

A PROCESS FOR DEVELOPING EMOTIONAL RESOURCES:

How much of yourself
do you own?






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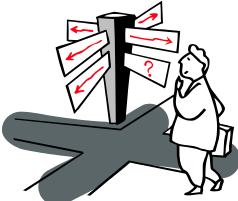
Handouts



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10 STEPS TO ADDRESS AN EMOTIONAL ISSUE

STEP	COMPONENTS	KEY QUESTIONS
1 ?	Problem, issue, dilemma	What is bothering me?
2 	** Safety, bonding, boxed-in	Does this impact my safety or my bonding (belonging)?
3 	Energy takers—fears, concerns, anxieties	How much energy am I giving to fears, concerns, anxieties?
4 	Pacifiers—how we make ourselves feel better	What did I do to make myself feel better? To what extent was that positive—or negative?
5 	Personal contribution	What are my flaws, my strengths, my beliefs, my behaviors that contributed to this situation?
6 	Pieces lost	What parts of myself did I lose in this situation? (e.g., joy, self-respect, control, respect of others, confidence, meaning, belonging, safety, privilege, power, prerogative [personal choices], pleasure, etc.)

STEP	COMPONENTS	KEY QUESTIONS
7 	Radical acceptance	What is the reality?
8 	Validating experiences	What positive experiences have I had in the past that will help me with this situation?
9 	Reintegration—reclaiming pieces of ourselves	What are the pieces of me that I want to reclaim in this situation?
10 	Change, momentum (movement and direction), accountability, practice	How will I know I am getting those pieces back? Have I solved this problem keeping myself intact and not consciously damaging others?
CONCLUSION	Maintenance	To what extent will I be able to deal with inevitable future losses and maintain my energy and emotional stability?

PROCESS TO ADDRESS AN EMOTIONAL ISSUE

STEP	COMPONENT	KEY QUESTIONS	ADDITIONAL QUESTIONS
1	Problem, issue, dilemma	What is bothering me?	What happened? What is the problem? Who is involved?
2	**Safety, bonding (belonging)	Does this impact my safety or my bonding (belonging)?	What about this situation or person makes me feel unsafe? Where or with whom would I feel safe? How do I feel about this? What feelings am I having? (shame, anger, guilt, resentment, fear)
3	Energy takers—fears, concerns, anxieties	How much energy am I giving to fears, concerns, anxieties?	What are the “what if” questions I am asking myself? What is the worst thing that could happen in this situation? From what am I taking this energy? Does it deserve this much energy? How much of this is my responsibility? Am I depressed?
4	Pacifiers—how we make ourselves feel better	What did I do to make myself feel better?	After I reacted, what did I do to make myself feel better? Is it positive (prayer, meditation, talking to a friend, exercise)? Could it be hurtful (drinking, shopping, avoiding, gambling, eating)? Is this satiation creating another problem? (e.g., addiction, debt, etc.)
5	Personal contribution	What are my flaws, my strengths, my beliefs, my behaviors that contributed to this situation?	What is it about me as a person that made the situation better? Worse? What have I done in the past with this person/issue? Did my satiation make the situation better or worse? Have I been able to forgive myself?
6	Pieces lost	What parts of myself did I lose in this situation? (joy, self-respect, control, respect of others, confidence, meaning, belonging, safety, privilege, power, prerogative, pleasure, etc.)	How does this make me feel “less than,” inadequate, rejected, or inferior? What about this makes me angry? resentful? disgusted? ashamed? guilty? What didn't I know or understand in this situation or with this person? Has this happened to me before? From the pieces I have lost in the past, what skills or behaviors did I develop to compensate for the loss? Am I using those now? Is it a repeat pattern? Is it still working?

