

acceptance skills to let go of attempts to control what cannot change.

#### The Problem: <sup>a</sup>Somatic<sup>o</sup> Anxiety Symptoms

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· Does anxiety ever interfere with my ability to remember facts? Do I have trouble concentrating?

Step 4: Address <sup>a</sup>worry about anxiety<sup>o</sup> (type II worry)

· Often when we worry about tests or other performance situations, there is a concern that the anxiety will make us perform poorly or people will notice it. We do not have time to address this in this manual; however, this is an important issue to address with your group leader or individual therapist.

Step #5: Use the <sup>a</sup>Thought Cascade<sup>o</sup> approach to uncover other thoughts related to this thought. Ask <sup>a</sup>If I

did get a bad grade, what would be so bad about that? What would be the consequence?<sup>o</sup> Use the same cognitive techniques to examine the evidence around the other thoughts.

Step #6: Uncover core beliefs

· Ask: <sup>a</sup>Is it possible that my concern about getting a bad grade is related to having unrealistic expectations for myself? Do I ever think that I must be perfect or get an 'A' on every test?<sup>o</sup>

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· Ask: <sup>a</sup>Is it possible that my concern about getting a bad grade is related to having unrealistic expectations for myself? Do I ever think that I must be perfect or get an 'A' on every test?<sup>o</sup>

Step #7: Behavioral techniques

· Use problem solving techniques to determine if the situation can be improved. Is there anything I can do to

improve my study habits? Could I practice taking tests to become more comfortable with the anxiety? Do I have good test taking skills?

· Are there any <sup>a</sup>safety behaviors<sup>o</sup> or protective behaviors I am using that may actually be making we perform more poorly on tests? For example, do I ever second guess myself repetitively about answers and change them? Do I take more time than necessary deciding on answers?

· Along with cognitive techniques, use exposure skills to get practice taking tests and address avoidance or protective behaviors that may be making the anxiety worse over time.

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Enter Your Question From Documents: i feel nervous, my legs starts shivering and if there is a competetion i feel sick before going up the stage flag 3

That sounds really tough to deal with. It's like your body is responding to the situation with a "fight or flight" response, which can be overwhelming. Have you noticed if you're avoiding certain situations or performances because of this anxiety, or are you pushing through despite feeling really uncomfortable?

#### ----- Document Similarity Search

anxiety and worry?

· Does the anxiety make me avoid things? (If so, this could contribute to the idea that you <sup>a</sup>can't function.<sup>o</sup>

Consider

exposure skills to practice functioning better with anxiety to manage it and still achieve some of your life aims)

Line of evidence #3: Anxiety is uncomfortable, not dangerous

- See "Anxiety is" & "Could I lose it" (in the previous section on panic disorder) to remind yourself about

the danger of

anxiety. Although anxiety is uncomfortable and does put stress on the body, remind yourself that it is not dangerous,

and does not lead to "going crazy" or becoming psychotic.

Step #3: Emotion regulation and "acceptance of emotion" skills

- Remember that trying to "fix" or avoid anxiety reinforces the anxiety.

- Remind yourself: "Trying to get rid of this anxiety or avoid it will just make it worse. I can accept and

tolerate this anxiety feeling and allow it to happen. I can then try to learn the facts about this situation. I

can

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somatic symptoms of anxiety: muscle tension, headaches, backaches, a clenched jaw, feeling keyed

up, restless, and "on edge," as well as difficulty concentrating. You may remember that these

symptoms are a side effect of our body's attempts to protect us; blood moves around our body and

brain, into our large muscles, like our arms, legs, back, and neck, to get us ready to "fight" or to

"flee." This changes the feelings in our bodies. In short the body is working hard to protect us, and

these feelings are uncomfortable! Relaxation happens when the body stops trying to protect us,

which helps us feel more calm and at ease.

When we experience mild to moderate levels of anxiety on a daily basis for long periods of time, we

get used to this tense, jittery state, until it is hard to even know what it is like to be relaxed! In this

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tolerate this anxiety feeling and allow it to happen. I can then try to learn the facts about this situation. I

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do things that will help me reach my goals, instead of spending time trying so hard to get rid of this

anxiety."

Step #4: Work on other "Type I" worries (everyday worries about bad things happening) that may

contribute to this worry, as in examples 1-3 on the previous three pages.

Note: see "The only thing we have to fear is fear itself" for more help with "worry about worry,"

especially if worry has led to panic attacks.

Step #2: Identify negative automatic thoughts and examine the evidence around the specific problems

happening

at this time.

Step #3: Use problem solving skills to best find a solution to a problem. If there is no feasible solution,

use

acceptance skills to let go of attempts to control what cannot change.

The Problem: "Somatic" Anxiety Symptoms

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Line of evidence #2: Ability to function with anxiety

- Have I been able to function at times, at least well enough to accomplish some

of my goals, even with  
the  
anxiety and worry?

· Does the anxiety make me avoid things? (If so, this could contribute to the idea that you "can't function.")

Consider

exposure skills to practice functioning better with anxiety to manage it and still achieve some of your life aims)

Line of evidence #3: Anxiety is uncomfortable, not dangerous

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anxiety. Although anxiety is uncomfortable and does put stress on the body, remind yourself that it is not dangerous,

and does not lead to "going crazy" or becoming psychotic.

Step #3: Emotion regulation and "acceptance of emotion" skills

· Remember that trying to "fix" or avoid anxiety reinforces the anxiety.

