping Skills CS-11

THE STRESS MANAGEMENT PROGRAM: Level of Stress Module

LEVEL of STRESS SCALE

		TRUE	FALSE
(A)	Little things rarely bother me.	2	1
(A)	I often have difficulty making decisions.	1	2
(A)	I rarely get bored.	2	1
(A)	I don't care when plans change.	2	1
(A)	I am often thinking about other things and don't listen.	1	2
(A)	I am often unable to concentrate.	1	2
(A)	I rarely experience fuzzy, unclear thinking.	2	1
(A)	I find myself forgetting things lately.	1	2
(B)	I often have a strong urge to "run away from things."	1	2
(B)	I am excited to get up in the mornings.	2	1
(B)	I often have a strong urge to cry unexpectedly.	1	2
(B)	I rarely have emotional ups and downs.	2	1
(B)	I am rarely nervous about things in my life.	2	1
(B)	I am often fearful even when there is nothing to fear.	1	2
(B)	I rarely get depressed about anything.	2	1
(B)	I have been having feelings of hopelessness.	1	2

Turn to the next page and continue.

CS-11

Coping Skills CS-11

THE STRESS MANAGEMENT PROGRAM: Level of Stress Module

LEVEL of STRESS SCALE

		TRUE	FALSE
(C)	I rarely lash out at other people.	2	1
(C)	I often find myself talking faster than usual.	1	2
(C)	I like being around other people.	2	1
(C)	I often feel short-tempered.	1	2
(C)	I have been sleeping about eight hours a night.	2	1
(C)	I often catch myself verbally attacking others.	1	2
(C)	I do not act too quickly, but I think before acting.	2	1
(C)	I have withdrawn from people lately.	1	2
(D)	My appetite has remained the same.	2	1
(D)	I feel tired a lot of the time.	1	2
(D)	I rarely drink alcoholic beverages.	2	1
(D)	I have not experienced chest pain in the last six months.	2	1
(D)	I often have an upset stomach.	1	2
(D)	I feel nervous a lot of the time.	1	2
(D)	I find myself biting my fingernails a lot.	1	2
(D)	I often can feel my heart "racing."	1	2

Go to the scoring directions on the next page.

CS-11

THE STRESS MANAGEMENT PROGRAM: Level of Stress Module

SCORING DIRECTIONS

The Level of Stress Scale (LSS) is designed to measure how much stress you are currently experiencing. To get your (A) Cognitive score, total the numbers you circled for statements marked (A), in the previous section. You will get a score from 8 to 16. Put that number on the line next to the (A) Cognitive Total scale that follows. Then, do the same for the other three scales: (B) Emotional Total, (C) Behavioral Total, and (D) Physical Total.

(A) COGNITIVE TOTAL	=	_____
(B) EMOTIONAL TOTAL	=	_____
(C) BEHAVIORAL TOTAL	=	_____
(D) PHYSICAL TOTAL	=	_____

Then add the four scores you listed above to get your Grand Stress Total. Total scores on this assessment range from 32 to 64. Put your Grand Total score in the space below:

GRAND STRESS TOTAL	=	_____
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PROFILE INTERPRETATION

SCORES FROM 8 TO 10 IN ANY SINGLE AREA, OR A TOTAL FROM 32 TO 42, indicate that you are probably experiencing a great deal of stress in your life. A low score suggests that you are probably experiencing cognitive, emotional, behavioral, and / or physical stress that is preventing you from living your life effectively.

SCORES FROM 11 TO 13 IN ANY SINGLE AREA, OR A TOTAL SCORE FROM 43 TO 53, indicate that you are experiencing some stress in your life, but not an excessive amount. Your score is similar to other people taking the scale. It may suggest that you are experiencing stress in one or two of the areas, but that you are able to manage the stress fairly well.

SCORES FROM 14 TO 16 IN ANY SINGLE AREA, OR A TOTAL FROM 54 TO 64, indicate that you are not experiencing very much stress in your life. A high score suggests that you have been effective in managing your stress and that any stress you do have is not negatively affecting your daily life.

CS-11

THE STRESS MANAGEMENT PROGRAM: Level of Stress Module

SCALE DESCRIPTIONS

SCALE A – COGNITIVE STRESSORS

People scoring low on this scale sometimes suffer from a lack of concentration, illogical thinking, confusion and lapses in memory. They are unable to think clearly or remember information well. This often results from having too many stressors in a short period of time. Cognitive distress can be related to the other forms of distress and can cause fear, anxiety, depression, and fatigue.

SCALE B – EMOTIONAL STRESSORS

People scoring low on this scale sometimes suffer from mild emotional distress that often gives way to more harmful types of stress. In times of change that drastically alters their normal pattern of living, people become emotionally upset and experience fear, anxiety, and sometimes depression. This can often lead to severe anxiety problems, major depression, and disorientation.

SCALE C – BEHAVIORAL STRESSORS

People scoring low on this scale sometimes suffer from difficulty remaining still, recurring interpersonal conflict, lashing out at other people, and difficulty maintaining focus on one activity very long. They tend to be compulsive and make decisions on the spur-of-the-moment. They are short tempered and find themselves verbally attacking other people.

SCALE D – PHYSICAL STRESSORS

People scoring low on this scale sometimes find themselves biting their nails, clenching their fists, and tapping their feet compulsively. This stress is conveyed in how they move and hold their body. They often find it difficult to sleep and start to lose interest in sleeping. The stress shows itself in their body in terms of neck and back pain, dryness of the mouth, nervous twitches, and constipation.

Stress can manifest itself in a variety of ways. Remember that a little bit of stress can be positive, but too much stress can affect your general wellness and your health. Regardless of your score on the LSS, the following exercises have been designed to help you manage your stress. Try doing all of the stress-management techniques that follow, then choose the ones you feel most comfortable doing.

CS-11

Emotions

PURPOSE:

To increase awareness of emotions and a variety of words to express emotions, with assistance of visual representations.

To increase usage of these words.

GENERAL COMMENTS:

Identifying emotions is an effective communication skill. Everyday language can be enhanced by using the most specific word to describe feelings at any time. This allows the "receiver" to get a clearer picture of what the "sender" is trying to say and increases the chance of a more effective response.

POSSIBLE ACTIVITIES:

- A. 1. Discuss with group members the concept of emotion identification and demonstrate variety through reference to handout.
2. Instruct each group member in sequence to select an emotion from the handout and share it with the group using one of the following formats:
"I feel _____ when _____."
or
"The last time I _____ was when _____."
3. Encourage all group members to check off the emotions from the handout as they are shared, so they will not be repeated.
4. Encourage this process to continue until all emotions are discussed from the handout.
- B. 1. Make a card game by cutting each of the 63 emotions out of one handout and attach each on a separate index card. Place in a "hat."
2. Divide group into two teams.
3. Encourage one group member from team #1 to choose a card and pantomime the emotion for team #2. Then team #2 guesses which emotion it is. This handout can be given to all group members to assist them.
4. Score by giving one point for correct response given within 60 seconds.
5. Repeat process with team #2 pantomiming for team #1.
6. Continue game until time runs out or all cards are played.
7. Process the importance of using specific words to express emotions.

CS-12a

eMotions

						
aggressive	alienated	angry	annoyed	anxious	apathetic	bashful
						
bored	cautious	confident	confused	curious	depressed	determined
						
disappointed	discouraged	disgusted	embarrassed	enthusiastic	envious	ecstatic
						
excited	exhausted	fearful	frightened	frustrated	guilty	happy
						
helpless	hopeful	hostile	humiliated	hurt	hysterical	innocent
						
interested	jealous	lonely	loved	lovestruck	mischievous	miserable
						
negative	optimistic	pained	paranoid	peaceful	proud	puzzled
						
regretful	relieved	sad	satisfied	shocked	shy	sorry
						
stubborn	sure	surprised	suspicious	thoughtful	undecided	withdrawn

Facilitator's Information for Identifying Emotions

Purpose: To practice identifying both positive and negative emotions and events that trigger them.

Background Information: Identifying a range of emotions is the first step in learning to express those emotions in healthy and productive ways. Done early on in group or individual work, this activity may result in discussion of only more superficial examples of the emotions. The facilitator should accept whatever examples participants give, but may want to repeat the activity in a later session when a greater level of trust has been developed and more 'intense' examples of emotional triggers may be shared.

Individual Activity: "REMEMBERING EMOTIONS"

Materials: One photocopy of worksheet, pen/pencil. Optional: Blank paper and markers.

1. Explain to participant that the purpose of this activity is to practice recognizing different emotions and times s/he has felt those emotions.
2. Read or have participant read aloud each emotion. Ask participant if s/he knows what that emotion means and if necessary, clarify the definition or meaning of the word. Ask participant to think of a time when s/he felt that emotion, and briefly write it on the line.
3. It's okay if the participant can't think of examples for each emotion. During future sessions, when emotions or memories of these emotions are triggered, the facilitator can help the participant identify those emotions and go back to fill in the blanks on this page.
4. Optional: Ask participant to choose one or more of the emotions discussed, and draw a picture of him/herself at the time s/he felt the emotion. Use this activity as a starting point for a more in-depth exploration of the events and emotions represented in the picture.

Group Activity: "EMOTIONS CHARADES"

Materials: Index cards with one emotion written on each card, one photocopy of worksheet per participant, pens/pencils.

1. Give each participant an index card with one emotion written on it. Instruct participants that they should keep the emotions on their cards secret.
2. Ask for a volunteer to act out the emotions on his/her card. The facilitator may choose to instruct participants to act out the emotions using no words, or tell them they can use words other than the one on the card.
3. Instruct other participants to guess the emotion being demonstrated.
4. Once someone has guessed the emotion, ask participants to give examples of times they have felt that emotion.
5. Repeat until each participant has acted out his or her emotion, and other participants have given examples of times they have experienced the emotion.
6. Hand out worksheets and pens/pencils, and instruct participants to fill in a time they have felt each emotion.

Alternate Group Activity: "EMOTIONS CHECK-IN"

1. This activity can be used as a check-in ritual at the beginning of each group session. Explain this check-in ritual to participants during the first group session.
2. Prior to each group session, choose one emotion to be the 'emotion of the day.' It is best to start with the more positive, less threatening emotions such as 'happy' or 'excited' during early group sessions.
3. At the beginning of each group session, the facilitator should state the 'emotion of the day' and if necessary, begin with a discussion of the meaning of the emotion.
4. The facilitator may choose to model by going first, stating the emotion of the day and giving an example of a time s/he felt that emotion.
5. Ask participants to take turns describing times they experienced that emotion.

CS-14a



Identifying Emotions

A Time When I Felt...

Happy	_____
Sad	_____
Love	_____
Frustrated	_____
Accepted	_____
Rejected	_____
Joyful	_____
Lonely	_____
Supported	_____
Embarrassed	_____
Excited	_____
Ashamed	_____
Proud	_____
Humiliated	_____
Confident	_____
Overwhelmed	_____
Secure	_____
Insecure	_____
Silly	_____
Shy or bashful	_____
Surprised	_____
Jealous	_____
Hopeful	_____
Remorse	_____
Brave	_____
Afraid	_____
Other:	_____
Other:	_____

00116

Silly Stress Strategies

I. PURPOSE:

To increase knowledge and awareness of simple stress strategies.