STEP	COMPONENT	KEY QUESTIONS	ADDITIONAL QUESTIONS
7	Radical acceptance	What is the reality?	What are the sadnesses I will always have? What are the losses that I can never replace? (Example: death of a loved one). For what experiences have I “aged out”?
8	Validating experiences	What positive experiences have I had in the past that will help me with this situation?	What person or situation in the past has made me feel good about myself and helped me to know something good about me? Who is the person(s) who made me feel good? What did they say? What did I learn about myself? What are the things I know I can do to help myself in this situation?
9	Reintegration—reclaiming pieces of ourselves	What are the pieces of me that I want to reclaim in this situation?	What parts of my life are working and that I am grateful for? Which validating experiences will I use? What will I stop doing? What will I start doing? What boundaries will I establish? Which relationships will I end and develop? What is the new story I tell myself about myself? What will I bond to next?
10	Change, momentum (movement and direction), accountability, practice	How will I know I am getting those pieces back? Have I solved this problem keeping myself intact and not consciously damaging others?	How will I change what I do with my time? my energy? my relationships? my responsibilities? Will I continue to make changes even when I slip back into old patterns? Who will “support” me—hold my hand—as I go through this? What will be the proof that I will use to know that I have remained intact? How will I deal with the arguments in my head?
CONCLUSION	Maintenance	To what extent will I be able to deal with inevitable future losses and maintain my energy and emotional stability?	What are the pieces of me that I always want to keep? What is the new bonding that I will develop?

** If this is a survival issue, then the questions are these:

- 1) Can I stay in this situation and be safe?
- 2) Who will help me be safe?
- 3) What can I stop doing and be safer?
- 4) What can I start doing and be safer?
- 5) Do I have responsibilities to other people in this situation?
- 6) Who can absolutely never be in my space?

QUESTIONS FOR PARENTS AND STUDENTS

TO HELP ADDRESS EMOTIONAL ISSUES

STEP	QUESTIONS FOR STUDENTS	QUESTIONS FOR PARENTS
1 PROBLEM	What happened? What is bothering you?	What do you know about what happened? What is your understanding?
2 SAFETY/BONDING	What about this makes you feel unsafe? Who cares the most about you? Whom do you care the most about?	Are you concerned for the safety of your child? Can you name an adult at the school that you feel cares about your child?
3 FEARS (behind anger is fear)	What is the worst thing that could happen? On a scale of 1–10 (10 being a high level of energy), how much energy are you giving it?	What is the worst thing that could happen? What are the “what if” questions you are asking yourself?
4 SATIATION	When this kind of thing happens, what do you do to feel better about it? (Talk to a friend, get high, quit working ...?)	If you were king or queen of the world, how would you address or “fix” this? What would make you feel better as a parent in this situation?
5 PERSONAL CONTRIBUTION	What did you do to make the situation better or worse?	In this situation as a parent, do you feel you helped your child more or hurt your child more? To what extent did or did not your child act on your advice? Have you had similar reactions?
6 WHAT WAS LOST?	What about this situation makes you feel “less than”? Has this kind of situation happened before?	Do you believe that this situation is a reflection on your parenting? What do you think your child has “lost” in this experience?
7 ACCEPTANCE	What is the reality—brutal facts—about what happened? Do you resent the consequences?	What must we accept in this situation? Did your child “lose” anything as a result of this situation? Do you think the consequences will result in a change in behavior?
8 VALIDATING EXPERIENCES	Tell me about a time when you were successful in dealing with a situation like this? Tell me about any situation that you think you do really well.	Tell me about the situations and areas in which your child does well.
9 RECLAIMING SELF	What about that successful experience could we use in this situation? What are other choices that could be used to “win” in this situation more often?	How will we help your child be more successful—i.e., win more often—in this type of situation?
10 MOMENTUM, ACCOUNTABILITY, PRACTICE	What will you do next time? What cues you to do what you did? How can you change that cue? How will you practice that?	How will you support your child in this situation?