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Enter Your Question From Documents: I try to push myself but sometimes I avoid such conditions

flag 3

It takes a lot of courage to push through despite feeling anxious. Avoiding those situations can provide temporary relief, but it might also hold you back from achieving your goals or pursuing things that are important to you. Does the anxiety make you feel like you can't function or perform well when you're on stage, or do you think you're able to manage it somehow?

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Document Similarity Search

anxiety and worry?

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Line of evidence #3: Anxiety is uncomfortable, not dangerous

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· Remind yourself: "Trying to get rid of this anxiety or avoid it will just make it worse. I can accept and tolerate this anxiety feeling and allow it to happen. I can then try to learn the facts about this situation. I can

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· Have I been able to function at times, at least well enough to accomplish some of my goals, even with the

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and does not lead to <sup>a</sup>going crazy<sup>o</sup> or becoming psychotic.

Step #3: Emotion regulation and <sup>a</sup>acceptance of emotion<sup>o</sup> skills

- Remember that trying to <sup>a</sup>fix<sup>o</sup> or avoid anxiety reinforces the anxiety.

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tolerate this anxiety feeling and allow it to happen. I can then try to learn the facts about this situation. I

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do things that will help me reach my goals, instead of spending time trying so hard to get rid of this anxiety.<sup>o</sup>

Step #4: Work on other <sup>a</sup>Type I<sup>o</sup> worries (everyday worries about bad things happening) that may contribute to this worry, as in examples 1-3 on the previous three pages.

Note: see <sup>a</sup>The only thing we have to fear is fear itself<sup>o</sup> for more help with <sup>a</sup>worry about worry,<sup>o</sup>

especially if worry has led to panic attacks.

Step #2: Identify negative automatic thoughts and examine the evidence around the specific problems happening

at this time.

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acceptance skills to let go of attempts to control what cannot change.

The Problem: <sup>a</sup>Somatic<sup>o</sup> Anxiety Symptoms

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and does not lead to <sup>a</sup>going crazy<sup>o</sup> or becoming psychotic.

Step #3: Emotion regulation and <sup>a</sup>acceptance of emotion<sup>o</sup> skills

- Remember that trying to <sup>a</sup>fix<sup>o</sup> or avoid anxiety reinforces the anxiety.

- Remind yourself: <sup>a</sup>Trying to get rid of this anxiety or avoid it will just make it worse. I can accept and

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especially if worry has led to panic attacks.

Generalized Anxiety Disorder Example #5:

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Enter Your Question From Documents: most of the times i am not able to manage it and it hampers my performance  
flag 3

So, the anxiety does impact your performance, and that can be really frustrating. Have you ever thought that maybe you're not able to manage it because you're trying to get rid of the anxiety or avoid it altogether, rather

than learning to accept and tolerate it while still performing?

## Document Similarity Search

anxiety and worry?

- Does the anxiety make me avoid things? (If so, this could contribute to the idea that you <sup>a</sup>can't function.<sup>o</sup>

Consider

exposure skills to practice functioning better with anxiety to manage it and still achieve some of your life aims)

Line of evidence #3: Anxiety is uncomfortable, not dangerous

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anxiety. Although anxiety is uncomfortable and does put stress on the body, remind yourself that it is not dangerous,

and does not lead to <sup>a</sup>going crazy<sup>o</sup> or becoming psychotic.

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- Remember that trying to <sup>a</sup>fix<sup>o</sup> or avoid anxiety reinforces the anxiety.

- Remind yourself: <sup>a</sup>Trying to get rid of this anxiety or avoid it will just make it worse. I can accept and tolerate this anxiety feeling and allow it to happen. I can then try to learn the facts about this situation. I can

somatic symptoms of anxiety: muscle tension, headaches, backaches, a clenched jaw, feeling keyed

up, restless, and <sup>a</sup>on edge,<sup>o</sup> as well as difficulty concentrating. You may remember that these

symptoms are a side effect of our body's attempts to protect us; blood moves around our body and

brain, into our large muscles, like our arms, legs, back, and neck, to get us ready to <sup>o</sup>fight<sup>o</sup> or to

<sup>a</sup>flee.<sup>o</sup> This changes the feelings in our bodies. In short the body is working hard to protect us, and

these feelings are uncomfortable! Relaxation happens when the body stops trying to protect us,

which helps us feel more calm and at ease.

When we experience mild to moderate levels of anxiety on a daily basis for long periods of time, we

get used to this tense, jittery state, until it is hard to even know what it is like to be relaxed! In this

use

acceptance skills to let go of attempts to control what cannot change.

The Problem: <sup>a</sup>Somatic<sup>o</sup> Anxiety Symptoms

Most people that experience anxiety also experience unpleasant physical sensations regularly. In

medical lingo, the fancy term for <sup>a</sup>physical<sup>o</sup> is somatic. We all know some of the most common

somatic symptoms of anxiety: muscle tension, headaches, backaches, a clenched jaw, feeling keyed

up, restless, and <sup>a</sup>on edge,<sup>o</sup> as well as difficulty concentrating. You may remember that these

symptoms are a side effect of our body's attempts to protect us; blood moves around our body and

brain, into our large muscles, like our arms, legs, back, and neck, to get us ready to <sup>o</sup>fight<sup>o</sup> or to

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Line of evidence #2: Ability to function with anxiety

- Have I been able to function at times, at least well enough to accomplish some of my goals, even with the anxiety and worry?

