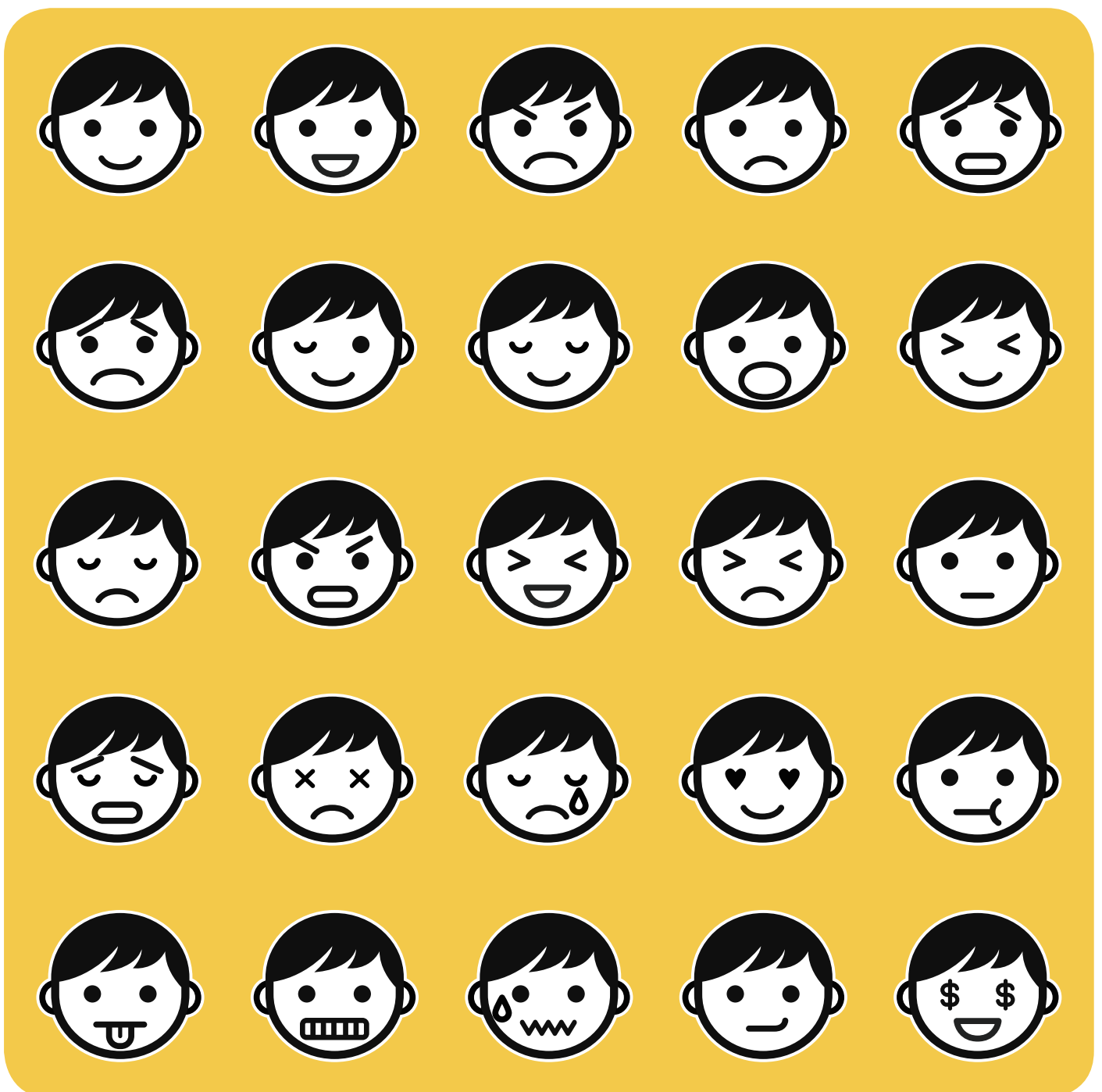


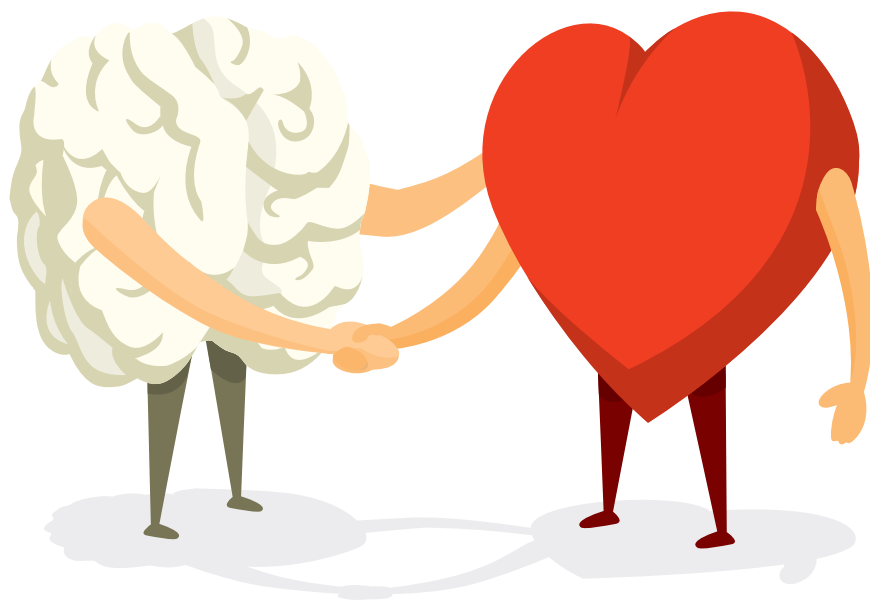
What are these things called emotions anyway?!