STEP 1: CURRENT DILEMMA WORKSHEET

1. What happened?

2. What is the problem?

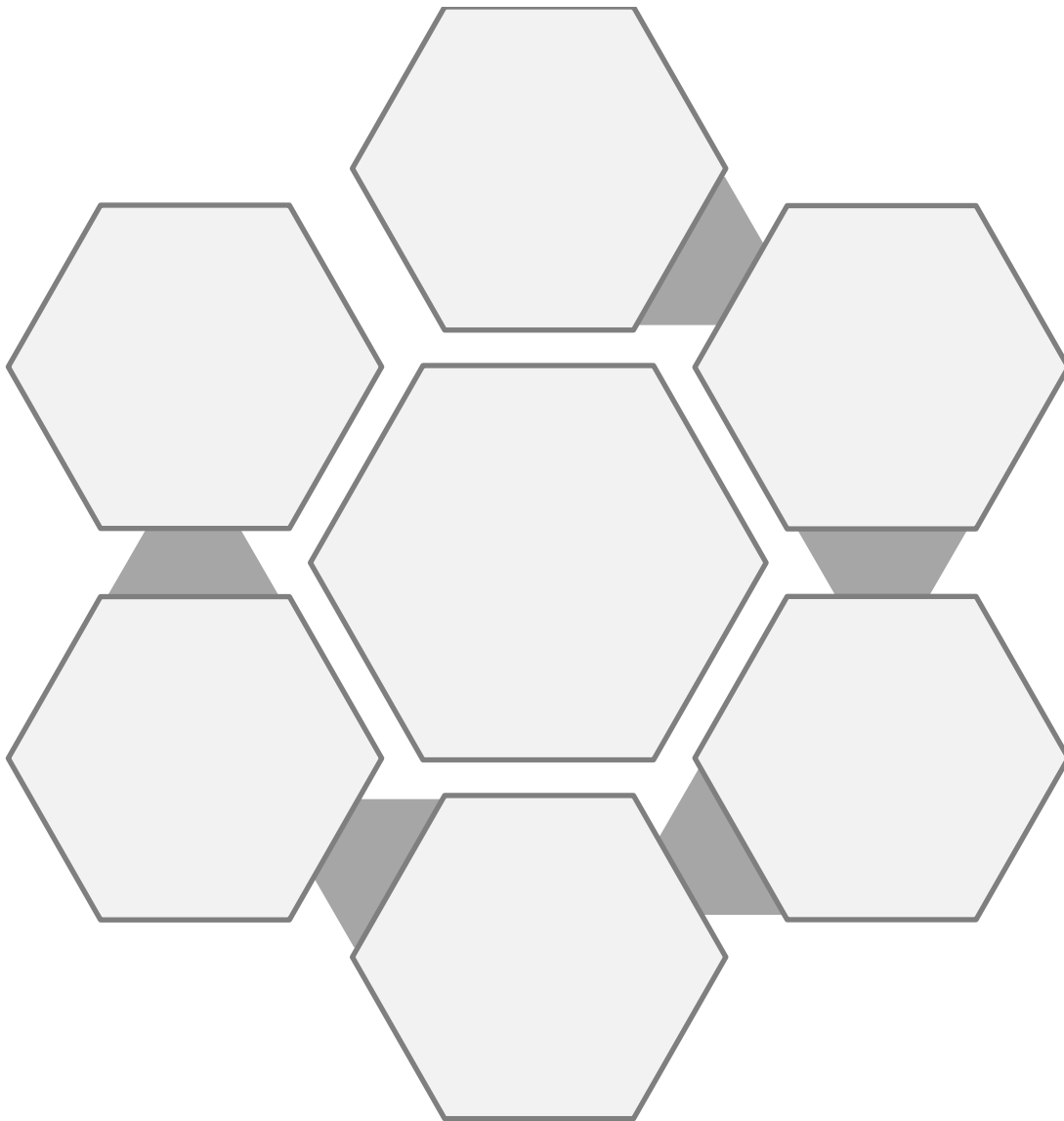
3. Who is involved?

4. What bothers me about it?



STEP 2: BONDING AND ATTACHMENT WORKSHEET

Put your name in the middle block. In each of the other blocks, write the names of people who are most important to you in your life. Put a plus by that person's name if you feel safe with them. Do one of these for outside school and one for inside school.