II. GENERAL COMMENTS:

Stress management often sounds like a mysterious and difficult skill to master. However, many stress management strategies are common sense and can be broken down into teachable units. Humor, also used in this exercise, goes hand-in-hand with stress management.

III. POSSIBLE ACTIVITIES:

- A.
 1. Facilitate discussion with the class around the concept of 'stress' and the importance of managing one's stress.
 2. Introduce the stress management skills on the handout as 'silly stress strategies' that are really practical well-known ways of taking care of one's self. Remind the class of the role and importance of humor in managing stress:
 3. Divide the class into pairs or triads.
 4. Distribute one handout to each sub-group. Explain that the handout has 15 stress management strategies expressed in humorous terms. The 15 'Silly Stress Strategies' are to be matched to their practical stress strategy partner.
 5. Give the sub-groups 15 minutes to match the strategies.
 6. Reconvene as a class and review each 'Silly Stress Strategy' and the answers selected. Encourage discussion about each strategy.
 7. Process benefits of remembering these strategies and re-emphasize the use of humor.
- B.
 1. Introduce the stress management skills on handout as 'Silly Stress Strategies', practical well-known ways of taking care of one's self. Remind students of the role and importance of humor in managing stress.
 2. On a flipchart or white board write all of the 'Stress Strategies' (column II) listed on the handout.
 3. Take the 15 'Silly Match-ups' (from column I) and make them into 15, 3" X 5" cards. Write one per card.
 4. Place cards in a stack in the center of table, face down.
 5. Divide class into two teams, depending on size of class. More teams may be necessary.
 6. Play game as follows:
 - a. Team one draws a 'Silly Match-Up' card. They have one minute as a team to match it with a 'Stress Strategy' listed on the board. If they are unable to match strategies correctly Team 2 gets an opportunity to correctly match strategies. Each correct answer receives one point. Play the game using the idea of a familiar TV game show.
 - b. Continue sequence until each of the 15 strategies has been played. The winning team could receive some token prize to be shared with all participants.
 7. Distribute handouts and pencils reviewing and matching strategies. Discuss which strategies students feel require additional work or implementation in own lives. Elicit specific examples if possible.
 8. Process by asking questions: "What role does humor have in stress management?" "Why is it important to know and understand stress management tools?" "How can you use, or remind yourself, about these strategies?"

Matching Answers:

I	II
1	G
2	J
3	L
4	K
5	N
6	O
7	M
8	E
9	A
10	C
11	D
12	I
13	H
14	F
15	B

Activity handout and facilitator's information submitted by Robln Wildbur, OTR, Royal Oak, MI.
Robln has been in mental health practice 21 years -- and counting!

Adapted for SEALS III from LMS VI by Sandra Negley, MTRS, CTRS, Salt Lake City, UT,
author of *Crossing the Bridge, A Journey In Self-Esteem, Relationships and Life Balance.*

Silly Stress Strategies

Match the 15 "Silly Match-Ups" on the left with the well-known "Stress Strategies" on the right. Draw a line to connect the correct strategies.

I

SILLY MATCH-UPS

1. Happy Birthday to me
2. Enroll in Turtle Academy
3. Proclaim Yourself a Hero
4. Retire from the Supreme Court
5. Shoot for the Stars
6. Don't Take the Hinges off to Walk through the Door
7. Avoid Leaping Contests with Leap Frogs
8. Go to a Cave, or Lock Yourself in the Bathroom
9. Don't Take Candies from Babies
10. Make Lemonade
11. Plan for Rain on a Picnic
12. Call out Sherlock Holmes
13. Use the Gas in the Tank
14. When Lost in the Dark, Continue to Look for a Flashlight
15. Take a Vacation from your Island

II

STRESS STRATEGIES

- A. Give and Take
- B. Humans are Social Creatures and need each other.
- C. Make the Best of it
- D. Plan for what Might Happen
- E. Take a Time Out
- F. Under Pressure . . . Act don't React
- G. Treat Myself Special
- H. Use What you Have
- I. Get to the Bottom of Things
- J. Slow Down
- K. Don't Judge
- L. Be Proud – Don't Wait for Others to Reward You
- M. Compare Myself to Who?
- N. Reach Beyond – Have Dreams & Goals
- O. Simplify!!

Ways to Relieve STRESS

I. PURPOSE:

To explore multiple techniques to maintain wellness through stress management.

II. GENERAL COMMENTS:

Stress is inevitable in our lives. Coping positively and effectively with that stress can be challenging at times. Reviewing choices, expanding options and having a ready-made list of stress-reducing ideas may prove to be helpful in managing stress.

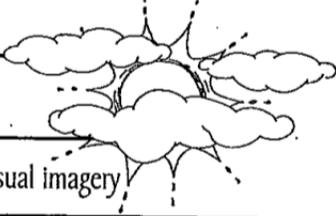
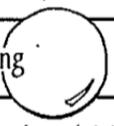
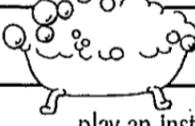
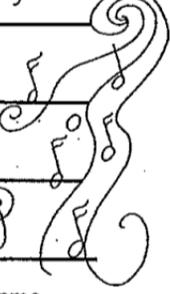
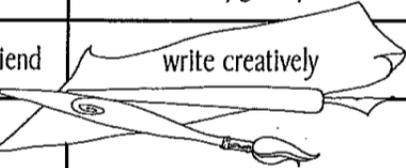
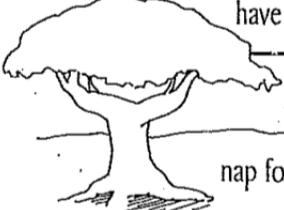
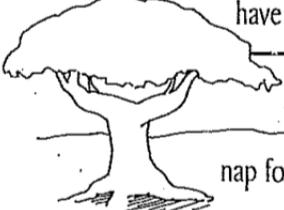
III. POSSIBLE ACTIVITIES:

- A.
 1. Introduce the topic of stress management as a lifelong skill, one that needs constant re-evaluating and updating.
 2. Distribute handouts, pencils and highlighters.
 3. Review the list of stress relievers on the handout, as a class.
 4. Ask each member to highlight two or three they might find helpful.
 5. Instruct students to add additional techniques to the list by writing ideas in margins.
 6. As a class, share techniques each student selected.
 7. Process by sharing benefits to overall health of effective stress management.
- B.
 1. Divide class into pairs or triads. Distribute one piece of blank paper and pencil to each sub-group.
 2. Give sub-groups five minutes to identify any stress management techniques of which they are aware. Discuss each sub-group identified and how effective members feel these techniques may be for them in relieving stress.
 3. Distribute handouts.
 4. Give one point for each stress management technique they identified that is NOT listed on handout. Token gift could be awarded to winning sub-group.
 5. Prepare ahead of time by copying one handout, cutting each stress management idea apart and then gluing each one to a separate index card to create a 51-card deck. Place deck in a basket in center of table.
 6. Instruct group members to choose a card and answer... "Have you ever done this?
If so, how did or does it work for you?
If not, why not?
Could you use this in the future?
Would it be helpful?"
 7. Once the card has been discussed, leave card face up on table.
 8. After all cards have been discussed, ask students to identify at least one technique they will try the following week.

Activity handout and facilitator's information submitted by Marla Yoder-Tiedt, MSW, LISW and Sandi Miller, RRT, both employed at a psychiatric hospital in Columbus, OH, with 15 years and 22 years in the mental health field respectively. Assistance with facilitator's sheet - Lucy Ritzic, OTR/L, Product Administrator of Wellness Reproductions & Publishing, Inc.

Adapted for SEALS III from LMS VI by Sandra Negley, MTRS, CTRS, Salt Lake City, UT, author of *Crossing the Bridge, A Journey in Self-Esteem, Relationships and Life Balance*.

Ways to Relieve STRESS

blow bubbles 	watch a sunrise or sunset 	
meditate 	do deep breathing exercises	use visual imagery
go bowling 	luxuriate in a bath or shower 	lie back and watch clouds
take pleasure in quiet-time 	listen to a relaxation tape	give of yourself
read a book	prioritize	reflect on the positives in your life
fix yourself hot chocolate 	play an instrument	enjoy the weather
make an edible treat	sing or whistle a song	attend a free concert 
visit the library 	go for a jog	listen to music
	work on a jigsaw puzzle	play your favorite game
write a letter to a friend	write creatively 	tear up an old newspaper
see a movie		roller-blade
join a club or group	draw or paint a picture 	have a good laugh
window shop	take a walk in the rain 	swim or splash in the water
have fun with a pet 	talk with a friend	delight in your spirituality
go to the park	take a long ride	light a candle 
nap for ten minutes	play a game	finish something
plan your dream trip	catch-up with a family member	reach out to a support
sit under a shady tree 	begin a new hobby or craft	count your blessings

CS-16

Coping Skills CS-17

THE STRESS MANAGEMENT PROGRAM: Coping with Stress Module

DIRECTIONS

Basic broad coping resources have been identified that seem to be important in dealing effectively with a variety of stressful situations. These stressful situations take many forms in many different life roles and could include dealing with the loss of a loved one, loss of a job or divorce. We are all able to cope differently with life and career stress by calling on different types of coping resources. The Coping with Stress Scale (CSS) will help you identify the specific resources you use, and those that you neglect, when dealing with the stress in your life.

In the following example, the circled numbers indicate how much the statement is descriptive of the person completing the inventory.

4 = VERY OFTEN 3 = OFTEN 2 = SOMETIMES 1 = NOT AT ALL

When I am in a stressful situation, I manage stress by:

- | | | | | |
|--|---|---|---|---|
| 1. Seeking help from a Higher Power | 4 | 3 | 2 | 1 |
| 2. Looking for comfort in my religious beliefs | 4 | 3 | 2 | 1 |

This is not a test. Since there are no right or wrong answers, do not spend too much time thinking about your answers. Be sure to respond to every statement.

Turn to the next page and begin.

COPING with STRESS SCALE

Name:

Gender:

Date:

Age:

CS-17

Coping Skills CS-17

THE STRESS MANAGEMENT PROGRAM: Coping with Stress Module

COPING with STRESS SCALE

4 = VERY OFTEN 3 = OFTEN 2 = SOMETIMES 1 = NOT AT ALL

WHEN I AM IN A STRESSFUL SITUATION, I MANAGE STRESS BY:

I. SOCIAL-SUPPORT RESOURCES				
1. Asking people for their help.	4	3	2	1
2. Listening to others.	4	3	2	1
3. Using input from significant others in solving problems.	4	3	2	1
4. Spending time with helpful people.	4	3	2	1
5. Allowing people to help me during transition periods.	4	3	2	1
6. Identifying people who will support me.	4	3	2	1
7. Talking to others about my feelings.	4	3	2	1
TOTAL =				_____

II. PLANNING AND CHANGE				
8. Changing the stressful situation.	4	3	2	1
9. Developing a plan for new options and opportunities.	4	3	2	1
10. Changing my lifestyle (people I hang out with, amount of work I do, etc.).	4	3	2	1
11. Weighing the negative consequences of potential decisions.	4	3	2	1
12. Doing what needs to be done in a logical manner.	4	3	2	1
13. Identifying a plan about how to make changes in my life.	4	3	2	1
14. Implementing and executing the chosen courses of action.	4	3	2	1
TOTAL =				_____

Go on to the next page.