Guidance manual for staff and professionals



Preface

This guidance manual gives some suggestions and advice around introducing each session of the Understanding and Managing Emotions Workbook. Please adapt the content of your sessions to best fit the needs of your young person and do not feel you have to adhere to each plan prescriptively. It's important that you familiarise yourself with the workbook and exercises before introducing them in session so that there is more space for discussion and reflection.



Session one: Introduction and recognising emotions

Aims of session:

- Introduce the workbook.
- Open up discussion about the breadth of emotions we experience.
- Support young people to begin identifying the thoughts, physical sensations and behaviours that accompany an emotion.

Introduction:

Introduce the workbook making sure to normalise the difficulties that many young people have with understanding and managing emotions.

Practical components: Emphasise the importance of following each session in order. Introduce the idea of take-home tasks and discuss the support you will be providing. When introducing the take-home tasks it can be helpful to ask the young person to think back on a skill that they have learnt (e.g. a sport or musical instrument) and prompt them to think about what helped them to become proficient in this (often practice, time and guidance from others). Draw parallels between learning that skill and mastering the skills in the workbook. Ensure that you emphasise that the workbook alone is not a 'magic cure' but that with practice they have been shown to be helpful for lots of young people.

Support team: Normalise asking for support if needed. Raise the possibility that learning to understand our emotions may make us more aware of the difficult thoughts and feelings we are experiencing. Remind them that if they notice feeling upset they can seek support from a parent, tutor or yourself. Show them the notes section at the back of the workbook which they can use to write down any worries or questions so that you can discuss them together in your session.



Exercise one: My Workbook Plan

To support engagement and motivation encourage the young person to make a plan of when they are going to complete the take home tasks.



Exercise two: Naming and drawing emotions

As this can be a difficult task you might want to consider putting a timer on to save any potential awkwardness if young people are struggling to think of any.



Exercise three: Exploring happiness

For a young person to really engage with this exercise it would be helpful for them to have a vivid memory, experience or situation in which they felt happy. If they feel comfortable to, ask them to walk you through their example. They may want to close their eyes for this to aid in the visualisation. Elicit as much detail and information as possible including sensory aspects – what they could see, smell, touch, hear as well as information about who they were with, what they were doing etc.

When eliciting changes in facial expressions some young people may prefer to act this out. You may have also noticed changes in their expressions whilst they were walking you through their happy situation. If they get stuck, reflect back your observations to them.

For the body map exercise you may want to adapt this to meet the developmental stage and needs of the young person. Some find it more engaging to draw around their own body on flipchart paper and drawing out their sensations on this life size model. This can be a useful tool to help a young person detect autonomic changes (e.g. heart rate, breathing, butterflies) but also encourage their descriptive language. Elicit information such as colour, shape and size. E.g. what colour would you give that feeling? was it warm or cold? what texture or shape would that sensation have? what was it a big or small feeling? Ask the young person exploratory questions around how these sensations changed over the situation.

The rest of the exercise aims to support the young person to elicit thoughts and behaviours that indicate happiness. They may have already indicated some of this to you when describing their situation so use these as a prompt if needed.



Take home task: Exploring my emotions

To increase motivation, talk through the task and discuss the rationale for it. Remind them that this is not homework and that there are no 'right or wrong' answers. When discussing the 'how did I feel' column, encourage the young person to use some of the skills introduced in the exercise above (e.g. colour, texture, sensations). This doesn't have to be a feeling label but could be a word like 'fuzzy' or 'hot'.

The aim of this task is to support the young person to continue developing their awareness of emotions. It can be helpful to plan with the young person when they are going to complete the diary and how they are going to do this. Some prefer to write on the diary sheet whereas others might want to record a voice note or store information on their phone. Think with the young person about any obstacles that they may encounter when completing the task and support them to problem solve these using open questions such as how might you manage that? What could you do to counter that?

Feedback: Elicit feedback about what was helpful, unhelpful and what could be done differently next time. Encourage young person to articulate what their take home message is from the session.

Session two: Cues and signals of emotions

Aims of session:

- Increase understanding of the signals and cues accompanying different emotions.
- Introduce non-verbal communication and build upon growing awareness of thoughts, physical sensations and behaviours.

