

**8 KEYS TO SAFE TRAUMA
RECOVERY WORKBOOK**

**BY BABETTE ROTHSCHILD
AND VANESSA BEAR**

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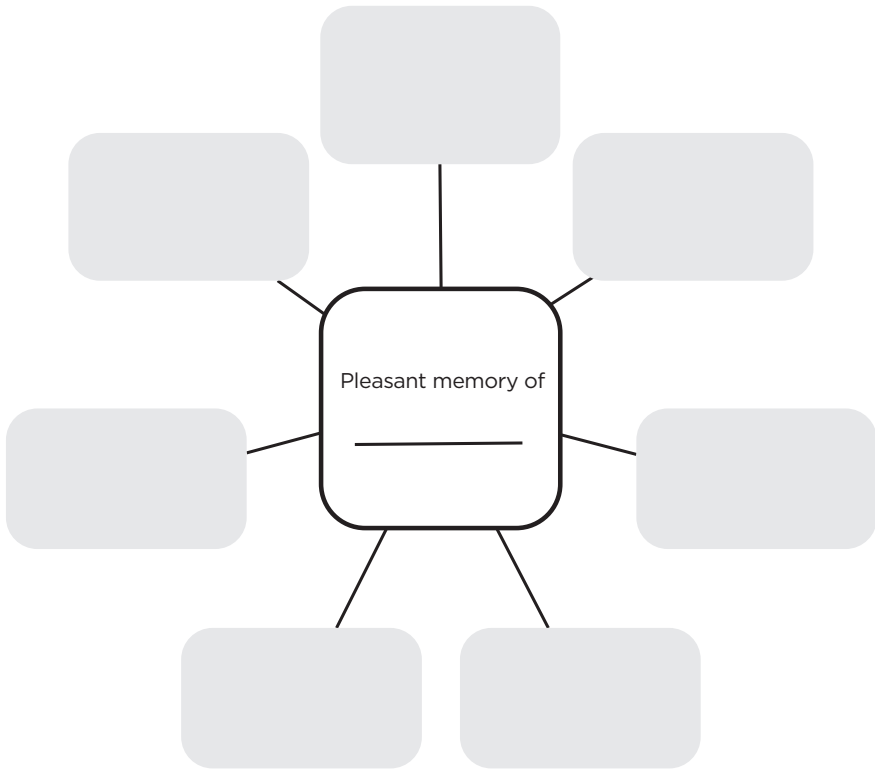
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Noticeable Reactions Table

Body sensations	Tight chest	Soft belly	Lengthened spine	Faster heartbeat	Fidgetiness
	Stiffness	Numbness	Soft eyes	Sighing	Holding my breath
	Soft muscles	Cold feet	Steady heartbeat	Pain/aching	Sweatiness
Thoughts, poems, sayings, analogies, songs	I cannot . . .	I love the . . .	I hate . . .	This reminds me of . . .	I wish it were . . .
	I do not like . . .	I am glad it is . . .	I prefer . . .	I do not understand . . .	I need to . . .
	Later I will . . .				
Emotions	Angry	Cheerful	Cranky	Frustrated	Excited
	Energized	Peaceful	Uncomfortable	Sleepy	Sad
	Disgusted	Withdrawn	Revolted	Anxious	Nervous
	Afraid	Cozy	Confused	Satisfied	
Mind's images—memories of smells, tastes, sounds, sights, inner impulses	<i>Draw or describe any image(s) in your mind right now.</i>				
Any other noticeable reactions					

Pleasant Memory Chart



Mindful Gauges Table

	OPTION 1			OPTION 2	
Body sensations	Tight chest	Soft belly	Lengthened spine	Faster heartbeat	Fidgetiness
	Stiffness	Numbness	Soft eyes	Sighing	Holding my breath
	Soft muscles	Cold feet	Steady heartbeat	Pain/aching	Sweatiness
Thoughts, poems, sayings, analogies, songs	I cannot do it	I love the . . .	I hate it	This reminds me of . . .	I wish it were . . .
	I do not like . . .	I am glad it is . . .	I prefer . . .	I do not understand . . .	I need to . . .
	Later I will . . .				
Emotions	Angry	Cheerful	Cranky	Frustrated	Excited
	Energized	Peaceful	Uncomfortable	Sleepy	Sad
	Disgusted	Withdrawn	Revolted	Anxious	Nervous
	Afraid	Cozy	Confused	Satisfied	
Mind's images—memories of smells, tastes, sounds, sights, inner impulses	OPTION 1 <i>Draw or describe any image(s) that come to mind when you focus your attention on this option.</i>			OPTION 2 <i>Draw or describe any image(s) that come to mind when you focus your attention on this option.</i>	
Any other noticeable reactions					

Mindful Gauge Worksheet

Mindful gauge: _____

MINDFUL GAUGE RESPONSE	The decision I was making	Record how effective it was in helping you make the "just right" decision (1 = not effective at all, 5 = very effective)				
		1	2	3	4	5
		1	2	3	4	5
		1	2	3	4	5
		1	2	3	4	5
		1	2	3	4	5

Mindful gauge: _____

MINDFUL GAUGE RESPONSE	The decision I was making	Record how effective it was in helping you make the "just right" decision (1 = not effective at all, 5 = very effective)				
		1	2	3	4	5
		1	2	3	4	5
		1	2	3	4	5
		1	2	3	4	5
		1	2	3	4	5

Mindful gauge: _____

MINDFUL GAUGE RESPONSE	The decision I was making	Record how effective it was in helping you make the "just right" decision (1 = not effective at all, 5 = very effective)				
		1	2	3	4	5
		1	2	3	4	5
		1	2	3	4	5
		1	2	3	4	5
		1	2	3	4	5

Keys Table

KEYS	Mindful Gauge reaction	Order in which to read this book
<p>KEY 1: Plotting Your Course With Mindfulness</p> <ul style="list-style-type: none"> • Develop awareness and become mindful of body sensations, feelings, and thoughts • Distinguish pleasant from unpleasant • Be able to focus on what is happening right now • Use mindfulness to discover your individual Mindful Gauge 		
<p>KEY 2: Begin With Your Epilogue</p> <ul style="list-style-type: none"> • Acknowledge it is over (if it is) and time has passed since • You survived 		
<p>KEY 3: Remembering Is Not Required</p> <ul style="list-style-type: none"> • Evaluate current stability/quality of life • Evaluate whether going over traumatic memories is useful or not • Feel more stable 		
<p>KEY 4: Stop Flashbacks</p> <ul style="list-style-type: none"> • Differentiate triggers from events • Distinguish memory from present • Use your senses to gain external information about the present and separate that information from the reactions and sensations of your body 		
<p>KEY 5: Reconcile Forgiveness and Shame</p> <ul style="list-style-type: none"> • Find an honest balance of responsibility • Understand and accept that during trauma, control is taken away from you; that you were unable to stop what happened (or, if it was you that caused/perpetrated it, face up to regret, and decide if reparation may first be necessary) • Explore the importance of getting contact instead of isolating or withdrawing • Understand, accept, and resolve shame resulting from trauma 		

KEYS	Mindful Gauge reaction	Order in which to read this book
<p>KEY 6: Take Smaller Steps for Bigger Leaps</p> <ul style="list-style-type: none"> • “Slow and steady” often makes for a much quicker road to recovery from trauma • Reach goals, and have permission to do so slowly • Notice avoidance and develop “permission” to use the gauge to try something more appropriate for you 		
<p>KEY 7: Get Moving</p> <ul style="list-style-type: none"> • Antidote to freeze response • Increase containment, self-control, and muscle tone • Dissipate and regulate stress 		
<p>KEY 8: Make Lemonade</p> <ul style="list-style-type: none"> • Find meaning in your experience • Turn adversity into advantage, helping or advocating for others (if it DECREASES your symptoms) • Begin activities and projects that will give you something else to think about other than your trauma • Be inspired and energized and counter the effects of trauma by being active and useful 		

WALKING JOURNAL

Monday

Tuesday

Wednesday

Thursday

Friday

Saturday

Sunday

Key Review

	Did this exercise help, or make you feel worse?	If it helped, what reaction did you have that told you it helped? (For example, felt calmer or stronger or more present.)
First, Check In		
Somatic Markers		
Mindful Gauge		
Your Mindful Gauge		
Plot Your Course		
Mindful Walking		

If it helped, could it be adapted to help more? How?	If it helped, when do you plan to use it?	If it did not help, could you change or adapt it to better suit you? How?