CS-17

Coping Skills CS-17

THE STRESS MANAGEMENT PROGRAM: Coping with Stress Module

COPING with STRESS SCALE

4 = VERY OFTEN 3 = OFTEN 2 = SOMETIMES 1 = NOT AT ALL

WHEN I AM IN A STRESSFUL SITUATION, I MANAGE STRESS BY:

III. INTERNAL RESOURCES				
15. Using my personal strengths to create opportunities.	4	3	2	1
16. Converting negative thoughts about myself into positive ones.	4	3	2	1
17. Viewing transitions as opportunities for personal and professional growth.	4	3	2	1
18. Seeing stressful situations as a normal part of life.	4	3	2	1
19. Identifying and using my personal strengths.	4	3	2	1
20. Identifying negative thoughts I have about myself.	4	3	2	1
21. Changing my irrational beliefs about myself and the world.	4	3	2	1
TOTAL = _____				

IV. STRESS REDUCTION				
22. Practicing self-relaxation techniques (meditation, deep breathing, etc).	4	3	2	1
23. Running, jogging, or aerobic exercise.	4	3	2	1
24. Engaging in relaxing leisure activities.	4	3	2	1
25. Eating and sleeping well.	4	3	2	1
26. Managing my time better.	4	3	2	1
27. Doing progressive muscle relaxation or getting a massage.	4	3	2	1
28. Listening to music to reduce the stress.	4	3	2	1
TOTAL = _____				

Go on to the next page.

Coping Skills CS-17

THE STRESS MANAGEMENT PROGRAM: Coping with Stress Module

COPING with STRESS SCALE

4 = VERY OFTEN	3 = OFTEN	2 = SOMETIMES	1 = NOT AT ALL
----------------	-----------	---------------	----------------

WHEN I AM IN A STRESSFUL SITUATION, I MANAGE STRESS BY:

V. SPIRITUALITY RESOURCES				
29. Seeking help from a Higher Power.	4	3	2	1
30. Looking for comfort in my religious beliefs.	4	3	2	1
31. Speaking with a leader in my faith.	4	3	2	1
32. Praying for guidance, strength, or wisdom.	4	3	2	1
33. Recognizing what I can or cannot change.	4	3	2	1
34. Allowing my religion or spiritual path to transcend the stress.	4	3	2	1
35. Connecting with my true purpose in life.	4	3	2	1
TOTAL = _____				

VI. STRESS AVOIDANCE				
36. Trying not to sweat the "small" stuff.	4	3	2	1
37. Going to the movies or watching television to think less about it.	4	3	2	1
38. Working more to take my mind off it.	4	3	2	1
39. Trying not to overcommit myself to too many tasks.	4	3	2	1
40. Being more assertive with friends and significant others.	4	3	2	1
41. Trying not to put myself in potentially stressful situations.	4	3	2	1
42. Reminding myself to be more content with what I have in life and career.	4	3	2	1
TOTAL = _____				

Go to the scoring directions on the next page.

CS-17

THE STRESS MANAGEMENT PROGRAM: Coping with Stress Module

SCORING DIRECTIONS

The Coping with Stress Scale is designed to measure the strength of your ability to cope with transitions in your life. For each of the sections on the previous three pages, count the scores you circled for each of the four sections. Put that total on the line marked "TOTAL" at the end of each section.

Then, transfer your totals to the spaces below:

TOTALS		
I.	_____	= SOCIAL-SUPPORT RESOURCES
II.	_____	= PLANNING AND CHANGE
III.	_____	= INTERNAL RESOURCES
IV.	_____	= STRESS REDUCTION
V.	_____	= SPIRITUALITY RESOURCES
VI.	_____	= STRESS AVOIDANCE

PROFILE INTERPRETATION

SCORES FROM 7 TO 13 ARE LOW and mean that you often fail to use the skills from this scale in coping successfully with the stress in your life.

SCORES FROM 14 TO 21 ARE AVERAGE and mean that you use coping skills from this scale that are similar to those of most other people.

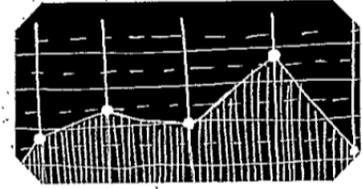
SCORES FROM 22 TO 28 ARE HIGH and mean that you often use the skills from this scale in coping successfully with the stress in your life.

Any scales on which you scored in the "Low" or "Average" ranges may be found on the pages that follow. Then, read the description and complete the exercises that are included. These exercises will help you develop more effective coping skills.

CS-17

THE STRESS MANAGEMENT PROGRAM: Coping with Stress Module

I. SOCIAL-SUPPORT RESOURCES



People scoring high on this scale tend to attempt to get advice from significant others in helping them deal with stress. In order to reduce the stress, they will attempt to share their experiences with others who have been in similar situations or have had similar types of stressful experiences. They often seek emotional support from friends and loved ones to whom they can talk about how they feel.

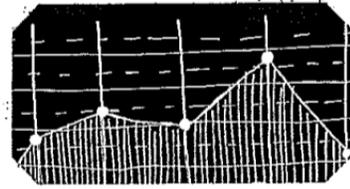
Who are the people who will support you in life?

How can these people help you reach your goals?

What social skills must you develop to cultivate your support system?

THE STRESS MANAGEMENT PROGRAM: Coping with Stress Module

II. PLANNING and CHANGE



For people scoring high in this category, planning and change are exhibited through the decisions they make during times of stress. They may experience feelings of hesitation and anxiety about decisions, but they are able to use a rational approach to decision-making and implementing change. They concentrate their efforts on doing something about the stressful situation. They develop a strategy about what to do, make a plan of action, and then take the necessary steps to reduce the stress they are encountering.

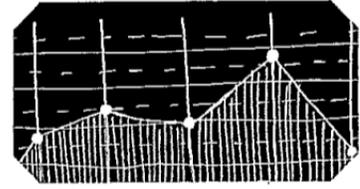
How do you make decisions? What is your decision-making style?

What are your greatest planning skills?

How do you develop a plan for dealing with stressful situations?

THE STRESS MANAGEMENT PROGRAM: Coping with Stress Module

III. INTERNAL RESOURCES



People scoring high in this category use internal self-talk to provide critical and supportive messages during a transition. They can do this by becoming more aware of the cognitive distortions and irrational thoughts that lead to feelings of frustration and depression. In addition, they can visualize themselves as they would like to be. They are able to turn threats into opportunities and look at stressful situations as learning experiences.

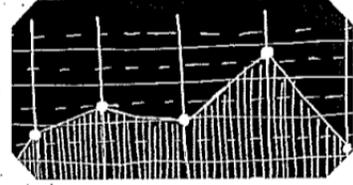
What are your greatest strengths?

How would you describe yourself?

How do others describe you?

THE STRESS MANAGEMENT PROGRAM: Coping with Stress Module

IV. STRESS REDUCTION



People scoring high in this category are able to identify symptoms of distress and effectively respond to stress. They can use a variety of methods for managing stress including meditating, getting more sleep, eating more nutritiously, breathing rhythmically, exercising, doing self-hypnosis, setting priorities and cognitive restructuring.

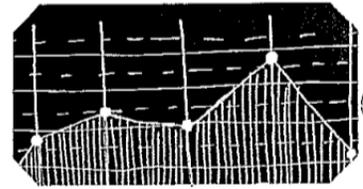
How do you relax when you are in a stressful situation?

What emotions do you experience during periods of stress?

What new relaxation techniques do you want to learn?

THE STRESS MANAGEMENT PROGRAM: Coping with Stress Module

U. SPIRITUALITY RESOURCES



People scoring high on this scale tend to seek help from their religion or spirituality. They find comfort in religion and spirituality in their attempts to cope. They are excited about what lies ahead in their lives and are not merely content with their accomplishments from the past.

What religious practices or spiritual resources do you use to help reduce stress?

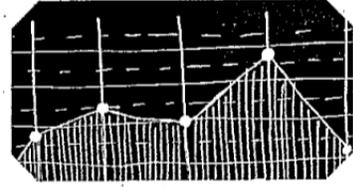
What are two of your religious or spiritual beliefs?

How does your religious or spiritual practice support you in relieving stress?

CS-22

THE STRESS MANAGEMENT PROGRAM: Coping with Stress Module

VI. STRESS AVOIDANCE



People scoring high in this category look for alternatives to facing stressful situations. They have the ability to avoid and reduce the effects of stress. They are skilled in finding ways to avoid the thoughts and emotions associated with stress. They tend to assess the gains and costs of dealing with the stress and often believe that the stressor is not happening to them or they act as though it hasn't happened to them. They may even look to other substitute activities to take their mind off the stress. They may engage in work and leisure behaviors to help them transcend the stressful situation.

How do you attempt to avoid stress?

What types of things do you say to yourself?

What unhealthy habits are you afraid of developing in your attempts to avoid stress?

THE STRESS MANAGEMENT PROGRAM: Coping with Stress Module

GROUP ACTIVITY

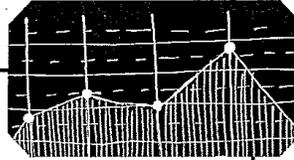
PREPARATION:

- 1 Prepare a flipchart.
- 2 Cut out pictures of people coping with stress, using such resources as spirituality, social support, internal resources, stress reduction, planning and change and stress avoidance.
- 3 Paste these pictures on the flipchart.

SESSION:

- 1 Explain to the group members that the ability to cope with stress is a skill that can be learned. The more resources we have at our disposal and can easily use, the better we are able to cope with stress. (3 minutes)
- 2 Show the pictures of people using the various coping skills on the flipchart. Ask group members to identify which of the coping skills is being used. Give group members a few minutes to jot down ideas. Share and write all responses on the flipchart. (5 minutes)
- 3 Break group participants into smaller groups. Within each of the smaller groups:
 - Ask people to identify which of the coping skills they use most.
 - Ask people to identify which of the coping skills they use least.
 - Have people brainstorm ways in which each person can further develop additional resources for coping with stress. (20 minutes)
- 4 Reconvene in larger group and share experiences. (10 minutes)
- 5 Process by asking one or more of the following questions:
 - a) Which coping skills were identified most?
 - b) Which coping skills were identified least?
 - c) Which coping skills would you like to develop? (10 minutes)

CS-24



COPING RESOURCES

- Do relaxation exercises
- Curb negative self-talk
- Use your support system
- Remain optimistic
- Improve your communication skills
- Use community services
- Improve your problem-solving skills
- Look to your faith and spirituality
- Change your lifestyle
- Take your mind off the stress

PERSONAL INSIGHTS:

- _____
- _____
- _____

How can you cope with stress effectively?