- Does the anxiety make me avoid things? (If so, this could contribute to the idea that you "can't function.")

Consider

exposure skills to practice functioning better with anxiety to manage it and still achieve some of your life aims)

Line of evidence #3: Anxiety is uncomfortable, not dangerous

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anxiety. Although anxiety is uncomfortable and does put stress on the body, remind yourself that it is not dangerous,

and does not lead to "going crazy" or becoming psychotic.

Step #3: Emotion regulation and "acceptance of emotion" skills

- Remember that trying to "fix" or avoid anxiety reinforces the anxiety.

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Enter Your Question From Documents: yes you are right  
flag 3

Well, that's a great insight! Recognizing that we can't always eliminate anxiety, but rather learn to work with it, is a big step forward. Would you like to explore some strategies to help you accept and tolerate your anxiety while still performing on stage?

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Document Similarity Search

anxiety and worry?

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- Remember that trying to "fix" or avoid anxiety reinforces the anxiety.

- Remind yourself: "Trying to get rid of this anxiety or avoid it will just make it worse. I can accept and tolerate this anxiety feeling and allow it to happen. I can then try to learn the facts about this situation. I can

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Step #3: Emotion regulation and <sup>a</sup>acceptance of emotion<sup>o</sup> skills

· Remember that trying to <sup>a</sup>fix<sup>o</sup> or avoid anxiety reinforces the anxiety.

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tolerate this anxiety feeling and allow it to happen. I can then try to learn the facts about this situation. I

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do things that will help me reach my goals, instead of spending time trying so hard to get rid of this

anxiety.<sup>o</sup>

Step #4: Work on other <sup>a</sup>Type I<sup>o</sup> worries (everyday worries about bad things happening) that may

contribute to this worry, as in

examples 1-3 on the previous three pages.

Note: see <sup>a</sup>The only thing we have to fear is fear itself<sup>o</sup> for more help with <sup>a</sup>worry about worry,<sup>o</sup>

especially if worry has led to panic attacks.

Step #2: Identify negative automatic thoughts and examine the evidence around the specific problems

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acceptance skills to let go of attempts to control what cannot change.

The Problem: <sup>a</sup>Somatic<sup>o</sup> Anxiety Symptoms

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and does not lead to <sup>a</sup>going crazy<sup>o</sup> or becoming psychotic.

Step #3: Emotion regulation and <sup>a</sup>acceptance of emotion<sup>o</sup> skills

· Remember that trying to <sup>a</sup>fix<sup>o</sup> or avoid anxiety reinforces the anxiety.

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Generalized Anxiety Disorder Example #5:

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Enter Your Question From Documents: yes sure

flag 3

Let's start with a simple question: Have you been able to function and perform at times, even with the anxiety and worry? Maybe not perfectly, but well enough to get through it?

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## Document Similarity Search

anxiety and worry?

- Does the anxiety make me avoid things? (If so, this could contribute to the idea that you <sup>a</sup>can't function.<sup>o</sup>

Consider

exposure skills to practice functioning better with anxiety to manage it and still achieve some of your life aims)

Line of evidence #3: Anxiety is uncomfortable, not dangerous

- See <sup>a</sup>Anxiety is<sup>o</sup> & <sup>a</sup>Could I lose it<sup>o</sup> (in the previous section on panic disorder) to remind yourself about the danger of

anxiety. Although anxiety is uncomfortable and does put stress on the body, remind yourself that it is not dangerous,

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- Remember that trying to <sup>a</sup>fix<sup>o</sup> or avoid anxiety reinforces the anxiety.

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Line of evidence #2: Ability to function with anxiety

- Have I been able to function at times, at least well enough to accomplish some of my goals, even with the

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tolerate this anxiety feeling and allow it to happen. I can then try to learn the facts about this situation. I can

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especially if worry has led to panic attacks.

Step #2: Identify negative automatic thoughts and examine the evidence around the specific problems happening at this time.

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The Problem: <sup>a</sup>Somatic<sup>o</sup> Anxiety Symptoms

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trying to control the mind often makes us feel worse, because we keep failing at it! The first step to any CBT intervention is to stop trying to control the mind through force; only after we do this are we prepared to influence the anxiety using CBT skills.

-Mindfulness helps us practice observing but not reacting to anxiety and other emotions. We learn to accept or tolerate these emotions, rather than trying to eradicate them.

-Mindfulness helps to retrain the brain; by not reacting to the

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Enter Your Question From Documents: yes  
flag 3

That's great! So, you do have some evidence that you can function with anxiety. Now, remind yourself that anxiety is uncomfortable, but it's not dangerous. It's not going to make you "go crazy" or become psychotic. It's just your body's response to a perceived threat. Does that make sense?

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Document Similarity Search

anxiety and worry?

· Does the anxiety make me avoid things? (If so, this could contribute to the idea that you <sup>a</sup>can't function.<sup>o</sup>

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· Remind yourself: <sup>a</sup>Trying to get rid of this anxiety or avoid it will just make it worse. I can accept and tolerate this anxiety feeling and allow it to happen. I can then try to learn the facts about this situation. I can

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· Have I been able to function at times, at least well enough to accomplish some of my goals, even with the

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Generalized Anxiety Disorder Example #5:

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· Does anxiety ever interfere with my ability to remember facts? Do I have trouble concentrating?

Step 4: Address <sup>a</sup>worry about anxiety<sup>o</sup> (type II worry)

- Often when we worry about tests or other performance situations, there is a concern that the anxiety will make us perform poorly or people will notice it. We do not have time to address this in this manual; however, this is an important issue to address with your group leader or individual therapist.