	Did this exercise help, or make you feel worse?	If it helped, what reaction did you have that told you it helped? (For example, felt calmer or stronger or more present.)
Being Here, Now, With Taste		
Being Here, Now, With Smell		
Being Here, Now, With Sight		
Being Here, Now, With Sound		
Being Here, Now, With Touch		






If it helped, could it be adapted to help more? How?	If it helped, when do you plan to use it?	If it did not help, could you change or adapt it to better suit you? How?

CURRENT RESOURCES

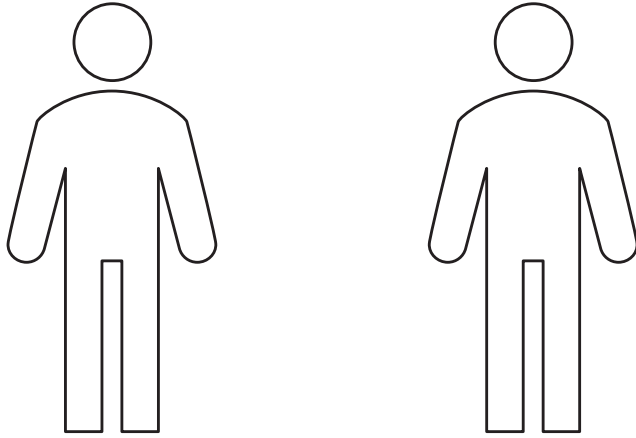
<p>Practical resources I have (For example: locks on doors and windows, regularly serviced car, cell phone, personal alarm, financial stability)</p>	<p>Practical resources I want to develop</p>
<p>Physical resources I have (For example: exercise class, dancing, gardening, walking, singing, yoga, self-massage)</p>	<p>Physical resources I want to develop</p>

<p>Interpersonal resources I have (For example: knowing my neighbors, being part of a community or activity group, interacting with colleagues, volunteering at a soup kitchen, any and all loved or supportive people <i>and</i> animals that are currently in my life)</p>	<p>Interpersonal resources I want to develop</p>
<p>Psychological resources I have (For example: mindfulness, therapy sessions, self-help information, psychological strategies I use to protect myself, even such things as anger or dissociation)</p>	<p>Psychological resources I want to develop</p>
<p>Spiritual resources I have (For example: yoga; meditation; sitting in nature; going to church; watching birds; listening to music; gardening; reading about or listening to inspirational and comforting material about religion, spirituality, or nature)</p>	<p>Spiritual resources I want to develop</p>

Rainbow Memory Chart

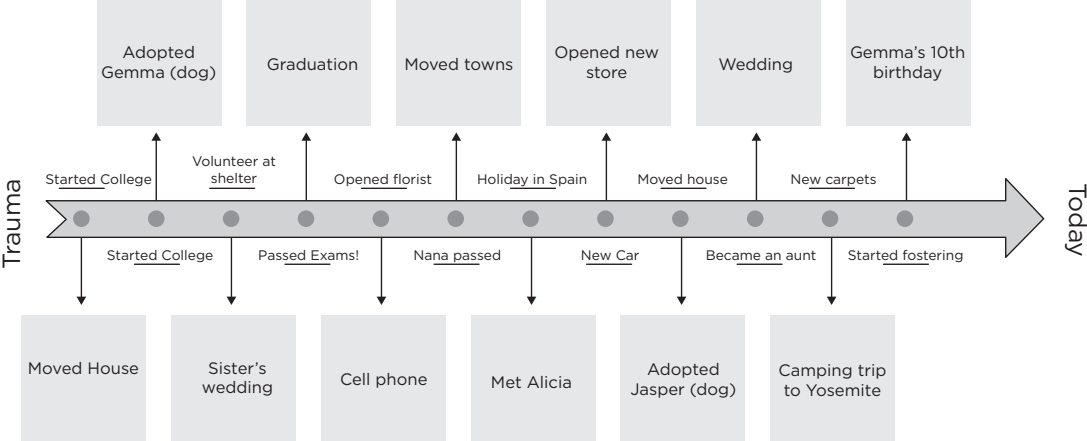
Rainbow memory:	
	
	
	
	
	

People Figures

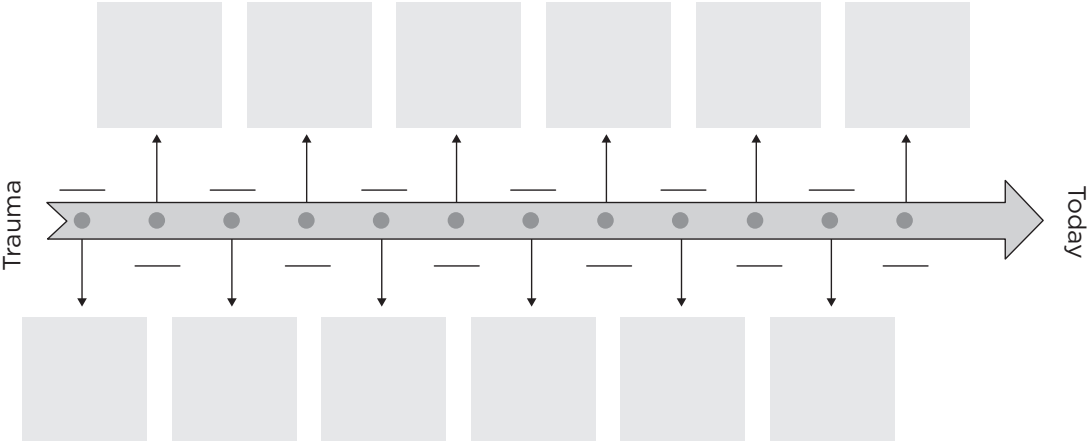


Timeline Example and Template

EXAMPLE



MY TIMELINE



Key Review

	Did this exercise help, or make you feel worse?	If it helped, what reaction did you have that told you it helped? (For example, felt calmer or stronger or more present.)
Current Resources		
Identify Your Rainbows, and Bring Them With You		
Timeline		
Your Epilogue		
I Survived!		
Celebrate and Honor Your Survival		

If it helped, could it be adapted to help more? How?	If it helped, when do you plan to use it?	If it did not help, could you change or adapt it to better suit you? How?