Check in: Outcome measures, review risk and how week has been. Check if young person has anything to add to the session agenda.

Take home task review: Review Take Home Task 'Exploring my Emotions'. Open up discussion about how they found the task and any learning taken from this. Start to elicit ideas around situations and triggers for certain emotions. Acknowledge that when first exploring emotions it can be difficult to identify feelings and the thoughts, sensations and behaviours accompanying these.

Introducing session: Focussing more on understanding emotions – unpicking the thoughts, sensations and behaviours which you started working on with the Take Home Task.

Scenarios: Use each scenario as a conversational tool to support metalizing thoughts, feelings and behaviours of others. Try and encourage the young person to begin relating to the scenarios by prompting them to reflect on similar or different experiences they have had and why this was the case.

To increase engagement, map out their answers in a basic cycle of thoughts, feelings and behaviours to help socialise them to the CBT model.



Take home task: Exploring pleasant emotions

Introduce the task as one that attempts to balance out the focus on more difficult and distressing emotions. Ask them to focus on exploring the pleasant emotions that they have experienced this week using a similar diary to last week's task.

Feedback: Elicit feedback about what was helpful, unhelpful and what could be done differently next time. Encourage young person to articulate what their take home message is from the session.

Session three: Understanding anxiety

Aims of session:

- Provide psychoeducation about anxiety including the physiological symptoms of the fight, flight and freeze response, the anxiety curve and graded exposure.
- Complete a vicious cycle for anxiety-making the links between thoughts, feelings and behaviours.

Check in: Outcome measures, review risk and how week has been. Check if young person has anything to add to the session agenda.

Take home task review: Review Pleasant Emotions Diary. Open up discussion about how they found the task and any learning taken from this. Start to elicit ideas around situations and triggers for certain emotions.

Introducing Session: Review how emotions are made up of different parts (thoughts, feelings and behaviours), normalise that this can make them feel complex at times. Reflect that lots of young people can question why they have emotions or even need them. Explain that this session, along with the next several will help to answer those questions. Focus today is on Anxiety including why we experience it and what we can begin to do to overcome it.

Psychoeducation about fight, flight or freeze response:

- Introduce the evolutionary mechanisms behind the fight, flight and freeze response and how it is geared towards survival. Liken system to an 'internal alarm' to danger and threat.
- Support young person to think about times this alarm system is helpful and when it might become unhelpful. If they are struggling to think of ideas, give examples such as jumping out of the way when a car is racing towards you versus having the thought that something bad might happen if you get on the bus.
- Emphasise the automatic nature of the alarm system and why this is necessary-no time to think about the specific details of the thing that is dangerous, you just need to respond quickly.
- Discuss physiological changes that accompany the fight, flight and freeze response. Draw a body map and elicit the young persons understanding of how anxiety affects the body, supplement this with Handout One if needed.
- Explain that the changes in our body help us to escape a dangerous situation, fight off danger or freeze so we go unnoticed (similar to how animals can 'play dead'). Reiterate that the freeze response can also happen as our body tries to shut down and prevent any further harm that might come from a very scary or threatening situation (as in the case of trauma).

The Anxiety Curve:

- Use the graph to describe how anxiety peaks and falls. Talk through triggers to anxiety leading to an increase in anxious thoughts and feelings which peak before naturally decreasing until we reach our baseline again.
- Explain that the cycle can last from 5 minutes to 30 minutes but reiterate that if you are higher up the cycle anxiety can peak again easily before dropping.