Step #5: Use the <sup>a</sup>Thought Cascade<sup>o</sup> approach to uncover other thoughts related to this thought. Ask <sup>a</sup>If I did get a bad grade, what would be so bad about that? What would be the consequence?<sup>o</sup> Use the same cognitive techniques to examine the evidence around the other thoughts.

Step #6: Uncover core beliefs

- Ask: <sup>a</sup>Is it possible that my concern about getting a bad grade is related to having unrealistic expectations for myself? Do I ever think that I must be perfect or get an 'A' on every test?<sup>o</sup>

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Enter Your Question From Documents: yes a bit  
flag 3

That's a good start! Let's try to build on that. Does the anxiety ever interfere with your ability to remember facts or concentrate when you're on stage?

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Document Similarity Search

anxiety and worry?

- Does the anxiety make me avoid things? (If so, this could contribute to the idea that you 'can't function.'°

Consider

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Line of evidence #3: Anxiety is uncomfortable, not dangerous

- See 'Anxiety is%'° & 'Could I lose it'° (in the previous section on panic disorder) to remind yourself about the danger of

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and does not lead to 'going crazy'° or becoming psychotic.

Step #3: Emotion regulation and 'acceptance of emotion'° skills

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· Does anxiety ever interfere with my ability to remember facts? Do I have trouble concentrating?

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- Often when we worry about tests or other performance situations, there is a concern that the

anxiety will make us perform poorly or people will notice it. We do not have time to address this in this

manual; however, this is an important issue to address with your group leader or individual therapist.

Step #5: Use the 'Thought Cascade'° approach to uncover other thoughts related to this thought. Ask 'If I

did get a bad grade, what would be so bad about that? What would be the consequence?'° Use the same cognitive techniques

to examine the evidence around the other thoughts.

Step #6: Uncover core beliefs

- Ask: 'Is it possible that my concern about getting a bad grade is related to having unrealistic

expectations for myself? Do  
I ever think that I must be perfect or get an 'A' on every test?°

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tolerate this anxiety feeling and allow it to happen. I can then try to learn  
the facts about this situation. I  
can

do things that will help me reach my goals, instead of spending time trying so  
hard to get rid of this  
anxiety.°

Step #4: Work on other °Type I° worries (everyday worries about bad things  
happening) that may  
contribute to this worry, as in  
examples 1-3 on the previous three pages.

Note: see °The only thing we have to fear is fear itself° for more help with  
°worry about worry,°  
especially if worry has led to panic attacks.

Step #2: Identify negative automatic thoughts and examine the evidence around  
the specific problems  
happening  
at this time.

Step #3: Use problem solving skills to best find a solution to a problem. If  
there is no feasible solution,  
use  
acceptance skills to let go of attempts to control what cannot change.

The Problem: °Somatic° Anxiety Symptoms

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Enter Your Question From Documents: yes  
flag 3

So, the anxiety can affect your concentration and memory. That can be really  
frustrating. Let's try to break it down further. If you were to make a mistake  
on stage, what would be so bad about that? What's the worst that could happen?

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Document Similarity Search

· Does anxiety ever interfere with my ability to remember facts? Do I have  
trouble concentrating?

Step 4: Address °worry about anxiety° (type II worry)

· Often when we worry about tests or other performance situations, there is a  
concern that the  
anxiety will make us perform poorly or people will notice it. We do not have  
time to address this in this  
manual; however, this is an important issue to address with your group leader or  
individual therapist.

Step #5: Use the °Thought Cascade° approach to uncover other thoughts related to  
this thought. Ask °If I  
did get a bad grade,  
what would be so bad about that? What would be the consequence?° Use the same  
cognitive techniques  
to examine the evidence  
around the other thoughts.

Step #6: Uncover core beliefs

· Ask: °Is it possible that my concern about getting a bad grade is related to  
having unrealistic  
expectations for myself? Do  
I ever think that I must be perfect or get an 'A' on every test?°

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trying to control the mind often makes us feel worse,  
because we keep failing at it! The first step to any CBT  
intervention is to stop trying to control the mind through  
force; only after we do this are we prepared to influence the  
anxiety using CBT skills.

-Mindfulness helps us practice observing but not reacting to

anxiety and other emotions. We learn to accept or tolerate these emotions, rather than trying to eradicate them.  
-Mindfulness helps to retrain the brain; by not reacting to the

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anxiety and worry?

- Does the anxiety make me avoid things? (If so, this could contribute to the idea that you "can't function.")

Consider

exposure skills to practice functioning better with anxiety to manage it and still achieve some of your life aims)

Line of evidence #3: Anxiety is uncomfortable, not dangerous

- See "Anxiety is" & "Could I lose it" (in the previous section on panic disorder) to remind yourself about the danger of

anxiety. Although anxiety is uncomfortable and does put stress on the body, remind yourself that it is not dangerous,

and does not lead to "going crazy" or becoming psychotic.

Step #3: Emotion regulation and "acceptance of emotion" skills

- Remember that trying to "fix" or avoid anxiety reinforces the anxiety.