STEP 2: SAFETY AND BONDING WORKSHEET

- 1. WHERE DO YOU FEEL SAFE? (work, marriage, church, school, friends, playing video games, dancing, partying, alone, family, others of the same race/nationality/ethnicity/gender/age)**

- 2. WITH WHOM DO YOU FEEL SAFE? (specific names)**

- 3. WHERE AND WITH WHOM DID YOU FEEL SAFE AS A CHILD? (Often, where we felt safe as a child or with whom will be replicated in some way in our adult life.)**

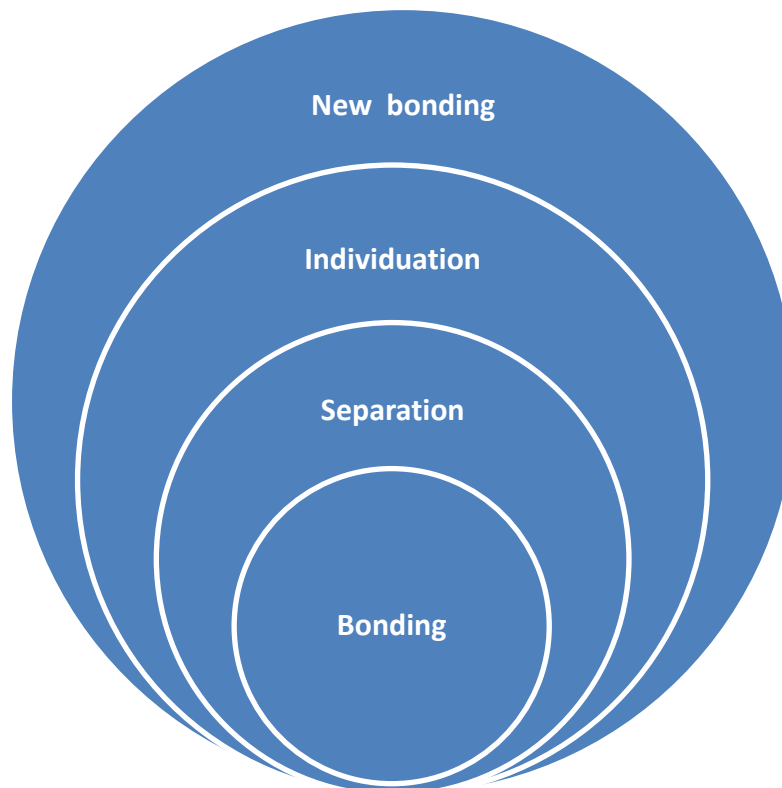
- 4. AS A CHILD, COULD YOU FEEL BONDED AND STILL EXPLORE?
(Bowlby's research is that emotional security is a combination of safe bonding and exploration.)**



STEP 2: BONDING WORKSHEET

Using the chart below, write in the names of people or examples of this experience for you.

1. Who or what were you bonded to?
2. Was the separation something you did or someone did to you?
3. Which parts of the bonding experience did you integrate into yourself? In other words, which parts of this learning experience did you keep for the rest of your life?
4. What was the new bonding that you did as a way to move yourself forward?

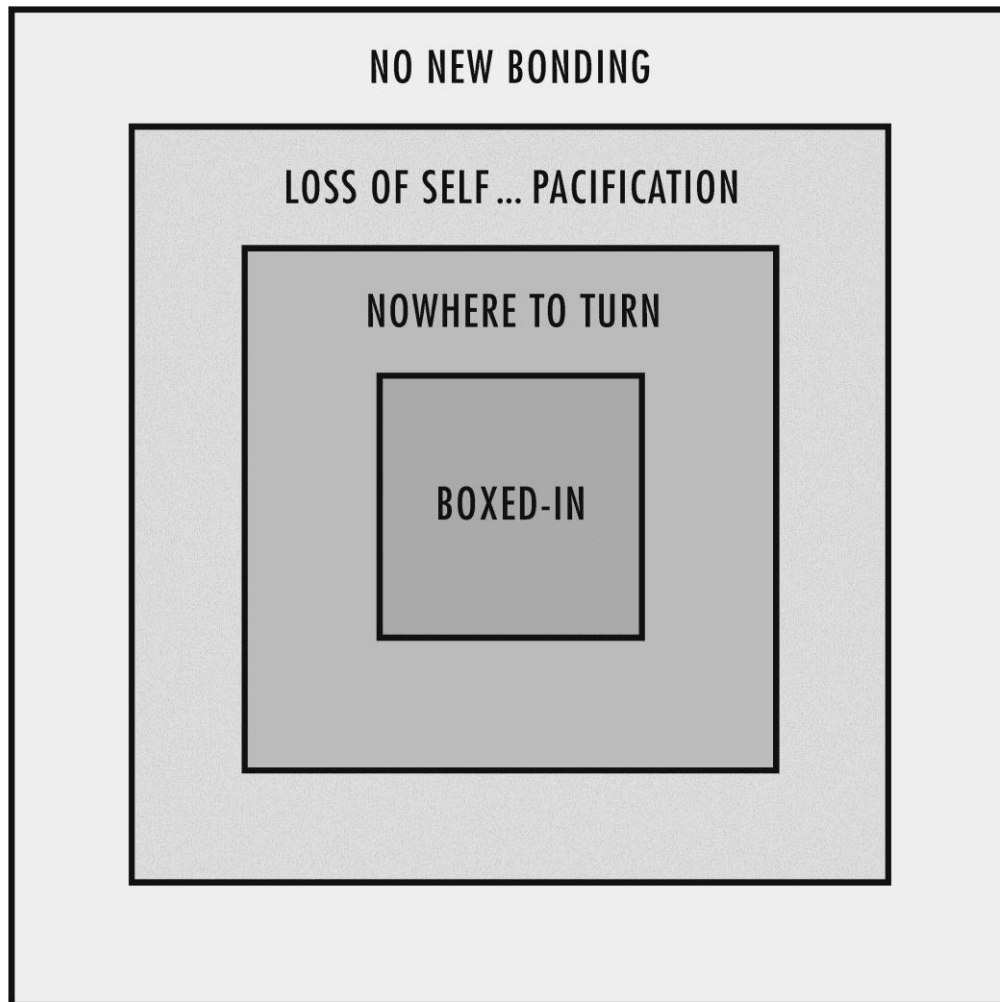


Most individuals have multiple bonding situations throughout their lives. So this chart could be used multiple times for multiple issues.



STEP 2: BOXED-IN WORKSHEET

Has this ever happened to you? Has your bonding become boxed-in? If so, put in names or situations that occurred. Are you still boxed-in? If not, how did you get out?



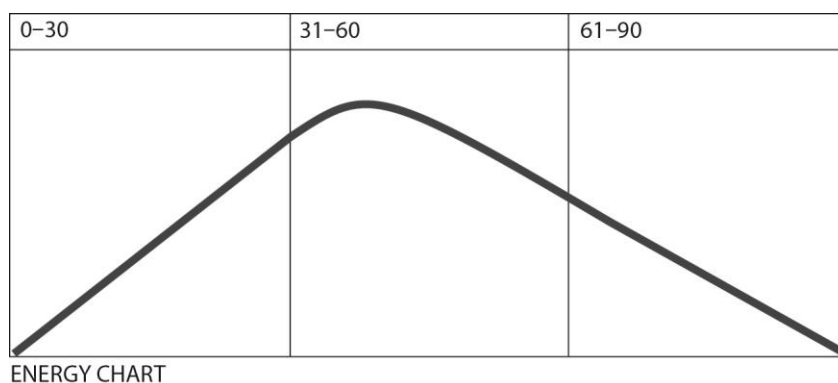


STEP 3: ENERGY AND RESPONSIBILITY WORKSHEET

1. Where do you put your time and your energy?

	TIME	ENERGY
Contingent energy (hobbies, interests)		
Work		
Personal relationships, family, friends		
Self-care		
Sleeping, eating		
Fears, concerns, anxieties		

2. What is the relationship between your energy and your responsibilities?



What responsibilities do you have because of an earlier commitment? What is the relationship right now between your responsibilities and your energy? Draw your responsibility line.