Exercise four: Mapping Sarah's Anxiety Curve

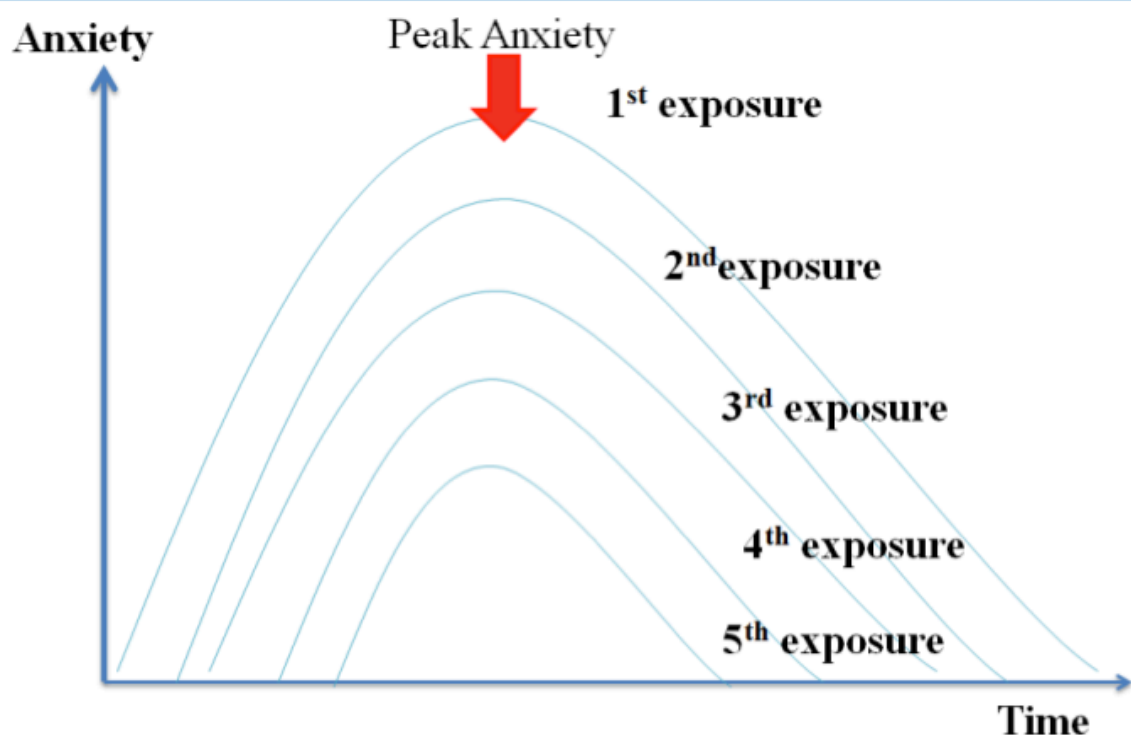
Read the following scenario to the young person:

It was a Saturday morning and Sarah was on her way to her music exam. She had to perform a piece of music on the piano in front of a panel of judges as well as answer some questions to test her music knowledge. She had been working really hard on the exam because it meant a lot to both her and her family. On the way to the exam Sarah started to notice a nervous feeling in her stomach, like butterflies and sickness at the same time. She feared failing the exam and worried about what her friends and family would think of her, would the judges laugh at her? Would they think she was a rubbish piano player? The worried feeling got bigger until Sarah started to notice her heart rate increasing and her breathing getting shallower. The feelings were so intense she thought she might collapse. Sarah's mum noticed this and asked her to stop and take some deep breaths. Sarah's breathing slowed down and she began to think a bit more clearly.

- Ask the young person to identify the triggers to anxiety (when did the anxiety start and what might have caused this), Sarah's anxious thoughts, feelings and peak of anxiety. Support the young person to think about the signs Sarah was feeling calmer and what helped with this.

Anxiety and avoidance:

- Use the curve to think with the young person about the role of avoidance (the flight part of the fight, flight and freeze). Ask the young person what would happen if they left the situation at the height of their anxiety? Draw out the short-term benefits (relief and reduced anxiety) but elicit ideas about the long-term impact of this (e.g. how would they feel the next time they were in this situation?)
- Introduce the rationale for graded exposure, illustrate this by mapping out what would happen to the anxiety curve the more you face the situation that triggers the anxiety:



- Emphasise the importance of our alarm system needing to 'reset' and learn that we are not in danger. Explain that it can only do this when we stay in the situation long enough for our system to feel calmer.
- Offer information about how the body cannot sustain high levels of anxiety for a long period of time-when the fight, flight or freeze system is activated our body attempts to compensate for this by activating our parasympathetic nervous system (the rest and digest calming physiological responses).



Exercise five: Mapping a vicious cycle for anxiety

- Support young person to think about a time they either felt anxious or observed someone feeling anxious. Map out the thoughts, feelings, sensations and behaviours accompanying this.
- Think about the links between thoughts, feelings and behaviour and how we can become 'stuck' in a vicious cycle where the way we think, or the things we do keep the anxiety going.
- Introduce hope that strategies covered in sessions will support them to break this cycle.



Take home task: Facing my fears

- Based on rationale outlined for graded exposure, support young person to think about situations they might be avoiding because they feel anxious. Connect young person to their values, things that they perhaps used to enjoy but struggle with now. Elicit motivation and SMART goals to work towards overcoming this.
- Talk them through the Facing my Fears worksheet, getting them to begin planning the small steps they can take to work towards their goal. Elicit anxiety ratings from the young person for each step (how anxious do you feel about doing this on a scale of 0-10, where 10=high anxiety and 0=no anxiety). If you have time begin this process in session for them to continue working on at home. If not completing together in session reiterate importance of giving anxiety ratings for each step.
- Encourage them to read through handout one which gives more information on the physiological symptoms of the fight, flight or freeze response.

Feedback: Elicit feedback about what was helpful, unhelpful and what could be done differently next time. Encourage young person to articulate what their take home message is from the session.

Session four: Understanding anger

Aims of session:

- Provide psychoeducation about anger.
- Supporting young person to recognise when anger can be helpful and unhelpful.
- Mapping out a vicious cycle to explore their own feelings of anger (and responses to this) or anger they have observed in others.

Check in: Outcome measures, review risk and how week has been. Check if young person has anything to add to the session agenda.

Take home task review: Review Facing my Fears worksheet.

- Elicit rationale for exposure work from young person (assessing retention of last session).
- Open up discussion about how they found the task and any learning taken from this.
- Review steps together to ensure that they are graded and assess how young person felt completing each step. Support young person to adjust steps if anxiety ratings are too high.
- Ensure you listen out for achievements-even doing one of the steps or attempting the step is an achievement. Support young person to see the exercise as an experiment-learning more about anxiety and can adjust steps if needed.

Introducing session: Last week focussed on anxiety, this week we will be focussing on anger including understanding when responses to anger can be helpful and when it can be unhelpful.

Psychoeducation about anger:

- Link physiological response of anger back to the fight, flight or freeze system (anger is similar to the fight response) so likely to experience similar bodily sensations as you would with anxiety.
- Elicit examples and ideas of these physiological changes from young person.



Exercise six: Helpful and unhelpful responses to anger

- Review the responses to anger in the box and support young person to identify those that might be helpful or unhelpful.
- Open up a discussion about times and situations where some of the helpful responses might be unhelpful and vice versa e.g. going to the police when someone has harmed you is helpful but going to the police when you have had a small argument with your friend is not or never talking to someone who has angered you might lead to isolation and difficulties in relationships compared to being able to communicate and resolve things after a fall out.



Exercise seven: Mapping a vicious cycle for anger

- Similar to the cycle for anxiety, support young person to think about a time they either felt angry or observed someone feeling angry. Map out the thoughts, feelings, sensations and behaviours accompanying this.
- Think about the links between thoughts, feelings and behaviour and how we can become

'stuck' in a vicious cycle where the way we think, or the things we do keep the anger going.

- Introduce hope that strategies covered in sessions will support them to break this cycle.



Take home task: Helpful and unhelpful responses to anger

- Support young person to list unhelpful responses to anger from their own cycle. If cycle was for observing someone else's anger, ask young person to elicit examples of their own responses to anger in the first box.
- Ask young person to complete next box thinking about other things they could do instead that might be more helpful. Encourage them to draw on the conversation today and the examples in exercise six.

Feedback: Elicit feedback about what was helpful, unhelpful and what could be done differently next time. Encourage young person to articulate what their take home message is from the session.

Session five: Understanding sadness

Aims of session:

- Provide psychoeducation about sadness including signs.
- Map 'vicious cycle' of low mood.
- Psychoeducation around inactivity and maintenance of low mood.

Check in: Outcome measures, review risk and how week has been. Check if young person has anything to add to the session agenda.

Take home task review: Review helpful and unhelpful responses to anger worksheet. Enquire about ease of task and learning taken from this. Explore if young person has been able to implement some of the helpful strategies they have listed and review how this went (as well as any obstacles to doing this).

Introducing session: Continuing focus on different emotions looking more closely at low-mood and sadness.

Psychoeducation about sadness:

- Discuss sadness as a response to loss and a signal to seek emotional support from others. Explore understanding of loss-not just bereavement but loss of routine, health, friendships, identity etc.
- Discuss differences between sadness in response to acute event versus feelings of sadness that are persistent and impacting on quality of life.
- Explore young persons experience of sadness to help facilitate exercise eight.



Exercise eight:

Elicit current understanding of low-mood and how this might present, list these around the image. Prompt for thoughts, physical sensations and behaviours. Draw on examples to support this.

Signs of low mood from YoungMinds if further prompts needed:

- Not wanting to do things that you previously enjoyed
- Avoiding friends or social situations
- Sleeping more or less than normal
- Eating more or less than normal
- Feeling irritable, upset, miserable or lonely
- Being self-critical
- Feeling hopeless
- Maybe wanting to self-harm
- Feeling tired and not having any energy



Exercise nine: Mapping a vicious cycle for low mood

- Similar to previous exercises, support young person to think about a time they either felt low in mood or observed someone feeling sad. Map out the thoughts, feelings, sensations and behaviours accompanying this.
- Think about the links between thoughts, feelings and behaviour and how we can become 'stuck' in a vicious cycle where the way we think, or the things we do keep the low-mood going.
- Introduce hope that strategies covered in sessions will support them to break this cycle.

Inactivity and low mood:

- Gauge current activity levels of young person. If reduced activity explore reasons behind this e.g. mood related/circumstance related.
- Discuss the impact of low-mood on motivation, energy and activity levels.
- Normalise that it's understandable if feeling low may not want to do very much but elicit long-term impact of this from young person e.g. how would not seeing your friends impact your mood? If you continued to do fewer and fewer activities what would happen to your mood?
- Key point to emphasise is that often people want to wait until they feel better before doing more but we have to do more in order to feel better. Change behaviour to impact mood.



Take home task: My self-care and activity plan

- Discuss increasing enjoyable activities across week (if not currently engaging in many). Degree of flexibility needed if young person is very active.
- Handout Two is a prompt list for young person to consider different activities with scope for them to add their own. Emphasise that each person enjoys different things so needs to be individualised.
- Discuss the 'My Self-Care and Activity Plan diary' as a way to review the impact of doing these activities. Ratings on a scale of 0-10, where 0=very low and 10=happy.

Feedback: Elicit feedback about what was helpful, unhelpful and what could be done differently next time. Encourage young person to articulate what their take home message is from the session.

Session six: Emotions and our brain

Aims of session:

- Introduce the triune brain and the evolutionary basis to emotions.
- Introduce 'flip your lid' metaphor.

Check in: Outcome measures, review risk and how week has been. Check if young person has anything to add to the session agenda.

Take home task review: Review self-care and activity plan. Look at patterns between activities and mood ratings. Draw links back to activity cycle introduced last session. Explore what activities young person is going to take forwards.

Introducing session: Focussed on understanding different emotions up until now, today is about exploring what happens in our brain when emotions become overwhelming.

Psychoeducation - Triune Brain:

- You may find it helpful to draw out a model of the brain layer by layer, list functions of each 'layer' as you describe and explain.
- Elicit examples about emotions of reptile, mammal etc. to support a more didactic conversation e.g. How does a lizard look after it's offspring? What are the basic needs a lizard needs? How does that differ to a cat?
- Link back to previous learning –refresh understanding of fight, flight and freeze system and how this links to each part of the brain.
- When introducing the 'thinking brain' ask young person to list the skills that humans have over animals. Link this back to brain development.
- Explain importance of thinking and emotional brain being connected and communicating well with each other.



Exercise ten: Flipping your lid

- Watch the Dan Hughes video together. Ask young person to demonstrate the hand model of the brain to ensure understanding.
- List examples of 'flipping your lid' thinking about triggers, thoughts, physical sensations and behaviours. Consider and discuss different ways of responding to help 'close' the lid.



Take home task:

Explain the Hand Model of the brain and 'flipping your lid' analogy to a friend or family member. Reiterate that explaining this to others helps with our understanding. Encourage reading over the worksheets again.

Feedback: Elicit feedback about what was helpful, unhelpful and what could be done differently next time. Encourage young person to articulate what their take home message is from the session.

Session seven: Managing physical sensations

Aims of session:

- Introduce different relaxation exercises including progressive muscle relaxation, diaphragmatic breathing, physical exercise and grounding exercises.

Check in: Outcome measures, review risk and how week has been. Check if young person has anything to add to the session agenda.

Take home task review: Review how they found explaining the hand model of the brain to others. Any parts that were hard to understand or articulate? What were others responses to the model? Could they give examples of when they had flipped their lid?

Introducing session: Now we have spoken about how to recognise the vicious cycles we can fall into, we are now going to move onto different strategies that can help break this cycle. Today focussing on relaxation exercises.

Relaxation exercises:

- This is better if practiced experientially.
- Explain rationale for exercises as helping to reduce the autonomic response to some emotions (e.g. fight, flight and freeze response for anxiety and anger).
- Helps our 'thinking brain' communicate better with our emotional brain. Brings the emotions down slightly so they feel more manageable because if we relax our body it helps to relax our mind.
- Demonstrate and practice each exercise. Ensure health checks have been completed and reinforce that should young person experience pain or discomfort during the exercise they can stop and let you know.
- Ask young person how they could use these strategies in the classroom? How could they adapt it? E.g. grabbing the desk or chair before releasing it.

Physical exercise

- Discuss the benefits of exercise in reducing adrenaline in the body whilst increasing endorphins. Discuss how this helps to reduce tension and lift mood.
- Think with young person about their relationship with exercise, what are the other benefits? Do they enjoy exercise? What do they think 'counts' as exercise? Are there any clubs or activities they are keen to try?
- Explain that exercise can come in different forms, doesn't have to be a competitive sport but things you can do at home too e.g. going for a walk, dancing or even playing with younger siblings. Talk about the social connection that can come with being a part of a sports team.

Grounding exercises:

- Introduce grounding exercises as a way to stay in the present moment. Sometimes when we are overwhelmed by an emotion we can get caught up in our thoughts and feelings. Coming back to our sense and our body helps us to refocus our attention which can be both a distracting and calming exercise.
- Demonstrate the exercise in the setting by asking the young person to identify what they can see, touch, hear and smell etc.



Take home task: Practicing relaxation

- Based on earlier discussions around exercise ask young person to plan when they are going to complete some exercise this week.
- Talk them through the monitoring relaxation diary. Explain that often we need to practice relaxation strategies often to get the biggest benefit from them. Advise practicing them consistently even when not feeling overwhelmed as this will make it easier to use it in the moment when needed. Monitoring sheet aims to help young person identify the relaxation strategies that work best for them.

Feedback: Elicit feedback about what was helpful, unhelpful and what could be done differently next time. Encourage young person to articulate what their take home message is from the session.

Session eight: Challenging thoughts

Aims of session:

- Introduce role of thoughts in maintaining emotional difficulties.
- Identify when thoughts are helpful or unhelpful.
- Introduce unhelpful thinking styles.
- Support young person to challenge thoughts.

Check in: Outcome measures, review risk and how week has been. Check if young person has anything to add to the session agenda.

Take home task review: Review monitoring relaxation diary and exercise plan, elicit what has been learnt from doing the exercise. Explore obstacles to completing the task or any of the strategies in order to problem solve them together. Look at patterns and impact of relaxation strategies. Discuss ongoing plan for maintaining these strategies and activities.

Introducing session: Often because we think something we believe it to be 100% true or factual however thoughts are often our own opinions that are clouded by our mood and experiences. Today we will be looking at ways to become more aware of unhelpful thoughts and learn some techniques to challenge them.



Exercise eleven: Identifying unhelpful thoughts

- Ask young person to review vicious cycles completed earlier in the workbook. Support them to select one cycle and identify if the thoughts in this cycle are helpful or not. Discuss reasons for why this might be-linking back to the cycle and how thoughts can increase difficult feelings, sensations and unhelpful coping strategies/behaviours.



Exercise twelve: Unhelpful thinking styles

- Review Unhelpful Thinking Styles sheet together. Give examples of each style as you review them together and elicit examples from the young person. Discuss common thinking styles that come up often and if any of the thoughts identified in exercise eleven fit within any of these styles.



Exercise thirteen: Challenging thoughts

- Support young person to challenge their identified unhelpful thought by answering some of the questions given on the worksheet. Reinforce point that challenging thoughts is not about 'thinking positively' but about balancing our thoughts and broadening our perspectives.
- Link exercise back to 'flipping your lid'-hard to engage in thought challenging when our lid is flipped, need to engage in some of the other exercises before we can use our 'thinking' brain in this way.

Other thought challenging question prompts:

- What is the evidence for and against this thought?
- Am I confusing fact with opinion?

- Are there any exceptions to this thought?
- Will I care about this thought in five years time?
- Am I engaging in any of the unhelpful thinking styles?



Take home task: Thought record

- Introduce thought record as a way of catching unhelpful thoughts, monitoring unhelpful thinking styles and trying to challenge the thought to come up with a more balanced perspective.
- Discuss ways of completing the record that will support best engagement and motivation e.g. method of recording, when in the day complete the diary etc.

Feedback: Elicit feedback about what was helpful, unhelpful and what could be done differently next time. Encourage young person to articulate what their take home message is from the session.

Session nine: Challenging thoughts continued

Aims of session:

- Build on last session, introducing compassion focussed ideas and alternative perspectives to combat critical thoughts.
- Introduce compassionate role models and imagery.

Check in: Outcome measures, review risk and how week has been. Check if young person has anything to add to the session agenda.

Take home task review:

- Spend a good amount of time reviewing the thought record together. Look at common patterns in unhelpful thinking styles and assess young persons ability to challenge thoughts. Did this feel an easy or hard task to do? What did this exercise show them?
- If thoughts are not 'balanced' review and repeat process together in session, supporting young person to focus on evidence/facts where needed.
- Discuss how young person can continue to use this strategy and how they might be able to remind themselves of the technique when needed (e.g. writing in phone, asking others to prompt them).

Introducing session: Building on strategies introduced in the last session, focussing more on critical thoughts and ways to manage these.



Exercise fourteen:

- Through discussion support young person to think about a time a friend was upset and how they managed this. Elicit as much information about the situation as possible to support recall and engagement with the memory.
- Through discussion think with the young person about how they respond to themselves in similar situations? Make point that is often easier to be kind to others than it is to be kind to ourselves.
- Ask young person what could be the long-term consequences of listening to our critical thoughts and not challenging them? (negative thoughts about self might contribute to low-mood, low confidence and avoidance/withdrawal from others).



Exercise fifteen: Kindness role model

- Support the young person to think of someone they see as a kind and compassionate figure. Ask them to think of all the reasons why this person represents this to them e.g. what do they do? What kind of things do they say? How do they engage with other people? What do they say? How does their body language, appearance, voice tone and facial expressions express kindness and compassion?
- It might be helpful for the young person to bring in a photo or to draw their role model to further prompt this thinking. This exercise could also be set up as a visualisation where the young person is asked to close their eyes and bring this person/figure to mind before answering all of the questions.

Balancing perspectives: Taking off the dark sunglasses

- Reemphasise the earlier point that thoughts can be clouded by our mood, liken this to wearing dark sunglasses where all the positive and alternative situations are filtered out.
- This links to the take home task which asks the young person to focus on the things they are grateful for.



Take home task: Gratitude diary

- Ask young person to complete the gratitude diary-give some examples to help their understanding e.g. grateful to speak to a friend, grateful the sun was out.
- Link this to balancing our perspectives by taking in the positives that we might overlook. Refer back to unhelpful thinking styles from last session and 'mental filter'.

Feedback: Elicit feedback about what was helpful, unhelpful and what could be done differently next time. Encourage young person to articulate what their take home message is from the session. Begin preparing young person for ending of sessions.

Session ten: Communication styles

Aims of session:

- Increase understanding of different communication styles.
- To support the young person to get their needs met, and to communicate, in an assertive way.

Check in: Outcome measures, review risk and how week has been. Check if young person has anything to add to the session agenda.

Take home task review: Review gratitude diary. Discuss impact on mood and if there were specific things the young person became more aware of as result of the exercise. Discuss any barriers to completing the exercise and problem solve these. Explore if young person found this a useful exercise and if they intend to continue using it.

Introducing session: Sometimes when we flip our lids we can act in a way, or say something, that we later regret. To express how we feel in a helpful way we need good communication skills.

Psychoeducation about communication styles:

- Discuss spectrum of communication styles. Use illustrations to guide discussion e.g. draw out a see-saw and talks about aggressive and passive being an extreme at the end of the see-saw and assertiveness is a balance of both.
- Aggressive communication=I'm ok, you're not, Passive communication=you're ok, I'm not, Assertive communication=we are both okay. Discuss long-term consequences of aggressive and passive communication styles (e.g. push people away, get in trouble, feel frustrated or overwhelmed, low self-esteem)
- Discuss examples of different communication styles drawing on experiences in young person's life and eliciting where this would fit on the see-saw.
- Establish young person's typical communication style. Explore exceptions to this e.g. Are there times where you have felt able to talk calmly about something difficult? What helped you to do this?
- Explain that we are aiming for an assertive communication style.

Ten top tips for assertive communication: Review each tip and think about likelihood of being able to implement some of these in day to day communication. Explore and problem solve barriers.



Exercise sixteen:

- Practice assertive communication, and using some of the top tips, by either discussing or role-playing a scenario together.
- Use a recent example from the young person's life, or an upcoming event, which they feel they could or could have managed differently.
- Role-plays are a more effective way of learning skills but some young people can be reluctant to engage in this-encourage participation by offering to be the assertive communicator first. If they do not want to engage then talk through a scenario and how to manage this instead.
- Evaluate using the emoji scale-support young person to think about what will need to change to improve this rating (if a rating of less than 5 is given). for.



Take home task: Practicing my assertiveness skills

- Ask young person to practice communicating assertively over the next several weeks and log this in the record sheet.
- Introduce the record sheet as a way of testing out our predictions and what we thought would happen versus what actually happened.
- Problem solve how young person can practice these skills even if there isn't a situation that arises e.g. role plays with friends/family.

Feedback: Elicit feedback about what was helpful, unhelpful and what could be done differently next time. Encourage young person to articulate what their take home message is from the session. Review ending next session and feelings around this. Discuss ways of marking the ending-do they have any particular wants or hopes for final session?

Session eleven: Bringing it all together

Aims of session:

- Review workbook and different skills learnt.
- Discuss recovery and managing setbacks.
- Plan for the future and create a relapse prevention plan/wellbeing plan.

Check in: Outcome measures, review risk and how week has been. Check if young person has anything to add to the session agenda.

Take home task review:

- Review assertiveness skills log. Discuss any obstacles and problem solve these as well as any learning taken from the exercise.
- If a situation didn't go well e.g. someone responded negatively to assertive communication, map out what happened and think with young person if they could have done anything differently.
- If not reinforce the point around control and that we can only control our own responses and communication styles and cannot control others responses to this.

Introducing session: Final session is a chance to review all the strategies that we have gone over together and plan for the future. Also about celebrating progress and successes.

Discuss recovery and complete wellbeing plan:

- Review outcome measures-any improvements or areas of ongoing difficulty from pre-post sessions? Young people often like to see their results charted on a graph to demonstrate progress. Perhaps map this out with them if time permits.
- Explore young person's concerns about sessions ending-do they anticipate any obstacles or difficulties in the near future? Think with them about how they can manage these.
- Discuss recovery expectations-not a linear path but one that is up and down. Normalise that all of us have set backs but that doesn't take away the skills and knowledge acquired by completing this workbook.
- Think with young person about what strengths and values they have demonstrated by being able to complete this workbook. Consider how they can harness these to continue the hard work and keep the momentum going.
- Reivew the sessions including the main conversations, individual themes that came up for this young person and the strategies they have found most helpful.
- Support young person to set SMART goals for the future and plan how they will achieve these. Complete the wellbeing plan together.



Feedback: Elicit feedback about what was helpful, unhelpful and what could be done differently. Encourage young person to articulate what their take home message is from the session. Complete CHI-ESQ therapy feedback form.

Closing session: Discuss taking period of time to consolidate learning. Explain re-referral route. Remind young person that you will be writing to referrer to say that sessions have ended. Young person will get a copy of this letter.