- Remind yourself: "Trying to get rid of this anxiety or avoid it will just make it worse. I can accept and tolerate this anxiety feeling and allow it to happen. I can then try to learn the facts about this situation. I can

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somatic symptoms of anxiety: muscle tension, headaches, backaches, a clenched jaw, feeling keyed

up, restless, and "on edge," as well as difficulty concentrating. You may remember that these

symptoms are a side effect of our body's attempts to protect us; blood moves around our body and

brain, into our large muscles, like our arms, legs, back, and neck, to get us ready to "fight" or to

"flee." This changes the feelings in our bodies. In short the body is working hard to protect us, and

these feelings are uncomfortable! Relaxation happens when the body stops trying to protect us,

which helps us feel more calm and at ease.

When we experience mild to moderate levels of anxiety on a daily basis for long periods of time, we

get used to this tense, jittery state, until it is hard to even know what it is like to be relaxed! In this

-----  
Enter Your Question From Documents: I will lose the competition or if it's not a competition people will make fun of me  
flag 3

So, it's the fear of failure and fear of what others might think that's driving some of this anxiety. Let's challenge that a bit. If you were to lose the competition or make a mistake, what would you do? Would you give up, or would you learn from it and keep moving forward?

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Document Similarity Search

anxiety and worry?

- Does the anxiety make me avoid things? (If so, this could contribute to the idea that you "can't function.")

Consider

exposure skills to practice functioning better with anxiety to manage it and still achieve some of your life aims)

Line of evidence #3: Anxiety is uncomfortable, not dangerous

· See "Anxiety is 1/4" & "Could I lose it" (in the previous section on panic disorder) to remind yourself about the danger of anxiety. Although anxiety is uncomfortable and does put stress on the body, remind yourself that it is not dangerous, and does not lead to "going crazy" or becoming psychotic.

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· Remember that trying to "fix" or avoid anxiety reinforces the anxiety.  
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· Does anxiety ever interfere with my ability to remember facts? Do I have trouble concentrating?

Step 4: Address "worry about anxiety" (type II worry)

· Often when we worry about tests or other performance situations, there is a concern that the anxiety will make us perform poorly or people will notice it. We do not have time to address this in this manual; however, this is an important issue to address with your group leader or individual therapist.

Step #5: Use the "Thought Cascade" approach to uncover other thoughts related to this thought. Ask "If I did get a bad grade, what would be so bad about that? What would be the consequence?" Use the same cognitive techniques to examine the evidence around the other thoughts.

Step #6: Uncover core beliefs

· Ask: "Is it possible that my concern about getting a bad grade is related to having unrealistic expectations for myself? Do I ever think that I must be perfect or get an 'A' on every test?"

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Line of evidence #2: Ability to function with anxiety

· Have I been able to function at times, at least well enough to accomplish some of my goals, even with the anxiety and worry?

· Does the anxiety make me avoid things? (If so, this could contribute to the idea that you "can't function.")

Consider

exposure skills to practice functioning better with anxiety to manage it and still achieve some of your life aims)

Line of evidence #3: Anxiety is uncomfortable, not dangerous

· See "Anxiety is 1/4" & "Could I lose it" (in the previous section on panic disorder) to remind yourself about the danger of anxiety. Although anxiety is uncomfortable and does put stress on the body, remind yourself that it is not dangerous, and does not lead to "going crazy" or becoming psychotic.

Step #3: Emotion regulation and "acceptance of emotion" skills

· Remember that trying to "fix" or avoid anxiety reinforces the anxiety.

-----  
· Is this class any different than other classes?

Line of evidence #2: If I did get a bad grade on this test, what would be the consequences?

· If this happened, what would I do? Would I give up, or keep trying?

· Have I ever done poorly on a test in the past? What were the consequences of

this? How did this test

score affect my overall grade?

- Is it likely that getting a bad grade on this test will significantly impact my ability to achieve my long term academic goals?

Line of evidence #3: Preparedness

- Have I prepared for this test?

- How does my performance on tests in the past align with my preparedness? Was I ever unprepared for

a

test on which I performed poorly? How have I performed when I prepare adequately?

- Does anxiety ever interfere with my ability to remember facts? Do I have trouble concentrating?

Step 4: Address <sup>a</sup>worry about anxiety<sup>o</sup> (type II worry)

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Enter Your Question From Documents: yeah will learn from it but its makes me more nervous for next time

flag 3

So, the fear of making mistakes and fear of what others think can create a cycle of anxiety. Let's try to reframe that. Instead of thinking "I'll never make a mistake again," could you try thinking "I'll learn from this mistake and do better next time"? And what if people do make fun of you? Would that really define your self-worth?

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Document Similarity Search

- Does anxiety ever interfere with my ability to remember facts? Do I have trouble concentrating?

Step 4: Address <sup>a</sup>worry about anxiety<sup>o</sup> (type II worry)

- Often when we worry about tests or other performance situations, there is a concern that the

anxiety will make us perform poorly or people will notice it. We do not have time to address this in this

manual; however, this is an important issue to address with your group leader or individual therapist.

Step #5: Use the <sup>a</sup>Thought Cascade<sup>o</sup> approach to uncover other thoughts related to this thought. Ask <sup>a</sup>If I

did get a bad grade,

what would be so bad about that? What would be the consequence?<sup>o</sup> Use the same cognitive techniques

to examine the evidence

around the other thoughts.

Step #6: Uncover core beliefs

- Ask: <sup>a</sup>Is it possible that my concern about getting a bad grade is related to having unrealistic

expectations for myself? Do

I ever think that I must be perfect or get an 'A' on every test?<sup>o</sup>

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- Ask: <sup>a</sup>Is it possible that my concern about getting a bad grade is related to having unrealistic

expectations for myself? Do

I ever think that I must be perfect or get an 'A' on every test?<sup>o</sup>

Step #7: Behavioral techniques

- Use problem solving techniques to determine if the situation can be improved. Is there anything I can do

to

improve my study habits? Could I practice taking tests to become more comfortable with the anxiety? Do I

have good

test taking skills?