3. Questions

- What do your energy and responsibility charts look like?
- Do you have any time or energy for interests or hobbies? If so, how much?
- Is a great deal of energy being devoted to fears, worries, and anxieties?
- Do you have responsibilities that have future ramifications (debt, children, aging parents)?



STEP 4: PACIFIER WORKSHEET

1. What are your 4 P's?

What are your 4 P's?

1. What prerogatives [personal choices] do you expect?
2. What gives you pleasure?
3. Where do you have power and over whom or what?

2. What about this dilemma is causing you to be anxious or worried?

What about this dilemma is causing you to be anxious? (Your heart rate increases, you wake up at night worrying about it, you avoid the situation.)

3. Satiation: What do you do to feel better?

What do you do to “feel better”? To satisfy your worries and fears? (e.g., work, drugs, shopping, video gaming, overeating, porn)



STEP 5: MY PERSONAL CONTRIBUTION WORKSHEET

What do I do well? (Strengths)	What do I do poorly? (Flaws)	What do I believe about that situation? (Beliefs)	What behaviors did I use in this situation? (Behaviors)

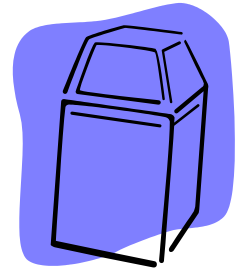


STEP 6: LOSSES AND GAINS WORKSHEET

What did I lose?	What did I gain?	Could I have gotten the gain without the loss?
E.g., recess	More time to get my work done	Yes, I could have used the time I was supposed to use for the work
E.g., by cussing out the teacher, I lost her respect	Time away from the teacher	



STEP 6: TAKING OUT EMOTIONAL TRASH



1. In this problem/issue/dilemma ...

I feel guilt/shame about _____ because _____.

I feel resentment/anger at _____ because _____.

I worry about/am afraid of _____ because _____.

2. What about this makes me feel *less than*? Rejected? Inadequate? Inferior? Visualize putting Steps 1 and 2 in a trash bag and throwing them in the trash.

3. What did I trade, give away (for love or survival), barter, have taken away, never had a chance to know or develop?

4. What specifically did I lose? Integrity, face, joy, self-respect, control, respect of others, confidence, meaning, belonging, safety, privilege, power, prerogative, pleasure, _____?

Patterns

1. Has this same thing or something very similar happened to me before?

2. To what extent is this a pattern that repeats itself?



STEP 7: ACCEPTANCE WORKSHEET

1. What is the reality?
2. About what or whom will I always have sadness?
3. What are the losses I can never replace?
4. What have I “aged out” on? Because of my age, I probably will not get to do this part of my dream (e.g., if you are female and 50 and do not have children, 45 and have not made the Olympic team, etc.).
5. Have I accepted them for what they are?
6. What did I gain from these losses and sadnesses?

What was the loss?	What was the gain?



STEP 8: VALIDATING EXPERIENCES WORKSHEET

- 1. Make a list of all the situations, experiences, and people in which you were validated. Identify what they validated in you.**

WHO OR WHAT	THE EXPERIENCE	WHAT YOU LEARNED OR HAD VALIDATED

- 2. Make a list of these validating experiences and look at the patterns involved. How many times did the same sort of thing tend to occur, even when the people or situations were different? Put a check by the validations that tended to occur repeatedly. These are particularly strong validations that can help with reintegration.**



STEP 8: GETTING VALIDATING EXPERIENCES WHEN YOU HAVE VERY FEW

WHAT DO PEOPLE SAY ABOUT YOU? (YOUR BEHAVIORS AND TRAITS, GOOD AND BAD)	WHICH OF THESE DO YOU RESPECT FOR YOURSELF?	WHICH OF THESE DO YOU WANT TO KEEP?	WHAT WILL YOU DO DAILY TO KEEP THE BEHAVIORS AND TRAITS THAT YOU RESPECT AND VALUE?