SAFETY AND STABILITY WISH LIST

<p>Functional resources to help me feel safer and more stable</p> <p>(For example: to have adequate locks on my windows and doors, to have a steady income, to find work during the daytime rather than at night)</p>	<p>Physical resources to help me feel safer and more stable</p> <p>(For example: to feel strong in my body, to attend a trauma-aware self-defense class)</p>
<p>Interpersonal resources to help me feel safer and more stable</p> <p>(For example: to live near a trusted friend, to feel part of a community, to know my neighbors, to get a cat to keep me company)</p>	<p>Spiritual resources to help me feel safer and more stable</p> <p>(For example: to take time out of my day to sit in nature, to find a place of worship where I feel calm)</p>

Psychological resources to help me feel safer and more stable

(For example: to embrace my talent for dissociation, to get better at knowing when I am angry and at saying no)

Other resources to help me feel safer and more stable

(For example: to identify the music and films that soothe me)

Daily Routine Worksheet

Daily Routine

<input type="checkbox"/> Wake up _____ a.m./p.m.	<input type="checkbox"/> Eat lunch _____ a.m./p.m.
<input type="checkbox"/> Eat breakfast _____ a.m./p.m.	<input type="checkbox"/> Leave work _____ a.m./p.m.
<input type="checkbox"/> Feed pets _____ a.m./p.m.	<input type="checkbox"/> Pick up children _____ a.m./p.m.
<input type="checkbox"/> Walk dogs _____ a.m./p.m.	<input type="checkbox"/> Activity that brings you joy _____ a.m./p.m.
<input type="checkbox"/> Take children to school _____ a.m./p.m.	<input type="checkbox"/> Eat dinner _____ a.m./p.m.
<input type="checkbox"/> Exercise _____ a.m./p.m.	<input type="checkbox"/> Shower/bath _____ a.m./p.m.
<input type="checkbox"/> Go to work _____ a.m./p.m.	<input type="checkbox"/> Go to bed _____ a.m./p.m.

Other Daily Activities

_____ at _____ a.m./p.m.	_____ at _____ a.m./p.m.
_____ at _____ a.m./p.m.	_____ at _____ a.m./p.m.
_____ at _____ a.m./p.m.	_____ at _____ a.m./p.m.
_____ at _____ a.m./p.m.	_____ at _____ a.m./p.m.
_____ at _____ a.m./p.m.	_____ at _____ a.m./p.m.

Weekly Rituals

Call _____ (friend/family) on _____ (day) at _____ a.m./p.m.
Meet _____ (friend/family) on _____ (day) at _____ a.m./p.m.
Go to _____ (exercise class/group/café) on _____ (day) at _____ a.m./p.m.






Other Weekly Rituals

_____ on _____ (day) at _____ a.m./p.m.
_____ on _____ (day) at _____ a.m./p.m.
_____ on _____ (day) at _____ a.m./p.m.
_____ on _____ (day) at _____ a.m./p.m.
_____ on _____ (day) at _____ a.m./p.m.

DAILY STABILIZATION BREAKS SCHEDULE

	Time	Three stabilizing options (so you can choose)		
Morning				
Lunch				
Mid-afternoon				
Evening				

Sensations Chart

	Remembered sensations	Right-now sensations
 See		
 Smell		
 Taste		
 Hear		
 Touch/Feel		

Sensations Table

Body sensations	Relaxed chest	Soft belly	Lengthened spine	Sighing	Steady heartbeat
	Soft muscles	Soft eyes	Warm hands	Steady breathing	
Thoughts, poems, sayings, analogies, songs	I can ...	I love the ...	I know that ...	This reminds me of ...	I am ...
	I am glad it is ...				
Emotions	Cozy	Cheerful	Sleepy	Satisfied	Excited
	Energized	Peaceful			

Mind's images— memories of smells, tastes, sounds, sights, inner impulses	<i>Draw or describe any image(s) in your mind as you remember that safe place.</i>
Any other noticeable reactions	

Example: Kara's Safe and Stable weekly assessment

		Monday	Tuesday	Wednesday
Morn- ing	Activity	Eat breakfast	Eat breakfast	Eat breakfast
	People	Sheila	Sheila	Sheila
	Setting	Home	Coffee shop	Home
	Safety level 1-10	2	5	2
Lunch- time	Activity	Travel to work	Travel to work	Travel to work
	People	Alone/other transport users	Alone/other transport users	Alone
	Setting	Bus	Bus	Bicycle
	Safety level 1-10	7	8	3
After- noon	Activity	Walk the dogs	Walk dogs	Walk dogs
	People	Alone/dogs	Thomas and dogs	Alone/dogs
	Setting	Park	Park	Park
	Safety level 1-10	5	2	6

Safe and Stable Assessment Chart

		Monday	Tuesday	Wednesday
Morning	Activity			
	People			
	Setting			
	Safety level 1-10			
Lunch-time	Activity			
	People			
	Setting			
	Safety level 1-10			
After-noon	Activity			
	People			
	Setting			
	Safety level 1-10			
Evening	Activity			
	People			
	Setting			
	Safety level 1-10			

Thursday	Friday	Saturday	Sunday

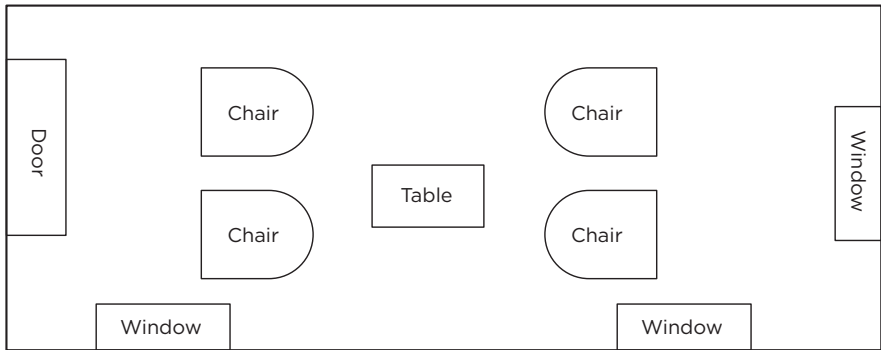
Calm Worksheet



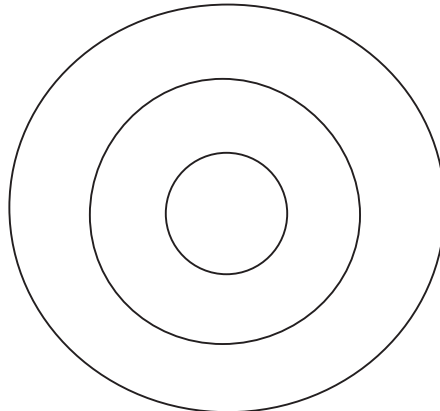
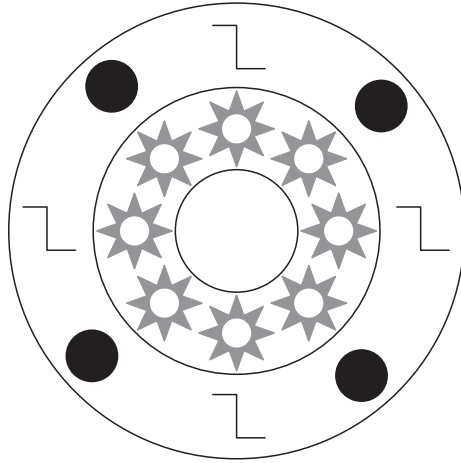
Focus Worksheet



Room Diagram



Mandala Examples



Stable Breath Table

Chest moves more than belly	Smooth	Exhale longer than inhale
Steady	Slow	Fast
Mostly through mouth	Quiet	Loud
Exhale and inhale same length		
Chest moves more than belly	Smooth	Exhale longer than inhale
Steady	Slow	Fast
Mostly through mouth	Quiet	Loud
Exhale and inhale same length		
Chest moves more than belly	Smooth	Exhale longer than inhale
Steady	Slow	Fast
Mostly through mouth	Quiet	Loud
Exhale and inhale same length		
Chest moves more than belly	Smooth	Exhale longer than inhale
Steady	Slow	Fast
Mostly through mouth	Quiet	Loud
Exhale and inhale same length		

Key Review

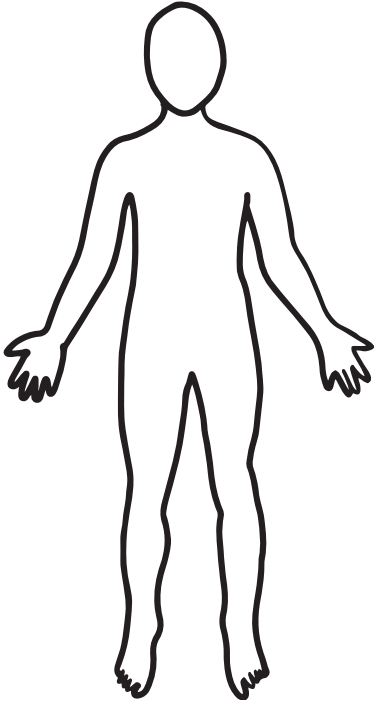
	Did this exercise help, or make you feel worse?	If it helped, what reaction did you have that told you it helped? (For example, felt calmer or stronger or more present.)
Which Phase Is Most Useful for You Right Now?		
Trauma Types		
Pros and Cons		
Safety and Stability Wish List		
Routines and Rituals		
Stabilization Breaks		
Safe-Place Memory		

If it helped, could it be adapted to help more? How?	If it helped, when do you plan to use it?	If it did not help, could you change or adapt it to better suit you? How?