- Are there any <sup>a</sup>safety behaviors<sup>o</sup> or protective behaviors I am using that may actually be making we

perform more poorly on tests? For example, do I ever second guess myself repetitively about answers and change them? Do I take more time than necessary deciding on answers?

- Along with cognitive techniques, use exposure skills to get practice taking tests and address avoidance or protective behaviors that may be making the anxiety worse over time.

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anxiety and worry?

- Does the anxiety make me avoid things? (If so, this could contribute to the idea that you 'can't function.'

Consider

exposure skills to practice functioning better with anxiety to manage it and still achieve some of your life aims)

Line of evidence #3: Anxiety is uncomfortable, not dangerous

- See 'Anxiety is%' & 'Could I lose it' (in the previous section on panic disorder) to remind yourself about the danger of

anxiety. Although anxiety is uncomfortable and does put stress on the body, remind yourself that it is not dangerous,

and does not lead to 'going crazy' or becoming psychotic.

Step #3: Emotion regulation and 'acceptance of emotion' skills

- Remember that trying to 'fix' or avoid anxiety reinforces the anxiety.

- Remind yourself: 'Trying to get rid of this anxiety or avoid it will just make it worse. I can accept and tolerate this anxiety feeling and allow it to happen. I can then try to learn the facts about this situation. I can

-----  
it is inevitable that we will experience stress of some sort or another.

We talk about the balance between risk and protection

that underlies each decision we make, and how these

decisions make us more or less vulnerable to anxiety. We

also spend time in this section discussing what 'causes'

anxiety, the risk factors that make us more vulnerable to it, including genetics and stress.

We briefly discuss some 'other' CBT skills for anxiety, problem solving and acceptance skills.

At the end of this section we also describe the CBT treatment options available to you at the University of Michigan Anxiety Disorders Clinic to help you with the next steps in your journey to free yourself from anxiety.

5.1

Think back to the last time you had a 'tug of war' at a fair or on the beach.

Your team has some influence

on the outcome; but the

other team may (or may not%) make things hard for you to achieve your aim.

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Enter Your Question From Documents: no

flag 3

Exactly! You are more than your performance or what others think of you. You have inherent worth and value beyond that. Let's work on building your self-compassion and self-acceptance. How does that sound?

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Document Similarity Search

trying to control the mind often makes us feel worse, because we keep failing at it! The first step to any CBT intervention is to stop trying to control the mind through



force; only after we do this are we prepared to influence the anxiety using CBT skills.

-Mindfulness helps us practice observing but not reacting to anxiety and other emotions. We learn to accept or tolerate these emotions, rather than trying to eradicate them.  
-Mindfulness helps to retrain the brain; by not reacting to the

-----  
· Does anxiety ever interfere with my ability to remember facts? Do I have trouble concentrating?

Step 4: Address <sup>a</sup>worry about anxiety<sup>o</sup> (type II worry)

· Often when we worry about tests or other performance situations, there is a concern that the anxiety will make us perform poorly or people will notice it. We do not have time to address this in this manual; however, this is an important issue to address with your group leader or individual therapist.

Step #5: Use the <sup>a</sup>Thought Cascade<sup>o</sup> approach to uncover other thoughts related to this thought. Ask <sup>a</sup>If I did get a bad grade, what would be so bad about that? What would be the consequence?<sup>o</sup> Use the same cognitive techniques to examine the evidence around the other thoughts.

Step #6: Uncover core beliefs

· Ask: <sup>a</sup>Is it possible that my concern about getting a bad grade is related to having unrealistic expectations for myself? Do I ever think that I must be perfect or get an 'A' on every test?<sup>o</sup>

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· Is this class any different than other classes?

Line of evidence #2: If I did get a bad grade on this test, what would be the consequences?

· If this happened, what would I do? Would I give up, or keep trying?

· Have I ever done poorly on a test in the past? What were the consequences of this? How did this test score affect my overall grade?

· Is it likely that getting a bad grade on this test will significantly impact my ability to achieve my long term academic goals?

Line of evidence #3: Preparedness

· Have I prepared for this test?

· How does my performance on tests in the past align with my preparedness? Was I ever unprepared for

a test on which I performed poorly? How have I performed when I prepare adequately?

· Does anxiety ever interfere with my ability to remember facts? Do I have trouble concentrating?

Step 4: Address <sup>a</sup>worry about anxiety<sup>o</sup> (type II worry)

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· Ask: <sup>a</sup>Is it possible that my concern about getting a bad grade is related to having unrealistic

expectations for myself? Do

I ever think that I must be perfect or get an 'A' on every test?<sup>o</sup>

Step #7: Behavioral techniques

· Use problem solving techniques to determine if the situation can be improved. Is there anything I can do to

improve my study habits? Could I practice taking tests to become more comfortable with the anxiety? Do I have good

test taking skills?

· Are there any <sup>a</sup>safety behaviors<sup>o</sup> or protective behaviors I am using that may actually be making we

perform more  
poorly on tests? For example, do I ever second guess myself repetitively about  
answers and change  
them? Do I take  
more time than necessary deciding on answers?  
· Along with cognitive techniques, use exposure skills to get practice taking  
tests and address avoidance  
or  
protective behaviors that may be making the anxiety worse over time.