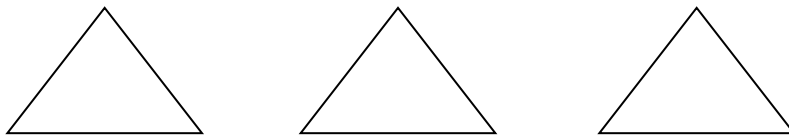
STEP 9: RECLAIMING SELF WORKSHEET

- 1. What will I stop doing?**

- 2. What will I start doing?**

- 3. What are my boundaries? In other words, what will I say no to?**

- 4. Which triangles am I in? (Often there are multiple triangles.) It helps to write in names or situations.**



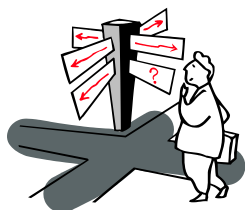
- 5. What are three things/people I am grateful for?**



STEP 9: RECLAIMING SELF WORKSHEET (continued)

6. **What is my new story of myself?** (A future story should address the following: your purpose, the people/relationships in your life, activities in which you will engage, where and to whom you will devote energy, what you will do with responsibilities, and how you will continue to have joy and meaning in your life.)

7. **What will I bond to next? (What is on my “bucket list”?)**



STEP 10: CREATING MOMENT: ENERGY AND ARGUMENT WORKSHEET

1. Who is the person who you best can talk to and who will support you?
2. How will you reallocate energy? What would you like it to be?

	TIME	ENERGY
Contingent energy (hobbies, interests)		
Work		
Personal relationships, family, friends		
Self-care		
Sleeping, eating		
Anxieties, worries, fears		

THE WAR IN YOUR HEAD. What is keeping you from moving ahead?

If I do this ..., then ...	PRO ARGUMENTS	CON ARGUMENTS



STEP 10: ACCOUNTABILITY AND PRACTICE WORKSHEET

TODAY did I stop doing what I had on my list?

TODAY did I continue to do what I started doing?

TODAY did I maintain my boundaries?

TODAY did I make progress on my new story?

TODAY did I express gratitude for three things?

TODAY did I reallocate energy away from fears and anxieties to new bonding?

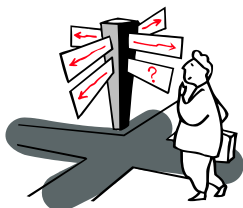


STEP 10: HABIT FORMATION WORKSHEET

1. What habit do I want to change?

2. Does it fit into a routine? What makes me start? (What time is it? Where are you? How are you feeling? Who else is with you? What action preceded this?)

3. What do I get out of it? What is my reward?



STEP 10: FUTURE STORY WORKSHEET

Future Story

A “future story” is a plan for the future. Without it, neither schooling nor work has purpose or significance.

FUTURE STORY	NAME:
<p>You are ten years older than you are now. You are the star of a movie. What are you doing? Who is with you?</p> <p>Circle any of these that are in your future story: children, job, career, marriage/partnership, health, wealth, travel, living in a city, town, rural area, another country, vehicles, hobbies, sports, music, movies, college, technical school, military, church/religion, Internet, video games, friends, family, other.</p>	
<p>For which of these reasons do you want to graduate from high school?</p> <p>Keep track of money, I will know I am getting paid correctly, so I can go on to college or military or technical school, to get a better job, to take care of my parents or siblings, to afford my hobbies, to pay for my vehicle, to take care of my children, other.</p>	
<p>What do you enjoy doing and would do even if you did not get paid for it? What do you need to do so you can do that AND get paid for doing it?</p>	
<p>Who are the friends and adults who will help you get your future story?</p>	
<p>WRITE OUT YOUR FUTURE STORY AND INCLUDE HOW EDUCATION WILL HELP YOU GET IT.</p>	
<p>Signature: _____ Date: _____</p>	

CONCLUSION: STEPS FOR ONGOING EMOTIONAL STABILITY WORKSHEET

QUESTIONS	1–10 RATING (10 being highest)
1. Have I clearly identified the dilemma?	
2. Will it impact my safety?	
3. Will it cause me to lose a part of myself?	
4. How much energy am I giving this?	
5. How much responsibility will it add to my life?	
6. Will it violate boundaries I have established?	
7. Will it bring me joy?	