Coping effectively with stress is a key to living a successful and rewarding life and being able to pursue your personal goals. Some examples of strategies for coping with stress include:

Talking to someone about the stress you are experiencing

“When I was packing up my stuff to move to a new place, I started having headaches and trouble sleeping. I called my sister and told her how stressed out I felt. She told me she felt the same way when she moved the last time. She even offered to help me pack. It made a huge difference.”

Using relaxation techniques

“If I’ve had a stressful day, it helps me to do some deep breathing. I put on some relaxing music, and sit in my favorite chair. Then I start by taking ten deep, slow breaths. Then I let my breath out very slowly. As I exhale, I try to imagine that when I let out my breath, I’m letting out the tension in my body. Then I take about 20 or 30 more breaths. Sometimes I try to imagine a peaceful scene, like the ocean, when I’m breathing. I usually feel more relaxed after that.”

The Appendix to this handout contains some relaxation techniques that you can try.

CS-26

Using positive self-talk

“Before when I was under stress, I used to blame myself and think that there was no way out. Now I try to think more positively. I say to myself, ‘This is hard, but I can do it,’ or ‘If I take this one step at a time, I’ll be able to handle it.’ It’s hard to do sometimes, but it makes me feel better about myself.”

Maintaining your sense of humor

“For me ‘laughter is the best medicine.’ When I’ve been on a subway ride that lasted two hours instead of 45 minutes, I feel very tense and agitated. I have some funny videos at home, and I’ll pull one out and have a good laugh. Believe it or not, it helps me to watch a Monty Python movie or one starring Adam Sandler.”

Participating in religion or spiritual activity

“I grew up in a religious home. Although I’m not sure I believe every aspect of that religion, I still find it comforting to go to services. And sometimes instead of going to services I go for a walk in the park and see how beautiful nature can be. That’s very spiritual for me.”

Exercising

“I like to ‘work off’ my stress by getting some exercise. Sometimes I go for a run and sometimes I just do some jumping jacks until I calm down.”

CS-27

Writing in a journal

"I've started keeping a journal to write down my thoughts and feelings. I don't care about the grammar or spelling—I just write down what comes into my head. Sometimes I write about stressful things and that seems to help. Writing helps me think things through."

Making or listening to music

"I'm a music person. I put on my headphones and blow away the stress of the day. I can even do it on the train, to distract myself on the long ride."

Doing art or going to see art

"I like to sketch. I especially like drawing cartoons. I must admit I sometimes make some unflattering cartoons of people who are bugging me."

Playing games or developing a hobby

"I like playing card games. When I don't have anyone to play with, I like solitaire. It's relaxing to me."

Using coping strategies, such as listening to music, exercising, watching videos, or participating in a hobby, can help you manage stress effectively and enjoy your life.

CS-28

Coping Skills CS-29

Questions:

What strategies do you use to cope with stress?

What strategies would you like to try or develop further?

You can use the following checklist to record your answer to these questions.

CS-29

Strategies for Coping with Stress Checklist

Strategy	I already use this strategy	I would like to try this strategy or develop it further
Talking to someone		
Using relaxation techniques		
Using positive self talk		
Maintaining my sense of humor		
Participating in religion or other form of spirituality		
Exercising		
Writing in a journal		
Listening to music		
Doing artwork or going to see artwork		
Participating in a hobby		
Other:		
Other:		

CS-30

Examples of coping effectively with stress

People develop different strategies for coping with stress, depending on what works for them. The following individuals have recognized what kinds of situations are stressful to them and have worked out strategies that help them cope effectively with these situations.

Leticia

"For me, it's very stressful to rush to get somewhere on time. I start to feel anxious and irritable. Sometimes I even get a headache. So I try to plan ahead as much as possible, and allow myself plenty of time. On the nights before I go to work, I lay out my clothing for the next day. I get up at least an hour before I have to leave the house to catch the bus. Then I don't feel anxious. I can relax on my way to work and start the day feeling fresh.

"Of course, I can't plan for everything. Sometimes the bus is late or the road conditions are bad. When I feel myself starting to get anxious, I do some deep breathing to slow myself down. Sometimes I use 'positive self-talk.' I tell myself, 'I have an excellent record at work of arriving on time and doing my job well. It's O.K. if I'm late once in a while. My boss has always told not to worry about this. Just relax.' It works for me."

CS-31

Daniel

"Recently I've been under stress because my mother has been ill and in the hospital. I visit her almost every afternoon and I think I'm doing all I can to help her. But sometimes I have trouble sleeping. I lie in bed worrying, so it takes me longer to fall asleep. Then I end up tired in the morning and have a hard time getting up.

"It helps me to talk to someone about my worries. I talk to my sister and it helps a lot. I also try to do something relaxing in the evening, to take my mind off Mom's illness. If it's not too dark, I take a walk in the neighborhood. Or I might read a travel magazine or watch a nature show on TV. It helps me to feel more calm and to be able to fall asleep more easily."

Ching-Li

"I feel tense when there is a lot of noise. I try to avoid those kinds of situations. But there are times when it's unavoidable, like at my apartment. I have roommates, and sometimes they watch television shows or make noise when they are cooking dinner. I like my roommates and I don't think they are being excessive. Noise is just part of having roommates.

"It helps me to take a break and go to my room. I like to listen to my music on headphones; it drowns out the noise and takes me to a more quiet place."

You can develop an individual plan for coping with stress that works for you.

How to develop a plan for coping with stress

This handout included checklists to help you identify the following: stressful situations, signs of stress, strategies for preventing stress, and strategies for coping with stress. It may be helpful to put this information together as an individual plan for coping with stress using the following form:

CS-33

Coping Skills CS-34

<i>Individual Plan for Coping with Stress</i>
Stressful situations to be aware of: 1. 2. 3.
Signs that I am under stress: 1. 2. 3.
My strategies for <u>preventing</u> stress: 1. 2. 3.
My strategies for <u>coping</u> with stress: 1. 2. 3.

Summary of the main points about coping with stress

- *Stress is the feeling of pressure, strain, or tension that comes from responding to challenging situations.*
- *Being able to cope effectively with stress can help you to reduce symptoms and pursue your goals.*
- *Life events and daily hassles are both sources of stress.*
- *Being aware of signs of stress can help you take steps to prevent it from getting worse.*
- *You can avoid stress by using strategies such as scheduling enjoyable activities and developing a support system.*
- *Using coping strategies, such as listening to music, exercising, watching videos, or participating in a hobby, can help you manage stress effectively and enjoy your life.*
- *You can develop an individual plan for coping with stress that works for you.*

CS-35

CHAPTER 2

Daily Maintenance Plan

You may have discovered that there are certain things you need to do every day to maintain your wellness. Writing them down and reminding yourself daily to do these things is an important step toward wellness. A daily maintenance plan helps you recognize those things which you need to do to remain healthy, and then to plan your days accordingly. Also, when things have been going well for a while and you notice you are starting to feel worse, it's important to have a place to remind you of what you did to get better. When you are starting to feel out of sorts, you can often trace it back to not doing something on your Daily Maintenance List.

A Daily Maintenance List may seem silly or simplistic and you may be tempted to skip or skim over it. However, most people find that it is the most important part of their whole plan.

On the first tab write Daily Maintenance List. Insert it in the binder followed by several sheets of filler paper.

On the first page, describe yourself when you are feeling all right. Do it in list form. Some descriptive words that others have used are:

bright	happy
cheerful	enjoy crowds
talkative	dramatic
outgoing	flamboyant
boisterous	athletic
a chatterbox	optimistic
active	reasonable
energetic	responsible
humorous	industrious
a jokester	curious

supportive	introverted
easy to get along with	withdrawn
argumentative	reserved
difficult	retiring
compulsive	supple
impulsive	breathe easily
content	a fast learner
peaceful	contemplative
calm	competent
quiet	capable

When you are not feeling well, it helps to have a reminder of what "being well" feels like.

Use the next page to make a list of things you know you need to do for yourself every day to keep yourself feeling alright. They are different for each of us.

Following are some ideas (change the amounts and times to meet your own needs):

- eat three healthy meals and three healthy snacks
- drink at least six-8 ounce glasses of water
- avoid caffeine, sugar, junk foods, alcohol
- exercise for at least 1/2 hour
- get exposure to outdoor light for at least 1/2 hour
- take medications
- take vitamin supplements
- have 20 minutes of relaxation or meditation time
- write in my journal for at least 15 minutes
- spend at least 1/2 hour enjoying a fun, affirming and/or creative activity
- get support from someone who I can be real with
- check in with my partner for at least 10 minutes
- check in with myself: how am I doing physically, emotionally, spiritually

- go to work if it's a work day (some people write a separate daily maintenance list for days they don't, or do, work)

On the next page, (or several pages later if you used more than one sheet), make a reminder list for things you might need to do. Reading through this list daily helps keep us on track.

Do I need to (or would it be good to):

- get a massage
- spend some time with my counselor, case manager, etc.
- set up an appointment with one of my health care professionals
- spend time with a good friend
- spend extra time with my partner
- be in touch with my family
- spend time with children or pets
- do peer counseling
- get more sleep
- do some housework
- buy groceries
- do the laundry
- have some personal time
- plan something fun for the weekend
- plan something fun for the evening
- write some letters
- remember someone's birthday or anniversary
- take a hot bubble bath
- go out for a long walk or do some other extended outdoor activity (gardening, fishing, etc.)
- plan a vacation
- call my sponsor
- go to a twelve step meeting or support group

That's the first section of the book. When it stops working for you, you can tear out the pages and write a new list.

You will be surprised at how much better you will feel after just taking these positive steps on your own behalf.

- work stress
- family friction
- relationship ending
- spending too much time alone
- being judged or criticized
- being teased or put-down
- financial problems
- physical illness
- sexual harassment
- hateful outbursts by others
- aggressive-sounding noises (sustained)
- being the scapegoat
- being condemned/ shunned by other(s)
- being around an abuser, or someone who reminds me of a past abuser
- things that remind me of abandonment or deprivation
- intimacy
- excessive stress
- someone trying to tell me how to run my life
- self blame
- extreme guilt (from saying "No", etc.)
- substance abuse

On the next page, develop a plan of what you can do if your triggers come up to keep them from becoming more serious symptoms. Include things that have worked for you in the past and ideas you have learned from others as well as ideas from the appendix.

Sample Plan

If any of my triggers come up, I will do the following:

- make sure I do everything on my daily maintenance program
- call a support person and ask them to listen while I talk through the situation
- do some deep breathing exercises
- remember that it's okay to take care of myself
- work on changing negative thoughts to positive

CHAPTER 3

Triggers

Triggers are external events or circumstances that, if they happen, may produce symptoms that are, or may be, very uncomfortable. These symptoms may make you feel like you are getting ill. These are normal reactions to events in our lives, but if we don't respond to them and deal with them in some way, they may actually cause a worsening in our symptoms. The awareness of this susceptibility and development of plans to deal with triggering events when they come up will increase our ability to cope, and to avoid the development of an acute onset of more severe symptoms. It is not important to project catastrophic things that might happen, such as war, natural disaster, or a huge personal loss. If those things were to occur, you would use the actions you describe in the triggers action plan more often and increase the length of time you use them. When listing your triggers, write those that are more possible or sure to occur, or which may already be occurring in your life.

On the next tab write "Triggers" and put in several sheets of binder paper.

On the first page, write down those things that, if they happened, might cause an increase in your symptoms. They may have triggered or increased symptoms in the past.

"If any of the following events or circumstances come up, I will do some of the activities listed on the next page to help keep my symptoms from increasing:"

- anniversary dates of losses or trauma
- traumatic news events
- being very over-tired

- get validation from someone I feel close to
- some form of spiritual communication—prayer or meditation

In addition, some of the following activities might help:

- journaling
- going for a walk
- focusing exercises
- peer counseling
- seeing or talking to my counselor, case manager or sponsor
- time-out in a comfortable place
- enjoying a structured play time
- playing my musical instrument
- singing or dancing
- going to community activity
- vigorous exercise

CHAPTER 4

Early Warning Signs

Early warning signs are internal and may be unrelated to reactions to stressful situations. In spite of our best efforts at reducing symptoms, we may begin to experience early warning signs, subtle signs of change that indicate we may need to take some further action.

Reviewing early warning signs regularly helps us to become more aware of them, allowing us to take action before they worsen.

On the next tab write “Early Warning Signs.” Follow that tab with several sheets of lined paper. On the first page make a list of early warning signs you have noticed.

Some early warning signs that others have reported include:

- anxiety
- nervousness
- forgetfulness
- inability to experience pleasure
- lack of motivation
- feeling slowed down or speeded up
- avoiding doing things on daily maintenance list
- being uncaring
- avoiding others or isolating
- being obsessed with something that doesn't really matter
- beginning irrational thought patterns
- feeling unconnected to my body
- increased irritability
- increased negativity
- increase in smoking
- not keeping appointments

extreme mood swings daily
 destructive to property (throwing things, etc.)
 not understanding what people are saying
 thinking I am someone I am not
 thinking I have the ability to do something I
 don't
 self destructive behavior
 abusive or violent behavior
 criminal activities
 substance abuse
 threatening suicide or acting suicidal
 not getting out of bed at all
 refusing to eat or drink

On your crisis plan, list those symptoms that would indicate to others that they need to take responsibility for you and make decisions for you.

Part 3 – Supporters

The next section of the crisis plan lists those people who you want to take over for you when the symptoms you list come up. They can be family members, friends or health care professionals. When you first develop this plan it may be mostly health care professionals. But as you work on developing your support system, try and change the list so you rely more heavily on family members and friends. Health care professionals are not consistently available. They move on to other positions. Using natural supports is less expensive, less invasive and more natural.

Have at least five people on your list of supporters. If you have only one or two, they might not be available when you really need them eg. on vacation, sick. If you don't have that many supporters now, you may need to work on developing new and closer relationships with people by going to support groups, community activities and volunteering. (See "Tips for Developing a Support System" in the appendix.) But for now, list those supporters you do have.

Following are some examples of attributes people want from those who take over and make decisions for them:

responsible
 honest
 sincere
 knowledgeable
 calm
 compassionate
 understanding
 trustworthy

You may want to name some people for certain tasks like taking care of the children or paying the bills and others for tasks like staying with you and taking you to health care appointments.

When you list them, you may use the following format:

Name	Connection/role	Phone number

There may be health care professionals or family members that have made decisions that were not according to your wishes in the past. They could inadvertently get involved in your care again if you don't include the following:

I do not want the following people involved in any way in my care or treatment:

Name	Why you do not want them involved (optional)

Many people like to include a section that describes how they want possible disputes between supporters settled. For instance, you may want to say that a majority need to agree, or that a particular person or two people make the determination in that case. Or you may want some organization or agency to intervene on your behalf.

APPENDIX A

Developing, Keeping and Using a Strong Support System

One of the most effective responses to symptoms is often reaching out to a very good friend, telling them how you are feeling or sharing an activity with them.

Everyone needs and deserves at least several key friends or supporters who:

- respect your need for confidentiality
- you like, respect and trust and who like, respect and trust you
- listen to you
- may have interests similar to yours
- let you freely express your feelings and emotions without judging or criticizing
- you can tell "anything" to
- give you good advice when you want it
- allow you the space to change, grow, make decisions and even mistakes
- accept your good and bad moods
- work with you to figure out what to do next in difficult situations
- assist you in taking action that will help you feel better

If you have friends or supporters who do these things for you, you are very fortunate. However, you may feel that there is no one you can turn to when you are feeling bad. You may feel that there is never anyone you can ask for help, no one who cares about you. It's not hopeless. You can take action to change the situation.

Making friends is a skill like other skills—it can be learned. You may have trouble making friends and developing supporters for a lot of different reasons. They include:

- You don't feel good about yourself, so you can't imagine that anyone would like you. If you don't feel good about yourself and it keeps you from having friends and supporters, get a good book on raising self esteem (check out your local library) and work on it until you feel better about yourself.
- You expect your friends to be perfect, and so you can't find anyone who meets your standards. If this is true for you, work on changing this negative thought to "No one is perfect but there are many wonderful people who would like to be my friend and supporter."
- You are shy and don't know how to reach out to others. Practice being comfortable with others by joining a school club, church group or community group.
- You are sensitive to any sign of rejection, and react to it by giving up on the other person. Avoid giving up on people until you are absolutely sure they can't be supportive. Talk to others about what you are feeling, and encourage them to share how they are feeling. Work together so you can both feel good in the relationship.
- You have not had the opportunity to develop the social skills necessary to make and keep friends and supporters. If you feel this may be the case, discuss it with someone you trust. Tell this person that you have a hard time getting and keeping friends and supporters and ask them if there is something you are doing that is turning others off. Be prepared for them to give you an honest answer. Once you know what the problem is, you can work on correcting it.

Avoid:

- blaming others

- becoming overly dependent

Develop new friends and supporters by:

- joining a community activity or special interest group
- listening closely to others when they are sharing with you, everyone likes a good listener
- share with others openly and honestly
- accept yourself as you are
- accept others as they are, don't try to change them

Making the Connection

When you feel you have developed a special rapport with another person that feels like real friendship, i.e., the person seems as interested and as eager to spend time with you as you are to spend time with them, make a plan to get together. The first time you meet could be a low key activity like eating lunch together or taking a walk.

Don't overwhelm the person with phone calls. Use your intuition and common sense to determine when to call and how often. Don't ever call late at night or early in the morning until you both have agreed to be available to each other in case of emergency.

As you feel more and more comfortable with the other person, you will find that you talk more and share more personal information. Make sure you have a mutual understanding that anything the two of you discuss that is personal is absolutely confidential, and never make fun of what the other person thinks or feels.

Once you have met someone you like and who seems to like being with you, make plans to spend time together. Each time you get together, end that time by making a plan for the next time you will be together. If something comes up you want to share in the meantime, you can arrange a get-together by phone or in person, but always have something planned.

Key points about supportive situations

- Let the supporter know what you want and need. For instance, you may say, "Today I need you to just listen to me."
- Spend as much time listening and paying attention to your friends and supporters as they spend paying attention and listening to you unless you are feeling very depressed. Then be sure you pay attention to them another time.
- Spend most of your time with supporters doing fun, interesting activities together.
- Take turns suggesting and initiating activities.
- Keep regular contact with your friends, even when things are going well.

Keys to Keeping a Strong Support System

Once you have built a strong support system, how are you going to keep it strong?

1. Do everything you can to keep yourself well and stable. Make your wellness your highest priority. Others don't have a lot of patience with people who don't take good care of themselves.
2. Work on changing any bad habits you have identified that keep people from wanting to be your friends or supporters.
3. Be mutually supportive. Be there for others when they need you, and ask them to be there for you when you need them.
4. Try peer or exchange counseling with your friends or supporters. See the next section, Peer Counseling.
5. Have a goal of having at least five good friends or supporters. Make a list of your support team members with phone numbers. When we most need to reach out it is hardest to remember who our friends and supporters are, or to find their phone number. Have copies of the list of your supporters by your phones, on your bedside table and in your pocket.

PERSONAL NETWORK PROFILE

I. PURPOSE:

- To assess personal support networks.
- To develop support systems as a method for coping with stress.

II. GENERAL COMMENTS:

Most of us, at one time or another, will have to deal with some type of crisis in our lives (e.g., personal illness, loss of a friend/family member, relationship difficulty, etc.). Both physical and mental health are connected to the presence of helpful and supportive people in our lives, family, community, and work environment. By developing support systems day-to-day, we will have the support and friendship we need in times of personal crisis or upheaval.

III. POSSIBLE ACTIVITIES:

A. NOTE: This activity can be used as an icebreaker at the beginning of a new term or grading period.

1. Divide class into sub-groups that allow for a small group experience. Distribute handouts. Ask students to write their names on top of handout. Assign questions equally among each small group. For example, if there were five students in each group, each student would then be responsible for three questions, and so on. Students should pair up within the sub-group, switch papers and interview each other, recording responses on each other's handout. Instruct students to ask only their assigned questions from the handout. Remind students that each question has three parts to be completed. Return papers to owner and switch partners. Repeat process until all handouts are completed. (Note: Interviewers will ask the same questions to every member of the sub-group.)
 2. Reconvene. Collect handouts. Redistribute them at random. Instruct students to read the handout carefully and then introduce fellow-student to the rest of the class. Once everyone has been introduced, ask students to return handouts to original owner.
 3. Process activity by asking students if they discovered that they had 'gaps' in their own personal network profile. If so, encourage students to use new information learned from activity to fulfill search for supports/friends in these areas.
- B.
1. Explain the importance of support people as a method for coping with the stress of life as well as crisis situations. Share and facilitate sharing of personal stories to highlight the power of supports/friends during crisis times as well as non-crisis times.
 2. Distribute handouts. To assist class in thinking beyond their own personal situation, explain that successful people oftentimes have powerful personal networks. As a class, choose a well-known character, political figure, celebrity, etc., and discuss how that person might fill out this handout (as well as the class can, with the knowledge that is available).
 3. Instruct class to complete handout about themselves.
 4. Share and discuss. Ask class which items were easiest to complete? Most difficult? Are there commonalities in the class or is every person completely different?
 5. Problem solve as a class how to improve the circled areas.
 6. Discuss methods of developing support networks.

Activity handout and facilitator's information originally submitted for Life Management Skills V by
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PERSONAL NETWORK PROFILE

Fill in the names of support people in all appropriate roles.
 The same name may appear several times.
 Then rate how helpful they are on a scale from 0 to 5 with 5 being high.
 If a name does not come to mind, leave that category blank.

A-B-C

D-E-F
 G-H-I
 J-K-L
 M-N-O
 P-Q-R
 S-T-U
 V-W-X
 Y-Z

Support Roles	The person I turn to: (list the names)	How helpful is each person? (scale of 0 to 5)
1. For close friendship		
2. To share problems		
3. To play with		
4. For expert advice		
5. To energize me		
6. As a teacher		
7. When I just need to "chill out"		
8. As a mentor		
9. For acceptance or approval		
10. To help me try new things		
11. When I need a safe haven		
12. For a good social time		
13. When I am hurting		
14. When I need good advice with a problem		
15. When I want to be with someone who knows me well		

Look over each of the categories and circle the areas where you feel you need, or would like, more support. Which members of your network do you rely on too much, and which people might you rely on more often? _____

AC-21



Coping Skills for Life

Skill #7

**Social
Support**

CS-37

Coping Skills CS-38

People need people. Although that statement seems obvious it is only in the last few years that we have come to learn just how important others are for our well being. For example, we know that people who have a close confidant(e), friend, or spouse live longer and are healthier than those who do not! People give social support to each other in ways that are both practical and emotional.

Social support includes giving and receiving encouragement, practical help, positive feedback and rewards, understanding and caring, and role modelling.

Another aspect of social support is knowing where to go to obtain the right type of social support. People's social support network usually extends to friends, family, health care workers and co-workers. It is not the number of people you know but the quality of care and support those people provide that matters.

Benefits Of Social Support

- Sociological studies show that as part of our involvement with others, we are more likely to engage in positive health behaviours such as exercise, medical check-ups, and health screening tests.
- In a study of older people, researchers found that having a confidant(e) significantly helped people avoid psychiatric symptoms.
- Two studies of women showed that having an intimate and confiding relationship significantly reduced the incidence of depression.
- In a study of 7000 adults, a strong correlation was shown between social involvement and length of life; it was shown to be more important to health than smoking, drinking, exercise, or diet.

CS-38

From A Medical Perspective, Social Support Helps to:

- Maximize our resistance to disease.
- Give us the best fighting chance if we are ill.

From A Social Perspective, Other Benefits Emerge:

- Friends help us feel good about ourselves; they reassure us that we belong and that it's OK to be who we are.
- Friends provide emotional support—someone to talk to about our thoughts and feelings.
- Friends help us in tangible ways—help us solve problems, give us advice.
- Assist others in attaining the same benefits.

Sources of Social Support

Another important aspect of social support is knowing where to go to obtain the right type of social support. This exercise is to help you identify what type of support would be helpful and to know what resources are available.

List the people you would turn to for *emotional* support:

_____, _____, _____
_____, _____, _____

List the people you would turn to for *practical* help:

_____, _____, _____
_____, _____, _____

You may notice that your social network is not only comprised of your family and relatives. People's social support network usually extends to friends, health professionals, or whoever provides you with the particular type of support that you need.

This brings us to the idea of quantity versus quality of social support. As in many instances, it is not the number of people you know but the *quality* of care and support that people provide and that we come to rely on the most.

Risks Associated With Asking For Social Support

A common fear we all share is the risk associated with asking for support. "What is the risk involved if I ask person X to help me, or if I refuse to help?" Some of the risks involved in asking for support include the following:

- threat to self-esteem
- embarrassment
- fear of being seen as dependent on others
- possibility of rejection by others
- guilt
- possible loss of confidentiality
- lack of comfort in accepting support from others

Despite the risks associated with asking for or declining support, it is important to weigh the benefits that come from receiving the help of others. In order to weigh the pros and cons of asking for social support, you may use problem-solving to help you in your decision. The important thing to remember is that YOU alone have the control to ask for or refuse support.

Offering Social Support to Others

Another important tool for obtaining social support is by offering support to others. By making yourself available to others, you not only meet their needs but at the same time have the company and support of another person. Social support is reciprocal; i.e., both people involved in the interchange benefit from being with each other.

Receiving support from others

Accepting help and support can be a gift that you give. Friends and family are usually doing the best that they can.

S U M M A R Y

Skill # 7 *Social Support*

1. People need _____.
2. Social support means help that is _____ and emotional.
3. It is not the _____ of people you know but the quality of support that matters.
4. Social support is reciprocal — that is, both people in the relationship _____.

My notes:



Coping Skills for Life

Skill #2

**Ways
of
Thinking**

CS-42

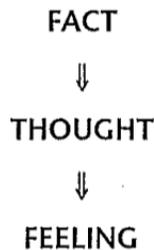
"The greatest discovery of my generation is that human beings can alter their lives by changing their minds."

— William James

what kind of thinking? ... not necessarily positive, but necessarily not negative ...

Emotional and Thinking Ways of Coping

It is widely accepted that we function emotionally in the following way:



Most of life consist of facts over which we have little or no control. Being born with a certain colour of hair, having an accident, being transferred in your job, and getting certain diseases such as cancer are all facts that we can't control. Any fact creates a thought within us, spontaneously and seemingly without any effort on our part. From that thought comes a feeling.

Here is an example to make this concept clear.

FACT: A friend passes by you on the street and doesn't speak to you.

THOUGHT: She/he is upset at me for something.

FEELING: Anger or Frustration.

Note that the feeling came directly from the thought and not from the fact. We have little or no control over most of the facts in our lives but we have total control over the thoughts. The more you feel you have control in a situation, the less stress and anxiety you feel. It is usually our feelings that drive our actions. You always can have some impact and some degree of choice.

CS-43

Coping Skills CS-44

Practice:

Practice identifying the facts, thoughts, and feelings in your mind from time to time. Sort out one from the other. By simply identifying and labelling the facts, thoughts and feelings you can begin to change the thoughts which will change your feelings.

Questions to ask yourself are:

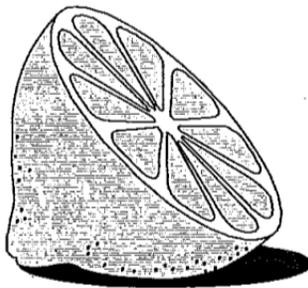
- 1) Is this a fact? Can it be changed? Do I have control over it? What thought results from this fact in my mind?
- 2) Is this a thought? If so, is it a helpful or unhelpful one to me? Can I change it?
- 3) Is this a feeling? If so, what thought did it come from? Is this a pleasant or unpleasant feeling? Do I want to change it?

Thus, a sense of personal control comes from our thoughts. This is a simple statement and it is extraordinarily powerful. It says that we have control over what and how we choose to think. The notion of choice is clear. For many of us from time to time, it is easier and less painful to believe that we have no control over our thoughts than to admit that we can take responsibility for them.

So the next step is to see if we can change our thoughts, even though we frequently do not believe that it is possible!

We do this by first understanding and accepting that although the brain is an intelligent organ, it also is very naive. It responds to whatever messages we give it whether they are true or not! Here is an example to prove that point called, "THE LEMON EXERCISE."

Changing thoughts is also called "reframing."



CS-44

Lemon Exercise: How We Can Trick The Brain

"Close your eyes and imagine yourself in your kitchen. Find a lemon; notice the colour of it. Feel its weight in your hand, feel its size, shape and pebbly texture. Bring it to the table. Put it on a wooden cutting board, take a sharp knife and cut the lemon in half. Smell the sharpness. Now bring it up to your mouth and take a bite. What do you notice? There is no lemon but we can still feel its taste in our mouth. We can and often do trick our brain to react to things that are perceptions, by the deliberate use of thoughts."

Now refer back to the fact of the person who passed you by on the street without speaking. What different thoughts might you have about that fact? What feelings would then arise?

Here is a second example to try: "THE TRAFFIC JAM."

Imagine yourself caught in a major traffic jam that will probably make you late for work. You could choose to think: "This is terrible. I'm going to be so late — my boss will be angry." You could concentrate on frequent lane changes trying to beat the traffic and you will end up feeling increasingly distressed, anxious and angry.

You could rather choose to think of the situation as beyond your control and decide to use the enforced time to plan your day, organize your thoughts for work, enjoy the music on the radio, allowing you to feel calm, relaxed and in control.

CS-45

Distorted Thinking

Researchers have categorized the negative thoughts (that are not helpful to us) we have about the facts in our lives and have labelled them distorted thinking. The value in labelling them is that we are then able to first, identify them and second, change them more easily into appropriate, logical and positive thoughts.

Here is a list of illogical and distorted ways of thinking that we commonly use to our disadvantage:

- All or nothing.
- Generalizations.
- Disqualifying the positive.
- Emotional reasoning.
- Using "should" too often.
- Personalizing events.

You have a choice! You can control the way you feel by controlling the way you think.

First you accept how you feel – emotions are neither right nor wrong. If you are aware of your illogical thinking in a non-emotional way, you will weaken your attachment to it. When you are aware of your thoughts and you are in the moment, you clear a path in your mind for your values to emerge again.

It is important to remember...

Every Feeling Has a Thought Behind It.

CS-46

A. Examples of Distorted Thinking, with the facts, thoughts and feelings that follow.

DISTORTED THINKING	FACT	THOUGHT	FEELING
I think in terms of "All-or-Nothing."	You fail an exam.	I'm a failure.	Sad
I over-generalize.	Your doctor rushes you out of his office.	All doctors care about is the number of patients.	Anger
I disqualify the positive.	A friend brings flowers.	She felt she had to.	Demeaned
I use emotional reasoning.	I'm asked to make treatment options/choices.	I'm dumb, so I can't make any right choices.	Anxious
I use the word "should" a lot.	My daughter wants me to babysit her son.	I should babysit but I made other plans.	Guilty
I personalize.	Your teenager failed his exams.	It's my fault.	Depressed

CS-47

B. Examples of Logical and Rational Thinking and the feelings that follow.

DISTORTED THINKING	FACT	MODIFIED THOUGHT	MODIFIED FEELING
I think in terms of "All-or-Nothing."	You fail an exam. eg.	I'll study harder.	Hopeful
I over-generalize.	Your doctor rushes you out of his office. eg.	I'll choose another doctor.	Personal control
I disqualify the positive.	A friend brings flowers. eg.	She chose to do it, regardless.	Appreciative
I use emotional reasoning.	I'm asked to make treatment options/choices. eg.	I'll get help from someone. Getting information is a smart thing.	Competent
I use the word "should" a lot.	My daughter wants me to babysit her son. eg.	I'll offer to babysit another day when I'm free.	Relieved
I personalize.	Your teenager failed his exams. eg.	He didn't study or ask for help. I'll help, but I'm not responsible.	Blameless

Coping Skills CS-49

What IS a positive attitude?

It's not necessarily positive, but necessarily not negative!

It is a sense of connectedness to something bigger than the self.

It is a sense of control over how we handle the events in our lives.

It is an ability to visualize a life with hope.

Self-talk

Self-talk is another way to help modify our thoughts. Here are examples of self-talk statements for you to use. Pick a few to practice.

A. Preparation for Stress

I've succeeded with this before.

What exactly do I have to do?

I know I can do each one of these tasks.

It's easier once I get started.

I'll jump in and be alright.

Tomorrow I'll be through it.

I won't let negative thoughts creep in.

or _____.

B. Facing a Challenge

I will take it step by step, I won't rush.

I can do this, I'm doing it now.

I can only do my best.

Any tension I feel is a signal to use my coping exercises.

I can get help if I need it.

If I don't think about fear, I won't be afraid.

If I get tense, I'll take a deep breath and relax.

It's OK to make mistakes.

or _____.

Coping Skills CS-50

C. Coping with Fear

Relax now !

Just breathe deeply.

There's an end to it.

Keep my mind on right now, on the task at hand.

I can keep this within limits I can handle.

I can always call _____.

I am only afraid because I decided to be. I can decide not to be.

I've survived this and worse before.

Being active will lessen my fear.

or: _____.

D. Self Congratulations

I did it!

I did alright.

I did well.

Next time I won't have to worry so much.

I am able to relax away anxiety.

I've got to tell _____ about this.

It's possible not to be scared...

All I have to do is stop thinking I'm scared.

or: _____.

E. Affirmations

Everyday in every way I grow stronger and stronger.

I enter this day with a peaceful heart.

or: _____.

It is important that you accept that you may not, and indeed do not have to believe in the thoughts that you substitute for the negative ones. Remember the lemon!

Now quickly read the following:

OPPORTUNITY
IS NOWHERE

What did you read? How else can you read it?

The next 2 pages provide you with a guide to practicing the
facts-thoughts-feelings way of coping.

Coping Skills CS-52

Exercise: Practice Identifying and Modifying Thoughts

	THOUGHTS	FEELINGS	ALTERNATIVES	
			MODIFYING THOUGHTS	MODIFIED FEELINGS
<p><i>Describe the situation:</i></p> <p>Where ?</p> <p>When ?</p> <p>Who is involved?</p>	<p><i>Describe:</i></p> <ul style="list-style-type: none"> • Your self-statements • Any thoughts or images that went through your mind • Concerns • Worries • Beliefs/Rules • Memories • Doubts • Meanings 	<p><i>Identify:</i></p> <p>Physiological sensations</p> <p>Emotional sensations (feelings)</p>	<ul style="list-style-type: none"> • Make a list of 3 other interpretations and examine each of them • Challenge your first impression • Self-talk: talk to yourself as if you were your best friend • How can you see this situation differently? • So what? • What resources can I use? • Always? No exceptions? • Must? Should? • I need to verify my hypothesis • Am I realistic? • What about nuances? • Bird's eye view vs worm's eye view 	

Cognitive Reframing Worksheet

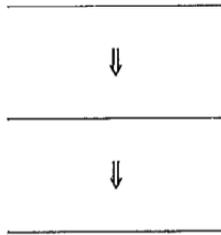
FACT	THOUGHT	FEELING	MODIFIED THOUGHT	MODIFIED FEELING
Told by doctor that I must have more chemotherapy than expected.	The chemotherapy is not working. (hopelessness)	Sad 85 %	Some people require more chemotherapy than others and my body is responding positively.	Sad 30 %

CS-53

S U M M A R Y

Skill # 2 *Ways of Thinking*

1. Facts, thoughts and feelings fit together like this:



2. The feeling comes from the _____, and not from the _____.
3. We may not have control over the _____ but we do over the _____.
4. The _____ exercise shows that we don't have to believe a thought to have it work.
5. How many times do we have to practice to learn a new skill? _____ to _____ times.

My notes:

How can you prevent stress?

Putting energy into preventing stress can pay off. If you eliminate some of the avoidable stress in your life, it frees you up to enjoy yourself more and to accomplish more of your goals.

Most people find it helpful to be familiar with a variety of prevention strategies, like the ones described below and listed in the "Strategies for Preventing Stress Checklist." Choose the strategies that best suit you.

Be aware of situations that caused stress in the past. If you found a situation stressful before, it will probably cause problems again. Knowing that a situation has been stressful will allow you to think of different ways to handle it so it won't be as stressful. For example, if you notice that you become irritable whenever you catch the bus at rush hour, try catching it at a less busy time. Or try practicing deep breathing if you become tense on a crowded bus.

If large holiday gatherings with your extended family make you feel tense, try taking short breaks away from the larger group. Or try getting together with family members at times other than holidays, in smaller groups.

Schedule meaningful, enjoyable activities. Having activities that you enjoy makes a significant difference in reducing stress. For some people, their work is meaningful and enjoyable. Other people look to volunteering, hobbies, music, sports

or art for meaning and enjoyment. It all depends on what the individual finds most meaningful.

Schedule time for relaxation. It's important to take time to relax each day, to refresh your mind and body from the tensions of the day. Some people find exercise relaxing, while others find reading or doing a puzzle or some other activity to be relaxing.

Have balance in your daily life. Being active and involved is important to keeping stress low. However, too much activity can lead to stress. It's important to leave time for sleep and for restful, relaxing activities, such as a reading or taking a walk.

Develop a support system. Seek out people who are encouraging and supportive, rather than critical and pressuring. It's very helpful to have relationships with people you feel comfortable with. Common support systems include, friends, family members, peer support, professionals and members of one's religious or spiritual group. See the handout "Building Social Supports" for more information on this subject.

Take care of your health. Eating well, getting enough sleep, exercising regularly, and avoiding alcohol or drug abuse helps prevent stress. These healthy habits are not easy to maintain, but they really pay off.

Talk about your feelings or write them down in a journal. Holding in your feelings can be very stressful. It helps to have an outlet for your feelings so that you don't keep them bottled up. These may be positive feelings, like being excited about a new

job or negative feelings, such as being angry at how someone else has behaved. Having someone to talk to, such as a family member, friend, or professional, can help. Or you might find it helpful to keep a journal of your thoughts and feelings.

Avoid being hard on yourself. Some people increase their stress by being critical of themselves and what they are accomplishing. Try to be reasonable about what you expect from yourself, and give yourself credit for your talents and strengths. It can be helpful to identify some positive features about yourself and remind yourself of these features when you are feeling negatively about yourself.

Strategies for Preventing Stress Checklist

Strategy	I already use this strategy	I would like to try this strategy or develop it further
Be aware of situations that caused stress in the past		
Schedule meaningful activities		
Schedule time for relaxation		
Have a balance in my daily life		
Develop my support system		
Take care of my health		
Talk about my feelings		
Write down my feelings in a journal		
Avoid being hard on myself. Identify positive features about myself		
Other:		

Coping Skills CS-60

You can avoid stress by using strategies such as scheduling enjoyable activities and developing a support system.

Question: Which prevention strategies would be most helpful to you?

Appendix: Relaxation Techniques

Three types of relaxation techniques are described below:

- Relaxed breathing
- Muscle relaxation
- Imagining a peaceful scene

Relaxation techniques are most effective when they are practiced on a regular basis. When you are first learning a technique, you usually concentrate on doing the steps according to the instructions. As you become familiar with the instructions, you will be able to concentrate more on the relaxation you are experiencing. Choose one of the following techniques and try practicing it daily. After a week, evaluate whether you think the technique is effective for you.

Relaxed Breathing

The goal of this exercise is to slow down your breathing, especially your exhaling.

Steps:

- Choose a word that you associate with relaxation, such as CALM or RELAX or PEACEFUL.
- Inhale through your nose and exhale slowly through your mouth. Take normal breaths, not deep ones.
- While you exhale, say the relaxing word you have chosen. Say it very slowly, like this, "c-a-a-a-a-a-a-l-m" or "r-e-e-e-l-a-a-a-x."
- Pause after exhaling before taking your next breath. If it's not too distracting, count to four before inhaling each new breath.
- Repeat the entire sequence 10 to 15 times.

Muscle relaxation

The goal of this technique is to gently stretch your muscles to reduce stiffness and tension. The exercises start at your head and work down to your feet. You can do these exercises while sitting in a chair.

Steps:

- Shoulder shrugs. Lift both shoulders in a shrugging motion. Try to touch your ears with your shoulders. Let your shoulders drop down after each shrug. Repeat 3-5 times.
- Overhead arm stretches*. Raise both arms straight above your head. Interlace your fingers, like you're making a basket, with your palms facing down (towards the floor). Stretch your arms towards the ceiling. Then, keeping your fingers interlaced, rotate your palms to face upwards (towards the ceiling). Stretch towards the ceiling. Repeat 3-5 times.
- Stomach tension. Pull your stomach muscles toward your back as tight as you can tolerate. Feel the tension and hold on to it for ten seconds. Then let go of the muscles and let your stomach relax, further and further. Then focus on the release from the tension. Notice the heavy yet comfortable sensation in your stomach.
- Knee raises. Reach down and grab your right knee with one or both hands. Pull your knee up towards your chest (as close to your chest as is comfortable). Hold your knee there for a few seconds, before returning your foot to the floor.

Coping Skills CS-64

Reach down and grab your left knee with one or both hands and bring it up towards your chest. Hold it there for a few seconds. Repeat the sequence 3-5 times.

- Foot and ankle rolls. Lift your feet and stretch your legs out. Rotate your ankles and feet, 3-5 times in one direction, then 3-5 times in the other direction.

*If it is not comfortable to do step #2 with your arms overhead, try it with your arms reaching out in front of you.

Imagining a peaceful scene

The goal of this technique is to “take yourself away” from stress and picture yourself in a more relaxed, calm situation.

Steps:

1. Choose a scene that you find peaceful, calm and restful. If you have trouble thinking of a scene, consider the following:
 - at the beach
 - on a walk in the woods
 - on a park bench
 - on a mountain path
 - in a canoe or sailboat
 - in a meadow
 - traveling on a train
 - in a cabin
 - beside a river
 - next to a waterfall
 - in a high rise apartment overlooking a large city
 - riding a bicycle
 - on a farm
2. After choosing a peaceful scene, imagine as many details as possible, using all your senses.
3. What does the scene look like? What are the colors? Is it light or dark? What shapes are in the scene? If it's a nature scene, what kinds of trees or flowers do you see? What animals? If it's a city scene, what kind of buildings? What kind of vehicles?

Coping Skills CS-66

4. What sounds are in your peaceful scene?
Can you hear water or the sounds of waves?
Are there sounds from animals or birds?
From the breeze? From people?
5. What could you feel with your sense of touch? Are there textures? Is it cool or warm? Can you feel a breeze?
6. What smells are there in your peaceful scene?
Could you smell flowers? The smell of the ocean? The smell of food cooking?
7. Disregard any stressful thoughts and keep your attention on the peaceful scene.
8. Allow at least five minutes for this relaxation technique.

figure it out!

I. PURPOSE:

To assist in developing an awareness of successful relapse prevention strategies.