	Did this exercise help, or make you feel worse?	If it helped, what reaction did you have that told you it helped? (For example, felt more calm or stronger or more present.)
What Does Feeling Safe and Stable Mean to You?		
Make a Date With Calm		
Choosing the Right Chair		
Find Stability Through Balance		
Creative, Calming Patterns		
Noticing Your Stable Breath		
Using Your Breath to Stabilize		

If it helped, could it be adapted to help more? How?	If it helped, when do you plan to use it?	If it did not help, could you change or adapt it to better suit you? How?

Body Reaction Worksheet



See

Hear

Smell

Feel

Taste

Inner Dialogue Chart

Example: I hear the explosion.	➔	I heard the explosion.
Example: I hear the explosion now.	➔	It reminds me of when I heard the explosion.
Example: I can hear the explosion.	➔	The loud noise of the car reminds me of the explosion I <i>heard</i> twenty years ago.
	➔	
	➔	
	➔	
	➔	
	➔	
	➔	

My Present-Day Fact Sheet

The year is _____

I am _____ years old

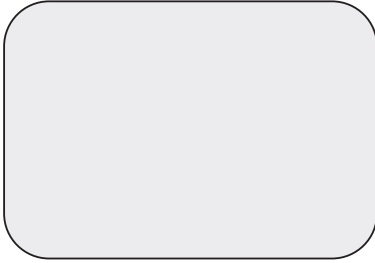
I live in _____

My car is a _____

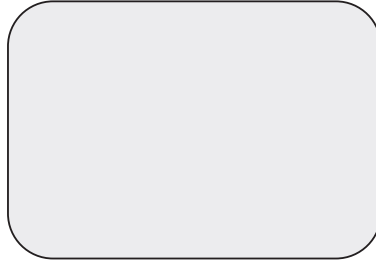
I live with _____

My shoe size is _____

Being Here, Now Worksheet



Pleasant and grounding things to touch/feel (e.g., a soft blanket, an interesting object, a precious stone).



Pleasant and ground things to hear (e.g., make your own grounding playlist on your phone, a little bell that jingles as you move).



Pleasant and grounding things to taste (e.g., something sweet or sour).



Pleasant and grounding things to smell (e.g., drops of an essential oil on a handkerchief).

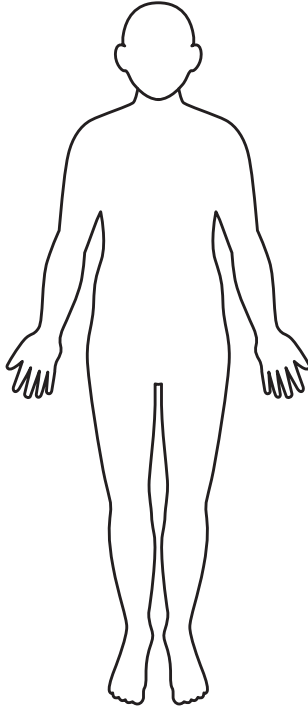


Pleasant and grounding things to look at (e.g., a photograph of a dear friend, something that symbolizes strength and grounding for you).



Written protocols, written anchors to now, calming poems (e.g., Flashback Protocol in this Key).

DRAW YOUR PROTECTIVE BOUNDARY



FLASHBACK TRIGGERS AND RESOURCES

Trigger	Day, time, and location	Sensory type of trigger (see/hear/smell/taste/feel)	What was the reaction to the trigger?	
			Thoughts/mind images	Body sensations

	What resources helped you back to your comfort zone?	Where/when would contact with this trigger be most likely?	What resources might help next time?
Emotions/mood			

MAKING A PLAN

Using the information from your table, when are you likely to have a flashback?	Which resources will you use to help you feel strong, calm, and present <i>before entering</i> that situation?	Which resources may <i>keep you present</i> when in that situation?	What resources will you use to bring you <i>back into the present</i> if you have a flashback in that situation?

Key Review

	Did this exercise help, or make you feel worse?	If it helped, what reaction did you have that told you it helped? (For example, felt calmer or stronger or more present.)
Internal and External		
Self-Talk: That Was a Memory		
Mantra: That Was a Memory		
Empower Objects		
Other Anchors to Now		
Present-Day Fact Sheet		

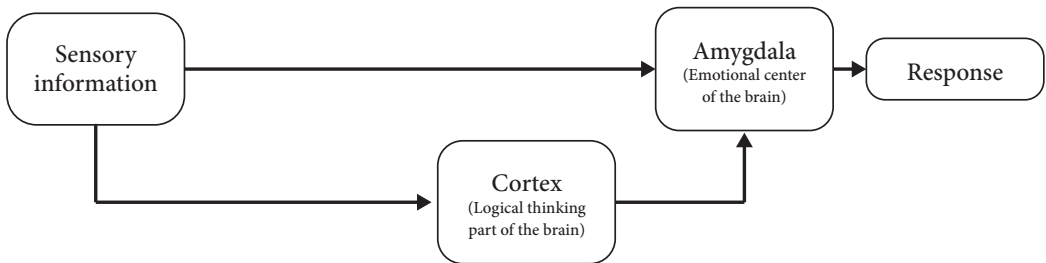
If it helped, could it be adapted to help more? How?	If it helped, when do you plan to use it?	If it did not help, could you change or adapt it to better suit you? How?

	Did this exercise help, or make you feel worse?	If it helped, what reaction did you have that told you it helped? (For example, felt calmer or stronger or more present.)
Being Here, Now Kit		
Protective Boundaries		
Draw Your Protective Boundary		
Flashback Triggers and Resources		
Noticing Patterns		
Making a Plan		
Taking Control of Your Flashback		

If it helped, could it be adapted to help more? How?	If it helped, when do you plan to use it?	If it did not help, could you change or adapt it to better suit you? How?

Fast and Slow Response Tables

Fast Response (Amygdala only)				
Sensory Information	A friend approached me from behind in a busy cafe and tapped me on the shoulder	Out of the corner of my eye I saw a glass falling from the kitchen counter		
Response	I jumped out of my chair and screamed	I reached out and caught it		



Slow Response (Cortex and Amygdala)				
Sensory Information	I saw my friend enter the cafe and walk over to me	I noticed a glass close to the edge of the kitchen counter		
Response	I thought that they will need space to sit down and moved my bag to create space	I thought that it could easily be knocked off, and moved it to a safer position		

Self-Talk Chart

Self-Talk (Usually this includes the words “always,” “never,” “should,” or similar)	Compassionate Response	Self-Forgiving Statement
<i>I should have fought back.</i>	<i>I was a child; I was smaller than him, I was not as strong as him, and my amygdala directed my body outside my cognitive awareness to freeze, as that was my best chance for survival in that situation.</i>	<i>I forgive myself for freezing when he attacked me.</i>
<i>I should have shouted for help.</i>	<i>I was in freeze state and physiologically unable to shout. This was not a choice. My amygdala used the strategy most likely to help me survive.</i>	<i>I forgive myself for my autonomic response.</i>
<i>It is all my fault; if only I had walked a different route.</i>	<i>I did not choose to be attacked and could not have foreseen that.</i>	<i>I forgive myself for not foreseeing the future.</i>

Self-Talk (Usually this includes the words "always," "never," "should," or similar)	Compassionate Response	Self-Forgiving Statement

Self-Talk Resources Chart

Self-Talk	Resources I Have Now That I Did Not Have Then	Resources That I Want to Develop	Things That Might Help Build These Resources
<i>I should have fought back.</i>	<i>I am a strong, tall adult now.</i>	<i>I would like to feel stronger. Go to self-defense class.</i>	<i>Doing strengthening exercises. (See Key 7.)</i>
<i>I should have shouted for help.</i>	<i>My voice is louder—just ask my children!</i>	<i>I would like to be able to stay present so that I can manage my overwhelm and make good choices about my safety.</i>	<i>Developing resources that help me to stay calm (see Key 4), to recognize triggers so that I am better prepared and able to distinguish memories of danger from what is happening in the present.</i>
<i>It is all my fault; if only I had walked a different route.</i>	<i>As an adult I have more control of my journeys and am more able to choose ways of traveling and routes where I feel safest. As an adult, I now have a cell phone and money. I am now able to call a cab if I feel unsafe.</i>	<i>No extra resource needed. I am an adult and this is a potent resource in itself.</i>	

Self-Talk	Resources I Have Now That I Did Not Have Then	Resources That I Want to Develop	Things That Might Help Build These Resources

Shame Table

Signaled that I had overstepped a friend's boundaries (or was about to)	Motivated the repair of a relationship	Prevented social rejection	Stopped me from breaking the law
Helped me to be accountable	Helped me make decisions	Interrupted me from pursuing an affair	

Shame Strategies Table

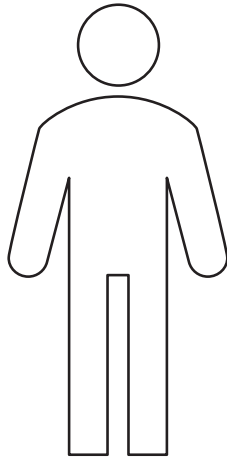
Taking appropriate responsibility	Planning a way to do it differently next time	Reconnecting with my body (using movement or self-care, etc.)	Apologizing
Reflecting on and reassessing my values	Shifting to think of the behavior or action as problematic, rather than myself as the problem		

Shame Worksheet

Do you notice any change in . . . ?

Sensations in your body?

Draw or write if you feel a change in sensation in your body when you feel shame. Maybe you feel hot, cold, tingling, butterflies, legs want to run, hands want to hide your face. Then do the same with the other characteristics listed to the right.



Thoughts:

Images in your mind:

Mood:

Behavior/actions:

Does your shame have a message for you?

For example, I am afraid I will not be liked; I am worried that people will think badly of me.

RELIEVE YOUR SHAME

What causes you to feel shame about the trauma you experienced?	The part of the traumatic incident that I was in control of
<i>I was raped and I froze, I did not scream or run away.</i>	<i>None.</i>
<i>I got bumped into at a gathering. It reminded me of being attacked and I reacted defensively.</i>	<i>Though the thinking part of my brain was not engaged, I now know the person who bumped into me did not try to attack me. I can take responsibility and apologize.</i>
<i>I should have known the earthquake was going to happen and gotten to safety.</i>	<i>None.</i>

My nervous system automatically in control during the traumatic incident	The part of the traumatic incident that someone else was in control of	The part of the traumatic incident that was beyond anyone's control
<i>I believed my life was in danger. The thinking part of my brain was not available.</i>	<i>The rapist was responsible for the rape.</i>	
<i>The emotional part of my brain believed I was in the same danger as before and reacted in fight mode. The thinking part of my brain was not available.</i>	<i>Even though it was an accident, I should not have gotten bumped at the gathering.</i>	
<i>My amygdala chose the freeze response because we were trapped. There was no safe path.</i>	<i>No one predicted it.</i>	<i>Earthquakes are unpredictable.</i>

Shame Sharing Table

Do they . . .	1	2	3	4
Listen without judgment or making it about them?				
Respect your boundaries?				
Encourage you without pressuring you?				
Demonstrate the ability to self-regulate their own feelings and nervous system?				
Hold their own boundaries?				
Give you a feeling of safety or calm?				
Allow space for you to show and share your feelings?				

Beliefs Table

Belief about my whole self	Belief about the action
<i>I lashed out when I was scared because I am a dangerous person.</i>	<i>I lashed out when I was scared. That behavior is not okay and I can learn to contain it.</i>
<i>I ignored my friends because I am a rude and selfish person.</i>	<i>I ignored my friends because I was overwhelmed. When I am less overwhelmed, I will be able to be with my friends again with ease.</i>

Key Review

	Did this exercise help, or make you feel worse?	If it helped, what reaction did you have that told you it helped? (For example, felt calmer or stronger or more present.)
Autonomic Nervous System Response		
Trauma-Response Limitations		
Additional Limitations		
Should Have, Would Have, Could Have		
Shall, Will, Can Resources		
Forgive-Your-Limitations Mantra		

If it helped, could it be adapted to help more? How?	If it helped, when do you plan to use it?	If it did not help, could you change or adapt it to better suit you? How?

	Did this exercise help, or make you feel worse?	If it helped, what reaction did you have that told you it helped? (For example, felt calmer or stronger or more present.)
Forgive-Your-Limitations Letter		
What Is the Point of Shame?		
How Do You Know When You Feel Shame?		
Relieve Your Shame		
Put Shame Back Where It Belongs		
Share Your Shame to Connect or Reconnect With Others		
Be Accountable and Compassionate With Yourself		

If it helped, could it be adapted to help more? How?	If it helped, when do you plan to use it?	If it did not help, could you change or adapt it to better suit you? How?

Steps Diagram

1. Steps to get from where you are to the door

A sequence of 9 numbered boxes, arranged in three rows of three. Each box is a rounded rectangle with a grey arrow-like shape on the left side pointing to the right. Each box contains a number followed by two horizontal lines for writing.

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

9. _____

2. Steps to washing dishes

A sequence of 9 numbered boxes, arranged in three rows of three. Each box is a rounded rectangle with a grey arrow-like shape on the left side pointing to the right. Each box contains a number followed by two horizontal lines for writing.

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

9. _____

3. Steps to making a drink

1. _____ _____	2. _____ _____	3. _____ _____
4. _____ _____	5. _____ _____	6. _____ _____
7. _____ _____	8. _____ _____	9. _____ _____

4. Steps to washing your hands

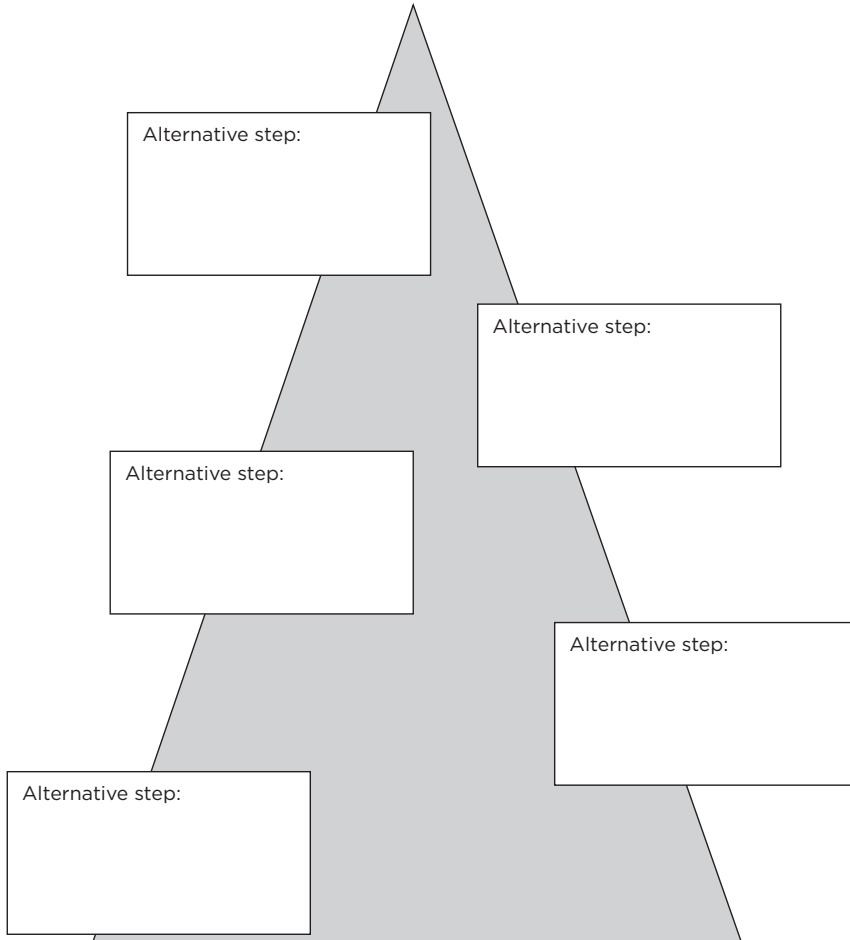
1. _____ _____	2. _____ _____	3. _____ _____
4. _____ _____	5. _____ _____	6. _____ _____
7. _____ _____	8. _____ _____	9. _____ _____

RECOVERY GOALS

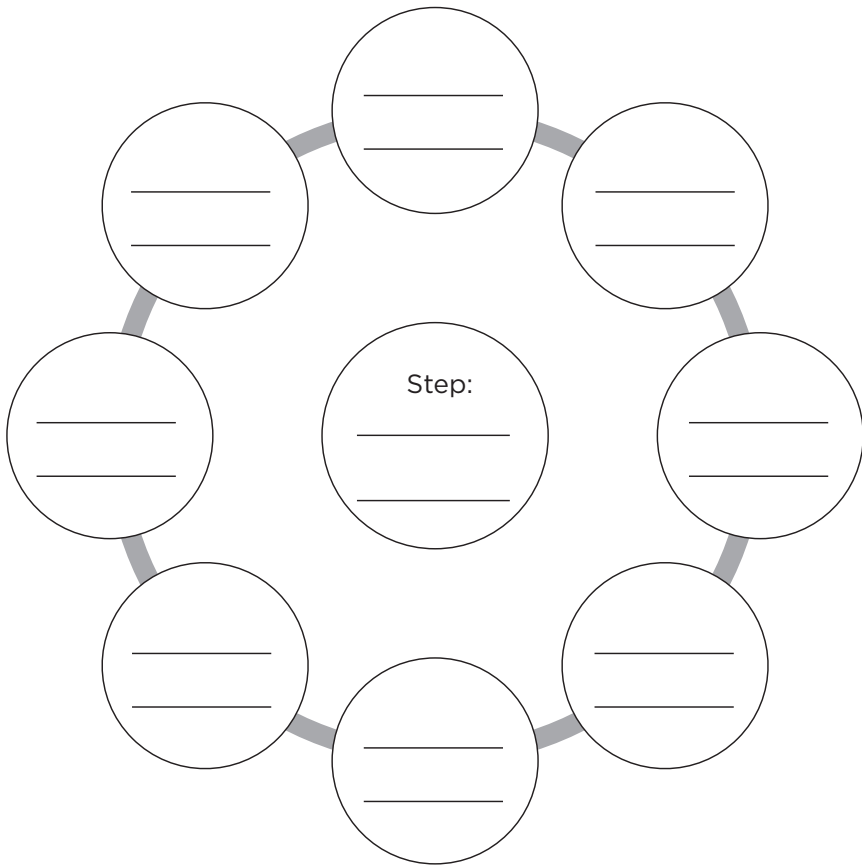
Goal	How you know when you have achieved it	Priority (1-10)	Any goals that must be achieved before this one

Barrier Diagram

Step: _____



Barrier Resources Diagram



Key Review

	Did this exercise help, or make you feel worse?	If it helped, what reaction did you have that told you it helped? (For example, felt calmer or stronger or more present.)
Reducing to Smaller Steps		
Recovery Goals		
Splitting One Goal Into Steps		
Manageable Steps		
Go Slow		
Alternative Steps		

If it helped, could it be adapted to help more? How?	If it helped, when do you plan to use it?	If it did not help, could you change or adapt it to better suit you? How?

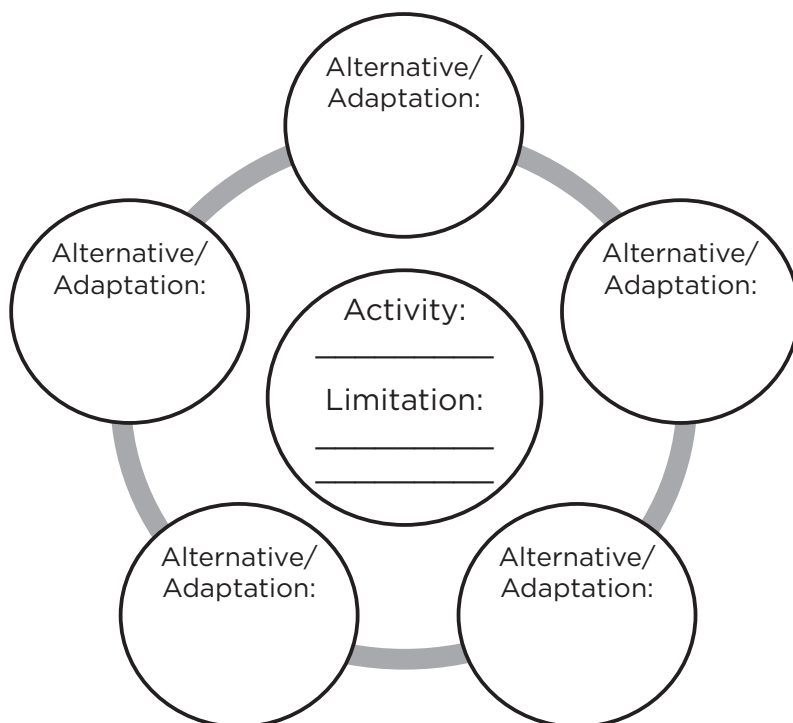
	Did this exercise help, or make you feel worse?	If it helped, what reaction did you have that told you it helped? (For example, felt calmer or stronger or more present.)
Supported Steps		
Advocating Your Pace		

If it helped, could it be adapted to help more? How?	If it helped, when do you plan to use it?	If it did not help, could you change or adapt it to better suit you? How?

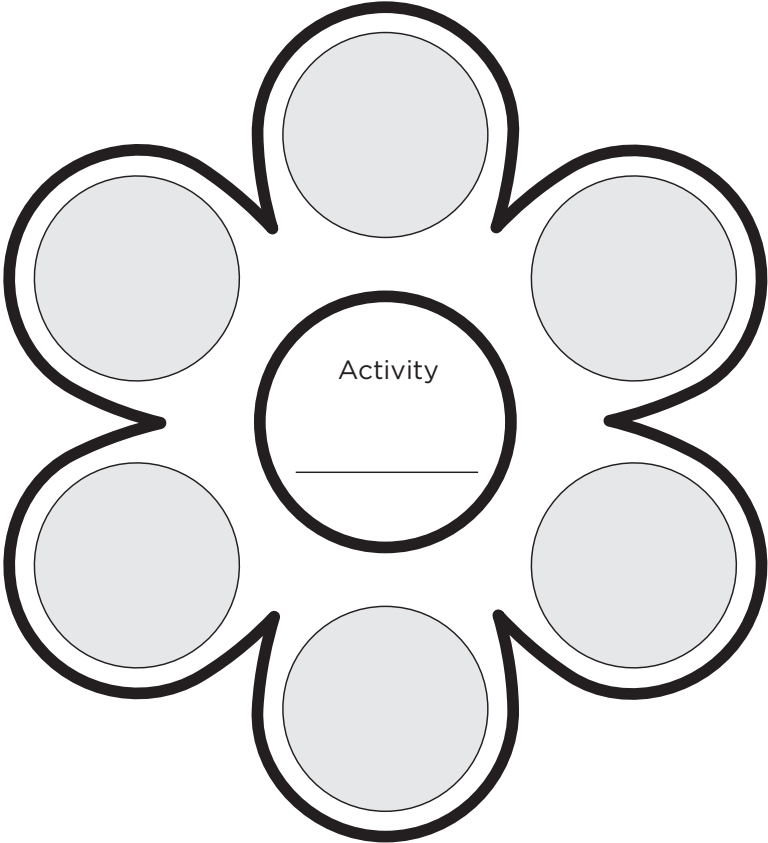
Activities Suggestions Chart



Activity Limitation Diagram



Flower Diagram



Activity Details Table

Activity			
Cost			
Equipment needed			
Accessibility (i.e., does it need to be done in a specific environment?)			
Alone/group/class/team/friend			
Mindful Gauge response—imagining doing it			
Date, time, and place to try it			
Mindful Gauge response—while doing it			
Mindful Gauge response—afterward			

FIND AN EXERCISE BUDDY

Friend	Activity	Days/Times	How you can support each other (e.g., do the activity together/call and encourage each other)

Key Review

	Did this exercise help, or make you feel worse?	If it helped, what reaction did you have that told you it helped? (For example, felt calmer or stronger or more present.)
Find Your Activity		
Small Steps and Alternatives		
Movement in Nature		
Try Them Out		
Find an Exercise Buddy		
Set Up Record Keeping		

If it helped, could it be adapted to help more? How?	If it helped, when do you plan to use it?	If it did not help, could you change or adapt it to better suit you? How?

	Did this exercise help, or make you feel worse?	If it helped, what reaction did you have that told you it helped? (For example, felt calmer or stronger or more present.)
Habit-Making Movement		
Time-Saving Movement Habits		
Posture		
Connecting With Your Strength		
Muscle Toning		
Moving With Balance		

If it helped, could it be adapted to help more? How?	If it helped, when do you plan to use it?	If it did not help, could you change or adapt it to better suit you? How?

Importance of Values Worksheet and Example

Control									
Not important					Very important				
1	2	3	4	5	6	7	8	9	10

Beauty									
Not important					Very important				
1	2	3	4	5	6	7	8	9	10

Independence									
Not important					Very important				
1	2	3	4	5	6	7	8	9	10

Leadership									
Not important					Very important				
1	2	3	4	5	6	7	8	9	10

Kindness									
Not important					Very important				
1	2	3	4	5	6	7	8	9	10

Beauty									
Not important					Very important				
1	2	3	4	5	6	7	8	9	10

Control									
Not important					Very important				
1	2	3	4	5	6	7	8	9	10

Enjoyment									
Not important					Very important				
1	2	3	4	5	6	7	8	9	10

Tradition									
Not important					Very important				
1	2	3	4	5	6	7	8	9	10

Friendship									
Not important					Very important				
1	2	3	4	5	6	7	8	9	10

Family									
Not important					Very important				
1	2	3	4	5	6	7	8	9	10

Wealth									
Not important					Very important				
1	2	3	4	5	6	7	8	9	10

Order									
Not important					Very important				
1	2	3	4	5	6	7	8	9	10

Adventurousness									
Not important					Very important				
1	2	3	4	5	6	7	8	9	10

Routine									
Not important					Very important				
1	2	3	4	5	6	7	8	9	10

Modesty									
Not important					Very important				
1	2	3	4	5	6	7	8	9	10

Challenge									
Not important					Very important				
1	2	3	4	5	6	7	8	9	10

Community									
Not important					Very important				
1	2	3	4	5	6	7	8	9	10

Self-control									
Not important					Very important				
1	2	3	4	5	6	7	8	9	10

Reliability									
Not important					Very important				
1	2	3	4	5	6	7	8	9	10

Structure									
Not important					Very important				
1	2	3	4	5	6	7	8	9	10

Service									
Not important					Very important				
1	2	3	4	5	6	7	8	9	10

Tolerance									
Not important					Very important				
1	2	3	4	5	6	7	8	9	10

Excitement									
Not important					Very important				
1	2	3	4	5	6	7	8	9	10

Discretion									
Not important					Very important				
1	2	3	4	5	6	7	8	9	10

Hard work									
Not important					Very important				
1	2	3	4	5	6	7	8	9	10

Stability									
Not important					Very important				
1	2	3	4	5	6	7	8	9	10

Spontaneity									
Not important					Very important				
1	2	3	4	5	6	7	8	9	10

Intelligence									
Not important					Very important				
1	2	3	4	5	6	7	8	9	10

Fairness									
Not important					Very important				
1	2	3	4	5	6	7	8	9	10

Honesty									
Not important					Very important				
1	2	3	4	5	6	7	8	9	10

Reputation									
Not important					Very important				
1	2	3	4	5	6	7	8	9	10

Generosity									
Not important					Very important				
1	2	3	4	5	6	7	8	9	10

Loyalty									
Not important					Very important				
1	2	3	4	5	6	7	8	9	10

Faith/Religion/Spirituality									
Not important					Very important				
1	2	3	4	5	6	7	8	9	10

Intimacy									
Not important					Very important				
1	2	3	4	5	6	7	8	9	10

Teamwork/Cooperation									
Not important					Very important				
1	2	3	4	5	6	7	8	9	10

Status									
Not important					Very important				
1	2	3	4	5	6	7	8	9	10

Patriotism									
Not important					Very important				
1	2	3	4	5	6	7	8	9	10

Creativity									
Not important					Very important				
1	2	3	4	5	6	7	8	9	10

Health									
Not important					Very important				
1	2	3	4	5	6	7	8	9	10

Success									
Not important					Very important				
1	2	3	4	5	6	7	8	9	10

Advocacy									
Not important					Very important				
1	2	3	4	5	6	7	8	9	10

Equality									
Not important					Very important				
1	2	3	4	5	6	7	8	9	10

<hr/>									
Not important					Very important				
1	2	3	4	5	6	7	8	9	10

<hr/>									
Not important					Very important				
1	2	3	4	5	6	7	8	9	10

<hr/>									
Not important					Very important				
1	2	3	4	5	6	7	8	9	10

<hr/>									
Not important					Very important				
1	2	3	4	5	6	7	8	9	10

Support Tables

Who/what helped	What did they do?	How did you feel?