-----  
Enter Your Question From Documents: yes sure  
flag 3

I think we've made some great progress today, Sid. You're acknowledging your  
anxiety, recognizing that it's not dangerous, and starting to reframe your  
thoughts around performance and self-worth. That's a lot to take in, so I'm  
going to stop here. Do you feel like you have a better understanding of your  
anxiety and some strategies to work with it?

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Document Similarity Search

anxiety and worry?

· Does the anxiety make me avoid things? (If so, this could contribute to the  
idea that you "can't function."

Consider

exposure skills to practice functioning better with anxiety to manage it and  
still achieve some  
of your life aims)

Line of evidence #3: Anxiety is uncomfortable, not dangerous

· See "Anxiety is" & "Could I lose it" (in the previous section on panic  
disorder) to remind yourself about  
the danger of

anxiety. Although anxiety is uncomfortable and does put stress on the body,  
remind yourself that it is not  
dangerous,

and does not lead to "going crazy" or becoming psychotic.

Step #3: Emotion regulation and "acceptance of emotion" skills

· Remember that trying to "fix" or avoid anxiety reinforces the anxiety.

· Remind yourself: "Trying to get rid of this anxiety or avoid it will just make  
it worse. I can accept and  
tolerate this anxiety feeling and allow it to happen. I can then try to learn  
the facts about this situation. I  
can

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can

do things that will help me reach my goals, instead of spending time trying so  
hard to get rid of this  
anxiety."

Step #4: Work on other "Type I" worries (everyday worries about bad things  
happening) that may

contribute to this worry, as in  
examples 1-3 on the previous three pages.

Note: see "The only thing we have to fear is fear itself" for more help with  
"worry about worry,"  
especially if worry has led to panic attacks.

Step #2: Identify negative automatic thoughts and examine the evidence around  
the specific problems  
happening  
at this time.

Step #3: Use problem solving skills to best find a solution to a problem. If  
there is no feasible solution,  
use

acceptance skills to let go of attempts to control what cannot change.

The Problem: <sup>a</sup>Somatic<sup>o</sup> Anxiety Symptoms

-----  
Line of evidence #2: Ability to function with anxiety

- Have I been able to function at times, at least well enough to accomplish some of my goals, even with the anxiety and worry?

- Does the anxiety make me avoid things? (If so, this could contribute to the idea that you <sup>a</sup>can't function.<sup>o</sup>

Consider

exposure skills to practice functioning better with anxiety to manage it and still achieve some of your life aims)

Line of evidence #3: Anxiety is uncomfortable, not dangerous

- See <sup>a</sup>Anxiety is<sup>o</sup> & <sup>a</sup>Could I lose it<sup>o</sup> (in the previous section on panic disorder) to remind yourself about the danger of

anxiety. Although anxiety is uncomfortable and does put stress on the body, remind yourself that it is not dangerous,

and does not lead to <sup>a</sup>going crazy<sup>o</sup> or becoming psychotic.

Step #3: Emotion regulation and <sup>a</sup>acceptance of emotion<sup>o</sup> skills

- Remember that trying to <sup>a</sup>fix<sup>o</sup> or avoid anxiety reinforces the anxiety.

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· Is this class any different than other classes?

Line of evidence #2: If I did get a bad grade on this test, what would be the consequences?

- If this happened, what would I do? Would I give up, or keep trying?

- Have I ever done poorly on a test in the past? What were the consequences of this? How did this test score affect my overall grade?

- Is it likely that getting a bad grade on this test will significantly impact my ability to achieve my long term academic goals?

Line of evidence #3: Preparedness

- Have I prepared for this test?

- How does my performance on tests in the past align with my preparedness? Was I ever unprepared for a

test on which I performed poorly? How have I performed when I prepare adequately?

- Does anxiety ever interfere with my ability to remember facts? Do I have trouble concentrating?

Step 4: Address <sup>a</sup>worry about anxiety<sup>o</sup> (type II worry)

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Enter Your Question From Documents: yes

flag 3

That's wonderful! I'm proud of you for taking this step towards addressing your anxiety. Remember, it's okay to feel anxious, and it's okay to make mistakes. You are capable of learning and growing from them. Keep practicing self-compassion and reframing your thoughts, and don't hesitate to reach out if you need further guidance. You got this, Sid!

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Document Similarity Search

anxiety and worry?

- Does the anxiety make me avoid things? (If so, this could contribute to the idea that you <sup>a</sup>can't function.<sup>o</sup>

Consider

exposure skills to practice functioning better with anxiety to manage it and still achieve some

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and does not lead to <sup>a</sup>going crazy<sup>o</sup> or becoming psychotic.

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- Remember that trying to <sup>a</sup>fix<sup>o</sup> or avoid anxiety reinforces the anxiety.
- Remind yourself: <sup>a</sup>Trying to get rid of this anxiety or avoid it will just make it worse. I can accept and tolerate this anxiety feeling and allow it to happen. I can then try to learn the facts about this situation. I can

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Line of evidence #2: Ability to function with anxiety

- Have I been able to function at times, at least well enough to accomplish some of my goals, even with the anxiety and worry?

- Does the anxiety make me avoid things? (If so, this could contribute to the idea that you <sup>a</sup>can't function.<sup>o</sup>

Consider

exposure skills to practice functioning better with anxiety to manage it and still achieve some of your life aims)

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anxiety. Although anxiety is uncomfortable and does put stress on the body, remind yourself that it is not dangerous,

and does not lead to <sup>a</sup>going crazy<sup>o</sup> or becoming psychotic.