II. GENERAL COMMENTS:

Different relapse prevention tools work for different people. It is oftentimes difficult when trying one or more techniques, methods or tools, to determine how beneficial a specific activity is or is not. At times, nothing feels like it is working, but in more careful analysis, small increments of improvement may be happening. Or perhaps it's time to try something new and avoid possible frustration for all involved!

III. POSSIBLE ACTIVITIES:

- A. 1. Develop list of possible relapse prevention strategies with class. These may include...
- relaxation/guided imagery
 - music
 - hobbies
 - art
 - taking medications
 - exercise
 - spending time outdoors
 - leisure/recreation
 - meditation/prayer
 - crafts
 - dancing
 - going to counseling
 - * assertiveness
 - journalizing
 - setting goals
 - time alone
 - eating right/sleeping well
 - etc.
2. Explain to class that all strategies may be beneficial to certain people, but most likely, not all will be successful for everyone. A good way to determine effectiveness is trial periods of 3-4 weeks. This is a general rule and needs to be adapted for certain individuals. Obviously, if someone has an uncomfortable reaction in a guided imagery exercise, s/he does not need to try it daily for 3 weeks! An alternate activity may be explored.
3. Distribute handouts and explain concepts offering examples of how to complete. Use the following example or one of your own: Let's say I try exercise, walking 1 mile per day. Before the 1-mile walk, I feel like a '4' out of '10' (1-lousy, 10-great). I'm feeling lethargic, focusing on little things that bother/hurt me. After the 1-mile walk, I feel like a '6', slightly more energetic and less irritated. I record similar results 3 times/week for 3 weeks, and I see that the rating consistently went up 2 to 3 points. I figure I'll keep walking 3 times per week (maybe even more). Ask the group to develop a hypothetical scenario when a strategy was not as favorable.
4. Utilize the handout by doing a 20-minute relapse prevention tool that may be helpful for this particular class. Ask each student to complete the first two sections in the box: "Date and Before...". Encourage students to consider "I feel" in all realms-emotionally, physically, spiritually, etc.
5. After the activity, instruct students to complete the last section, "After..." and discuss.
6. Discuss the benefits of carefully analyzing which relapse prevention tools work and which ones do not.
- B. 1. Distribute handouts, explain concepts and offer real or hypothetical examples to illustrate.
2. Allow each student to choose an activity that could reasonably be done in class, that each feels may be helpful in, managing their symptoms, etc. Each class member can be doing a completely different activity. Before beginning activities, instruct students to complete the first two sections of the handout, "Date and Before...".
3. Give each group member 20 minutes to complete the activity.
4. Reconvene after the 20 minutes, and complete the "After..." section of the handout.
5. Develop relapse prevention plans with each individual of 2-3 tools/activities that s/he is committed to trying for 3-4 weeks and record those on handout.
6. Meet one time/week for 3-4 months, calling this group "Figure-it-out." Monitor students' progress and discuss updates.
7. Make changes to plans according to findings, encouraging students to be persistent, even vigilant in determining which relapse prevention tools work and which do not.

figure



Sometimes, it's hard to know when we are on the path to wellness . . . what is actually helping? Does a certain activity really work? How much? Should I continue using it . . . or should I stop?

One way to monitor possible progress is to keep a record before and after each activity. Generally it is recommended to try all symptom management techniques for 3 - 4 weeks. Record your "BEFORE" and "AFTER" responses below.

0-10 scale: 0 = lousy  **10 = great!**

Date __/__/__ Before I _____, I feel _____. After, I felt _____.

Date __/__/__ Before I _____, I feel _____. After, I felt _____.

Date __/__/__ Before I _____, I feel _____. After, I felt _____.

Date __/__/__ Before I _____, I feel _____. After, I felt _____.

Date __/__/__ Before I _____, I feel _____. After, I felt _____.

Date __/__/__ Before I _____, I feel _____. After, I felt _____.

Date __/__/__ Before I _____, I feel _____. After, I felt _____.

Date __/__/__ Before I _____, I feel _____. After, I felt _____.

Date __/__/__ Before I _____, I feel _____. After, I felt _____.

CS-107

plan is likely to take more time. Don't rush the process. Work at it for a while, then leave it for several days and keep coming back to it until you have developed a crisis plan that you feel has the best chance of working for you. Collaborate with health care providers and other supporters on developing this plan. Once you have completed your crisis plan, give copies of it to the people you name on this plan as your supporters.

Over the next few pages, I will share with you information and ideas that others have included on their crisis plan. It will help you in developing your crisis plan.

On the next tab write Crisis Plan. Insert several sheets of lined paper.

Part 1 — What I'm like when I'm feeling well

The first step in this process is describing what you are like when you are well. Of course your family and friends know what you are like. But an emergency room doctor may think your ceaseless chatter is a sign of mania when you have been talking since the day you were born and will probably be talking from your grave. Or perhaps you are usually quite introverted. An unsuspecting doctor may see this as depression. Poor decision making or mis-treatment could occur.

In the first section write words or phrases that describe what you are like when you are well.

Descriptive words might include:

talkative	laid back
quiet	retiring
outgoing	intellectual
withdrawn	humorous
adventurous	sensible
cautious	practical
outspoken	energetic
reserved	pale
ambitious	

Part 2 — Symptoms

You may find that this is the most difficult part of developing your crisis plan. Describe those symptoms that would indicate to others that they need to take over responsibility for your care and make decisions in your behalf. This is hard for everyone. No one likes to think that anyone will ever have to take over responsibility for them or their care. And yet, through careful, well developed descriptions, you stay in control even when things seem to be out of control.

Allow yourself plenty of time to complete this section. When you start to feel discouraged or daunted, set it aside for awhile. Ask your friends, family members and health care professionals for input. However, always remember that the final determination is up to you. It may take several months to complete this section.

Be very clear in describing the symptom. Don't try to summarize. Use as many words as it takes to describe the behavior.

Your symptoms might include:

- unable to recognize family members and friends
- incorrectly identifying family and friends
- severe pain
- inability to control body functions
- high fever
- unusual skin tone
- unconscious or semi-conscious
- uncontrollable pacing, unable to stay still
- very rapid breathing or seeming to be gasping for breath
- severe agitated depression where unable to stop repeating very negative statements like "I want to die"
- inability to stop compulsive behaviors like constantly counting everything
- catatonic—unmoving for long periods of time
- neglecting personal hygiene
- not cooking or doing any housework

extreme mood swings daily
 destructive to property (throwing things, etc.)
 not understanding what people are saying
 thinking I am someone I am not
 thinking I have the ability to do something I
 don't
 self destructive behavior
 abusive or violent behavior
 criminal activities
 substance abuse
 threatening suicide or acting suicidal
 not getting out of bed at all
 refusing to eat or drink

On your crisis plan, list those symptoms that would indicate to others that they need to take responsibility for you and make decisions for you.

Part 3 — Supporters

The next section of the crisis plan lists those people who you want to take over for you when the symptoms you list come up. They can be family members, friends or health care professionals. When you first develop this plan it may be mostly health care professionals. But as you work on developing your support system, try and change the list so you rely more heavily on family members and friends. Health care professionals are not consistently available. They move on to other positions. Using natural supports is less expensive, less invasive and more natural.

Have at least five people on your list of supporters. If you have only one or two, they might not be available when you really need them eg. on vacation, sick. If you don't have that many supporters now, you may need to work on developing new and closer relationships with people by going to support groups, community activities and volunteering. (See "Tips for Developing a Support System" in the appendix.) But for now, list those supporters you do have.

Following are some examples of attributes people want from those who take over and make decisions for them:

responsible
 honest
 sincere
 knowledgeable
 calm
 compassionate
 understanding
 trustworthy

You may want to name some people for certain tasks like taking care of the children or paying the bills and others for tasks like staying with you and taking you to health care appointments.

When you list them, you may use the following format:

Name	Connection/role	Phone number
There may be health care professionals or family members that have made decisions that were not according to your wishes in the past. They could inadvertently get involved in your care again if you don't include the following:		

I do not want the following people involved in any way in my care or treatment:

Name	Why you do not want them involved (optional)
Many people like to include a section that describes how they want possible disputes between supporters settled. For instance, you may want to say that a majority need to agree, or that a particular person or two people make the determination in that case. Or you may want some organization or agency to intervene on your behalf.	

- take me for a walk
- provide me with materials so I can draw or paint
- give me the space to express my feelings
- don't talk to me (or do talk to me)
- encourage me
- reassure me
- feed me good food
- make sure I get exposure to outdoor light for at least 1/2 hour daily
- play me comic videos
- play me good music, (list the kind)
- just let me rest
- keep me from hurting myself, even if that means you have to restrain me or get help from others
- keep me from being abusive to, or hurting others,
- do whatever you have to do to keep me from doing that

Include a list of things you need others to do for you, like feed the pets, take care of the children and get the mail, and who you want to do it.

Supporters may decide that some things would help that would really be harmful. List those you have discovered through past experience or those you feel could worsen the situation. Some examples include:

- forcing me to do anything
- trying to entertain me
- chattering
- certain kinds of music
- certain videos
- getting angry with me
- impatience
- invalidation
- not being heard

Part 9 — When my supporters no longer need to use this plan

When you feel better your supporters will no longer need

to follow this plan to keep you safe. Make a list of indicators that your supporters no longer need to follow this plan. Some examples include:

- when I have slept through the night three nights
- when I eat at least two good meals a day
- when I am always reasonable and rational
- when I am taking care of my personal hygiene needs
- when I can carry on a good conversation
- when I keep my living space organized
- when I can be in a crowd without being anxious

You have now completed your crisis plan. Update it when you learn new information or change your mind about things. Give your supporters new copies of your crisis plan each time you revise it.

You can help assure that your crisis plan will be followed by signing it in the presence of two witnesses. It will further increase its potential for use if you appoint and name a durable attorney. Since the legality of these documents varies from state to state, you can not be absolutely sure the plan will be followed. However, it is your best assurance that your wishes will be honored.

You may want to use the following form to develop your crisis plan:

Crisis Plan

Part 1 — What I'm like when I'm feeling well
Describe yourself when you are feeling well.

Part 2— Symptoms

Describe those symptoms that would indicate to others that they need to take over full responsibility for your care and make decisions in your behalf.

Part 3— Supporters

List those people you want to take over for you when the symptoms you listed above are obvious. They can be family members, friends or health care professionals. Have at least five people on your list of supporters. You may want to name some people for certain tasks like taking care of the children or paying the bills and others for tasks like staying with you and taking you to health care appointments.

Name _____ Connection/role _____
Phone number _____

There may be health care professionals or family members that have made decisions that were not according to your wishes in the past. They could inadvertently get involved if you don't include the following:

I do not want the following people involved in any way in my care or treatment:

Name _____
Why you do not want them involved (optional) _____

Name _____
Why you do not want them involved (optional) _____

Name _____
Why you do not want them involved (optional) _____

Name _____
Why you do not want them involved (optional) _____

Name _____
Why you do not want them involved (optional) _____

Settling Disputes Between Supporters

You might like to include a section that describes how