WHO Who or what helped you	HOW The ways you could pay it back	WHEN Plan a date to do it

Pay It Forward Diagram



Helping Others Table

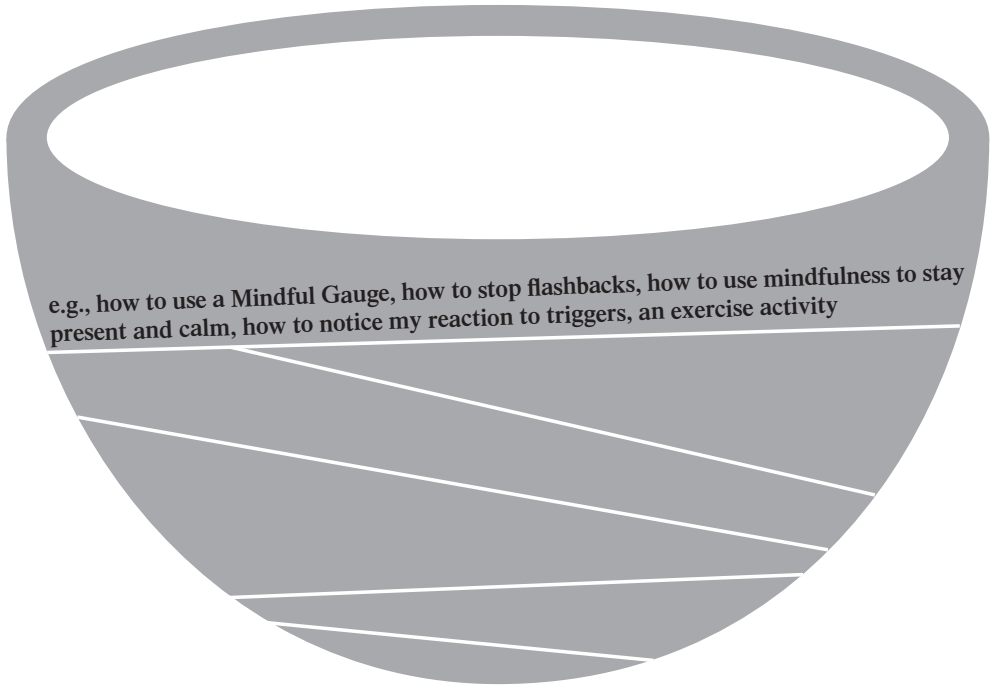
Baking	Fixing and repairing	Sewing	Knitting
<i>Bake for friends, soup kitchens, etc.</i>	<i>Help neighbors, friends, or charities</i>	<i>Mend clothes, make nurses' face masks</i>	<i>Knit clothing for charities or friends</i>
Gardening	Cooking	Teaching/ instructing	Woodwork
<i>Help neighbors, school gardening clubs, community gardens</i>	<i>Make food for a sick friend or neighbor, or help at a soup kitchen</i>	<i>Tutor a child or student you know</i>	<i>Teach a community class, make items for friends and neighbors</i>
Reading aloud	Listening, chatting/ befriending	Dog walking	Child minding
<i>Read aloud at local library, school, or nursing home</i>	<i>Visit or call friends or people in hospital or care home</i>	<i>Walk dogs at animal shelters or for friends that need help</i>	<i>Offer respite to a parent you know</i>

Home improvement	Painting/decorating	Making things/craft	Drawing/painting/ artwork
<i>Help neighbors, friends, local charities, community and senior centers with odd jobs such as putting up shelves, building flat-pack furniture</i>	<i>Help friends, neighbors, local charities, community and senior centers with painting and decorating jobs</i>	<i>Send out spontaneous useful gifts to friends</i>	<i>Share skills at a charity or school; paint a mural</i>
Cleaning	Medical skills	Driving	Physical strength
<i>Help injured or disabled friends, or volunteer at charities</i>	<i>Support a local sporting event or medical-aid charity</i>	<i>Collect groceries, help move to new house, visit hospital</i>	<i>Help people move to new house, carry shopping</i>
Animal care	Sports	Music	Translating
<i>Pet-sit when people are away, volunteer at a shelter</i>	<i>Coach or help out with a local team</i>	<i>Teach at a school or youth program</i>	<i>Assist at refugee charities</i>
Photographer/ videographer	_____	_____	_____

<i>Document sporting and charity events, teach skills</i>			

Animals	People	Nature	At home	Charity	Com- munity	Outdoors

Bowl Diagram



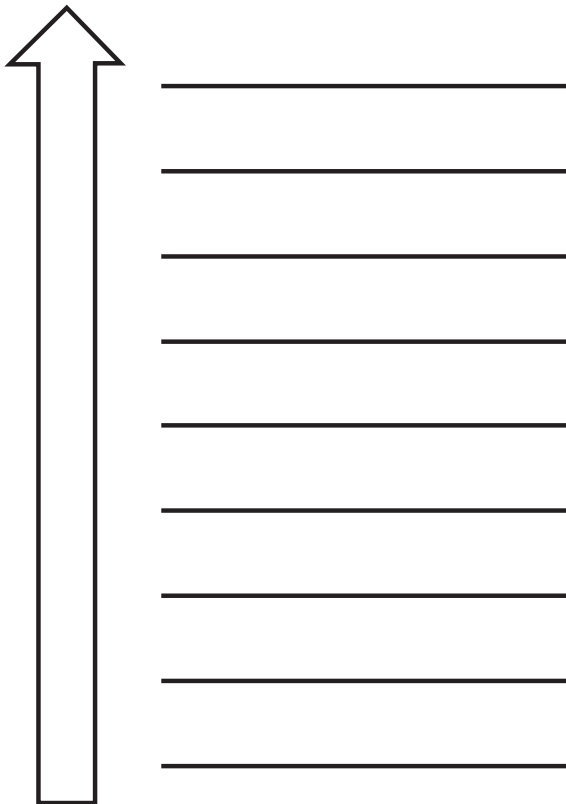
Knowledge Table

A specific friend: _____	A specific family member: _____	Someone else you know: _____
A group you are part of, e.g., a theater group or women's circle: _____	A local charity: _____	

Small Steps to Lemonade Exercise

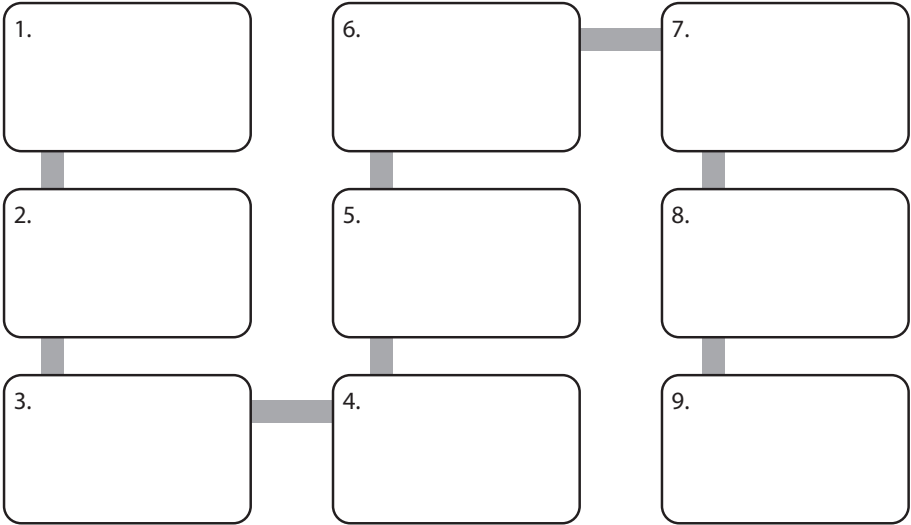
METHOD

1. Write your desired helping activity at the top of the arrow. No matter how big or small your helping activity, break it into steps so small that you could start one of them today.
2. Working backward, list the various steps.
3. Review your steps and adjust the order, or add in even smaller steps, until you feel calm with the procedure.



The diagram consists of a large, hollow upward-pointing arrow on the left side. To the right of the arrow, there are ten horizontal lines stacked vertically, providing a space for writing the steps of the exercise.

Helping Task Diagram



Key Review

	Did this exercise help, or make you feel worse?	If it helped, what reaction did you have that told you it helped? (For example, felt calmer or stronger or more present.)
What I Value Now		
Pay It Forward		
How to Help		
<i>Kintsugi</i>		
Ready or Not?		
Small Steps to Lemonade		
Assess Your Current Commitment Capabilities		
A Trial Run		

If it helped, could it be adapted to help more? How?	If it helped, when do you plan to use it?	If it did not help, could you change or adapt it to better suit you? How?