Step #3: Emotion regulation and <sup>a</sup>acceptance of emotion<sup>o</sup> skills

- Remember that trying to <sup>a</sup>fix<sup>o</sup> or avoid anxiety reinforces the anxiety.

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tolerate this anxiety feeling and allow it to happen. I can then try to learn the facts about this situation. I can

do things that will help me reach my goals, instead of spending time trying so hard to get rid of this anxiety.<sup>o</sup>

Step #4: Work on other <sup>a</sup>Type I<sup>o</sup> worries (everyday worries about bad things happening) that may contribute to this worry, as in examples 1-3 on the previous three pages.

Note: see <sup>a</sup>The only thing we have to fear is fear itself<sup>o</sup> for more help with <sup>a</sup>worry about worry,<sup>o</sup> especially if worry has led to panic attacks.

Step #2: Identify negative automatic thoughts and examine the evidence around the specific problems happening at this time.

Step #3: Use problem solving skills to best find a solution to a problem. If there is no feasible solution, use acceptance skills to let go of attempts to control what cannot change.

The Problem: <sup>a</sup>Somatic<sup>o</sup> Anxiety Symptoms

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and does not lead to <sup>a</sup>going crazy<sup>o</sup> or becoming psychotic.

Step #3: Emotion regulation and <sup>a</sup>acceptance of emotion<sup>o</sup> skills

- Remember that trying to <sup>a</sup>fix<sup>o</sup> or avoid anxiety reinforces the anxiety.
- Remind yourself: <sup>a</sup>Trying to get rid of this anxiety or avoid it will just make it worse. I can accept and tolerate this anxiety feeling and allow it to happen. I can then try to learn the facts about this situation. I can

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Generalized Anxiety Disorder Example #5:

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Enter Your Question From Documents: thank you  
flag 3

You're welcome, Sid! It was a pleasure working with you. Remember to be kind to yourself and take things one step at a time. You're on the path to overcoming your anxiety, and I have no doubt you'll get there. Good luck, and take care!

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Document Similarity Search

tolerate this anxiety feeling and allow it to happen. I can then try to learn the facts about this situation. I can

do things that will help me reach my goals, instead of spending time trying so hard to get rid of this anxiety.<sup>o</sup>

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The Problem: <sup>a</sup>Somatic<sup>o</sup> Anxiety Symptoms

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· Is this class any different than other classes?

Line of evidence #2: If I did get a bad grade on this test, what would be the consequences?

- If this happened, what would I do? Would I give up, or keep trying?

- Have I ever done poorly on a test in the past? What were the consequences of this? How did this test score affect my overall grade?

- Is it likely that getting a bad grade on this test will significantly impact my ability to achieve my long term academic goals?

Line of evidence #3: Preparedness

- Have I prepared for this test?
- How does my performance on tests in the past align with my preparedness? Was I ever unprepared for

a

test on which I performed poorly? How have I performed when I prepare adequately?

- Does anxiety ever interfere with my ability to remember facts? Do I have trouble concentrating?

Step 4: Address <sup>a</sup>worry about anxiety<sup>o</sup> (type II worry)

- Does anxiety ever interfere with my ability to remember facts? Do I have trouble concentrating?

Step 4: Address <sup>a</sup>worry about anxiety<sup>o</sup> (type II worry)

- Often when we worry about tests or other performance situations, there is a concern that the

anxiety will make us perform poorly or people will notice it. We do not have time to address this in this

manual; however, this is an important issue to address with your group leader or individual therapist.

Step #5: Use the <sup>a</sup>Thought Cascade<sup>o</sup> approach to uncover other thoughts related to this thought. Ask <sup>a</sup>If I

did get a bad grade,

what would be so bad about that? What would be the consequence?<sup>o</sup> Use the same cognitive techniques

to examine the evidence

around the other thoughts.

Step #6: Uncover core beliefs

- Ask: <sup>a</sup>Is it possible that my concern about getting a bad grade is related to having unrealistic

expectations for myself? Do

I ever think that I must be perfect or get an 'A' on every test?<sup>o</sup>

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anxiety and worry?

- Does the anxiety make me avoid things? (If so, this could contribute to the idea that you <sup>a</sup>can't function.<sup>o</sup>

Consider

exposure skills to practice functioning better with anxiety to manage it and still achieve some

of your life aims)

Line of evidence #3: Anxiety is uncomfortable, not dangerous

- See <sup>a</sup>Anxiety is<sup>o</sup> & <sup>a</sup>Could I lose it<sup>o</sup> (in the previous section on panic disorder) to remind yourself about

the danger of

anxiety. Although anxiety is uncomfortable and does put stress on the body, remind yourself that it is not

dangerous,

and does not lead to <sup>a</sup>going crazy<sup>o</sup> or becoming psychotic.

Step #3: Emotion regulation and <sup>a</sup>acceptance of emotion<sup>o</sup> skills

- Remember that trying to <sup>a</sup>fix<sup>o</sup> or avoid anxiety reinforces the anxiety.

- Remind yourself: <sup>a</sup>Trying to get rid of this anxiety or avoid it will just make it worse. I can accept and

tolerate this anxiety feeling and allow it to happen. I can then try to learn the facts about this situation. I

can

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Enter Your Question From Documents: