

01 WORKSHEETS

In this chapter you will find all the worksheets you need while reading the book “The Mental Blueprint”. The book gives instructions on when to fill in and/or use which worksheet. Some worksheets follow each other. Filling in the worksheets off the cuff without the underlying information is pointless. There are quite a few, but it is worth it in the end. Everything has been carefully selected and only meaningful questions have been left.

It is important to know that some worksheets consist of multiple pages. That is why the title says part 1/2 or 2/2, so that you do not forget. Check occasionally to make sure that you do not forget anything.

Good luck!

WORKSHEET 1 COMPLAINTS PART I

With this worksheet we try to map your complaints at this moment. It is important not to feel any shame in this and to describe as well as you can what exactly you are up against. If a question does not apply to you, you skip it.

What exactly are you struggling with? What is the reason you bought this book?

How long have these complaints been going on? When/why do you think this started?

For anxiety complaints

What exactly are you afraid of? What will happen if your fear comes true?

What is the biggest disaster that will happen if your fear comes true?

Make it even bigger, what is your absolute biggest disaster if your fear comes true?

And then?

WORKSHEET 1 COMPLAINTS PART II

For mood complaints

Are your moods stable, or do they mostly fluctuate? Describe your mood.

Does the environment (what happens, is said, etc.) influence your mood? If so, what exactly happens that changes your mood so much?

General complaints

Do you have trouble sleeping? What causes it?

How does your life continue, do you encounter something that does not go the way you want?

If you have missed something that you think is important to mention, please write down below what else is going on

SELECTION 1; SUMMARIZE BELOW IN A MAXIMUM OF FIVE LINES WHAT YOUR CURRENT COMPLAINTS ARE. USE NO MORE THAN FOUR WORDS PER LINE.

WORKSHEET 2. PAST 1/3

The important thing when filling out this list is not to hold back towards your parents. After all, no one needs to read this. Try to be as honest as possible.

MOTHER

Describe your mother, how you would describe her in general, in the following categories,

Emotional stability (stable or rather unstable)

Emotional openness (open about emotions or rather closed)

Self-confidence (self-assured or rather insecure)

Worry (was she always worried, did she worry a lot, were you raised in a sheltered environment)

Perfectionism (critical or not)

Perseverer (was your mother a hard worker, don't whine, just keep going)

Angry (could she get angry, scream, were you afraid of her, was she violent?)

Structured (was it loose at home, or more structured with little space)

Fear (was your mother fearful? in what/about what?)

Self-sacrifice/egoism (did your mother sacrifice herself for others or not)

Have you now described your mother completely or are you still missing something? If you are still missing something, fill it in below. It is complete when a complete stranger could, in principle, with his eyes closed and your answers, form an idea of your mother.

WORKSHEET 2. PAST 2/3

The important thing when filling out this list is not to hold back towards your parents. After all, no one needs to read this. Try to be as honest as possible.

FATHER

Describe your father, how you would describe him in general, in the following categories,

Emotional stability (stable or rather unstable)

Emotional openness (open about emotions or rather closed)

Self-confidence (self-assured or rather insecure)

Worry (was he always worried, did he worry a lot, were you raised in a sheltered environment)

Perfectionism (critical or not)

Perseverance (was your father a hard worker, don't whine, just keep going)

Angry (could he get angry, scream, were you afraid of him, was he violent?)

Structured (was it loose at home, or more structured with little space)

Fear (was your father fearful? in what/about what?)

Self-sacrifice/egoism (did your father sacrifice himself for others or not)

Have you now described your father completely or are you still missing something? If you are still missing something, please fill it in below. It is complete when a complete stranger could, in principle, with his eyes closed and your answers, form an idea of your father.

WORKSHEET 2. PAST 3/3

SELECTION 2; FILL IN THE FIVE MOST IMPORTANT NEGATIVE CHARACTERISTICS FOR EACH PARENT BELOW

Tip: use summary terms such as: Critical, Protective, Unpredictable, Unstable, etc.

Of course your parents also have positive qualities. We will not do anything with them in this method in the book. If it is pleasant for you, you can also make a list of them.

WORKSHEET 3. PERSONALITY 1/4

Because we will not necessarily intervene with the treatment at this point, it is better to exaggerate a bit in this list than to be too cautious. If you miss something here, it can influence your final result. Even if you think that you would have taken something from your parents as a child, write it down. Better too much than too little. And pay attention; this can also happen in an indirect way! Also realize, as described in the book, that for a child everything is extremely black and white. That is how it will be learned. Sometimes the behavior of one of the two parents, if clear enough, is enough to learn an opinion. Again; don't be too cautious. If a question does not apply, skip it.

YOURSELF

Was one of the (or both) parents a perfectionist? And/or were they strict and did they comment a lot? What does this do to the little child? Does she then feel good enough sooner, or sooner not?

View from the little child (cross out what does not apply)

I am/am not good enough

Was one of the (or both) parents always there for the little one? Was there enough attention for the emotions of the little one? Or were the parents more concerned with themselves and their own problems? Or did they perhaps not know how to do that? Would the little child have learned that she is apparently important, or rather unimportant?

View from the little child (cross out what does not apply)

I am/am not important

Was one of the (or both) parents very caring? Were they constantly taking care of others? Did they put themselves aside? Would the little child have learned that she herself is important, or rather that others apparently are important?

View from the little child (cross out what does not apply)

Others are/are not important(er)

WORKSHEET 3. PERSONALITY 2/4

Did one (or both) parents talk a lot about emotions with the little child? Did the parents themselves talk about their own emotions? Has the little one learned that it is better to keep emotions to herself or that this is allowed?

View from the little child (cross out what does not apply)

I should/shouldn't hide my emotions

Was one (or both) of the parents always working hard? Was achievement important? Does the child learn that working hard is important, or not?

View from the little child (cross out what does not apply)

I should/shouldn't work hard

Did one of the (or both) parents quickly copy things from the little child? Did they not let the child make his own mistakes? What would the child have learned from that, that she can do it herself, or rather that she apparently can't do anything?

View from the little child (cross out what does not apply)

I can't do anything / I can do enough

Are there other direct messages that the little child has received? Think of unwritten house rules, what was the general atmosphere and what did the child learn from that?

The little child's view of himself

WORKSHEET 3. PERSONALITY 3/4

THE WORLD & OTHERS

Was one (or both) of the parents constantly worried? Constantly on guard and/or protective? What do you think the child learned about the world as a result? Is the world a safe place, or apparently not?

View from the little child (cross out what does not apply)

The world is/isn't safe

Was one of the (or both) parents predictable and stable? What would the child have learned about this, can others be trusted? Or are others rather unreliable/unpredictable?

View from the little child (cross out what does not apply)

Others are/are not unpredictable/unreliable

Has she often felt afraid of (one of) her parents? Are others more frightening and a danger or not?

View from the little child (cross out what does not apply)

Others are/are not scary

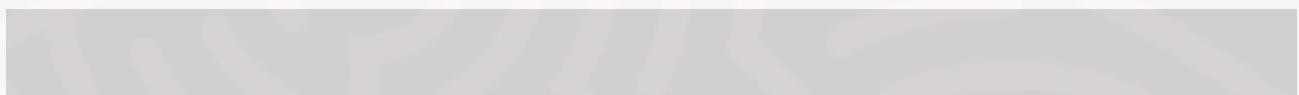
Was one (or both) of the parents present when the little one was struggling? Or did they leave her alone? What does the child learn from this, will she eventually be abandoned or will people be there for her?

View from the little child (cross out what does not apply)

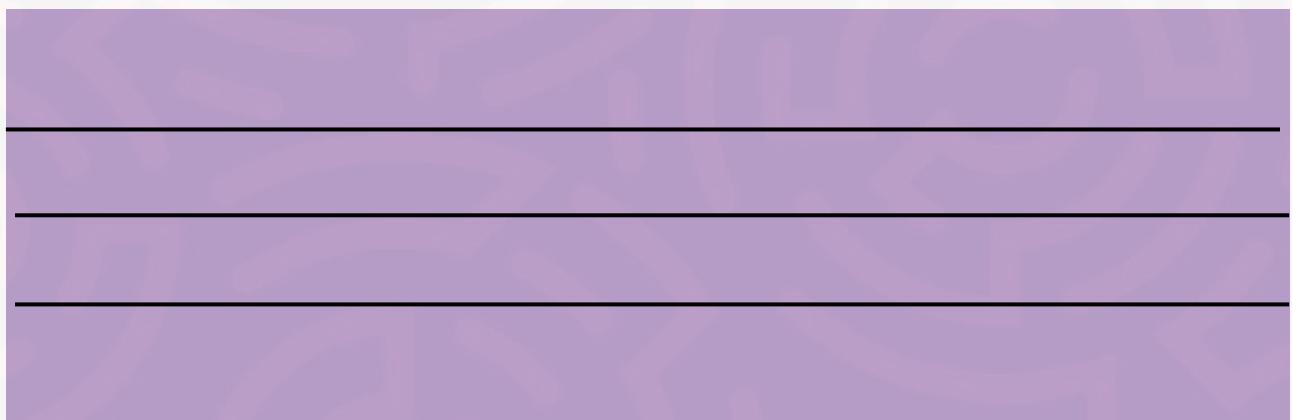
Others will/will not eventually abandon me

WORKSHEET 3. PERSONALITY 4/4

Are there other characteristics of the parents that have influenced how the child sees itself, the world or others? Which ones and what kind of opinions does the child get because of this?



SELECTION 3; FILL IN BELOW THE FIVE MOST IMPORTANT NEGATIVE VIEWS OF THE CHILD ABOUT HIMSELF, THE WORLD AND/OR OTHERS.



Tip: Here too you can write down for yourself five important positive views of the child about yourself, the world and/or others. We will not do anything with that within the method of this book, but it may make it more pleasant for yourself.

WORKSHEET 4 TRAUMA 1/2

With this worksheet we try to map your experienced traumata. If this does not apply to you, then leave this worksheet blank.

Have you ever experienced (or witnessed) physical violence?

Have you ever experienced (or witnessed) sexual violence?

Have you ever been confronted with (or witnessed) a life-threatening situation?

Were you bullied during your childhood?

Have you ever experienced (or witnessed) another very traumatic event?

Do any of the above still lead to flashbacks (the unsolicited re-envisioning of images of the situation in your head)?

Do any of the above still lead to nightmares?

Do any of the above still lead to a clear avoidance of confrontation with anything that reminds you of the situation? (e.g. no longer watching TV when what is on TV resembles the situation you experienced)

SELECTION 4: IS ONE OF THE ANSWERS TO THE LAST THREE QUESTIONS “YES” ABOUT A SITUATION FROM THE FIRST FIVE QUESTIONS? THEN DESCRIBE THE EXPERIENCED SITUATION BELOW IN MAX FIVE WORDS. THIS IS A CATEGORY 1 TRAUMA

WORKSHEET 4 TRAUMA 2/2

SELECTION 5; DID YOU EXPERIENCE ANYTHING IN THE FIRST FIVE QUESTIONS THAT YOU THINK HAS INFLUENCED HOW YOU VIEW YOURSELF, THE WORLD OR OTHERS? THEN DESCRIBE THE SITUATION HERE IN MAX FIVE WORDS. THIS IS A CATEGORY 2 TRAUMA.

WORKSHEET 5 CIRCUMSTANCES

This worksheet aims to outline your current personal circumstances. You are not required to detail your entire life; instead, please note the factors you believe may impact your complaints. If there are none, feel free to leave this worksheet blank. Also please note the important factors when to fill in something here mentioned in the book.

How are your social connections? Do they provide you with adequate attention? Are these connections mutual? Do they frequently share their problems? Do you feel exploited? Consider the same questions in the context of a romantic relationship.

How is your relationship with family? Do individuals continue to play a detrimental role concerning your grievances?

What type of work do you engage in? Do you enjoy your work? Are you treated well in that environment? Does it align well with your personal values?

Are there additional factors in your current situation that you believe to be causing your complaints? Financial difficulties?

SELECTION 6: PLEASE SUMMARIZE YOUR (INTENSE) CIRCUMSTANCES BELOW IN NO MORE THAN THREE LINES.

WORKSHEET 6: ACTIVITY SCHEDULE 1/2

MA DI WO DO VR ZA ZO

6:00							
7:00							
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WORKSHEET 6: ACTIVITY SCHEDULE 2/2

MA DI WO DO VR ZA ZO

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01:00							
02:00							
03:00							
04:00							
05:00							

WORKSHEET 7 BALANCE SHEET

Cognitively active

Cognitive passive

Physically active

Physically passive

WORKSHEET 8 TREATMENT FOCUS

What do you have control over?

What do you have no control over but spend a lot of time on (could also be in your head)?

YOUR BEHAVIOR

YOUR BEHAVIOR

YOUR BEHAVIOR

YOUR BEHAVIOR

YOUR BEHAVIOR

WORKSHEET 9 GLASSES & BELIEFS

WORKSHEET 10 MOBILIZING WITH PAPER

BOSSES PART I

Preparation; Have a chair to sit in within a space with about 1.5 meters around the chair, where you will not be disturbed. Get some blank a4 papers. Don't forget to watch the accompanying video before you start.

STEP	EXECUTION
STEP 1	MAKE SURE YOU HAVE A STRONG HEALTHY ADULT WHO IS READY TO FIGHT THE BOSSSES. PRINT OUT TABLE 4 OR COPY THE MESSAGES ONTO A SEPARATE PIECE OF PAPER. PLACE IT ON THE SIDE OF THE CHAIR ABOUT HALF A METER AWAY. CALL THIS PAPER X.
STEP 2	PROVIDE A STRONG HEALTHY ADULT WHO IS READY TO CARE FOR THE LITTLE CHILD. PRINT OUT THE SECOND PART OF TABLE 4 OR TAKE YOUR PAPER THAT YOU MADE OF YOUR HEALTHY ADULT WITH THE NICE MESSAGES. PUT THIS WITH THE OTHER PAPER X OF YOUR HEALTHY ADULT. CALL THIS PAPER Y.
STEP 3	THINK OF A SITUATION FROM LAST WEEK WHERE YOUR BOSS TOOK OVER. DECIDE WHICH BOSS IT WAS AND WRITE IT DOWN ON A PIECE OF A4 PAPER. PLACE THE PAPER ONE AND A HALF METERS FROM THE CHAIR DIRECTLY OPPOSITE OF THE CHAIR.
STEP 4	STAND BY YOUR BOSS'S PAPER WITH YOUR FACE TO THE CHAIR. PUT YOURSELF COMPLETELY IN YOUR BOSS'S SHOES. BE THE BOSS. SHOUT OUT LOUD TO THE CHAIR WHAT MESSAGES THE BOSS HAS FOR YOU. MAX ONE MINUTE..
STEP 5	SIT ON THE CHAIR. THE CHAIR REPRESENTS YOUR LITTLE CHILD SIDE. GET COMPLETELY INTO YOUR LITTLE CHILD SIDE. EXPERIENCE HOW THIS FEELS FOR YOU.
STEP 6	REPEAT STEP 4 IF YOU NOTICE THAT NOT MUCH IS HAPPENING. THEN TRY TO GET EVEN MORE INTO THE BOSS'S SHOES.. SPEAK THE MESSAGES IN THE WAY YOUR "BOSS" DOES, SHOUTING, VENOMOUS, CYNICAL
STEP 7	SIT ON THE CHAIR. EXPERIENCE HOW THIS FEELS FOR YOU.
STEP 8	STAND BY YOUR HEALTHY ADULT'S PAPERS. TAKE A GOOD LOOK AT THE SITUATION FROM A DISTANCE. IF IT HELPS, IMAGINE A SMALL CHILD IN THE CHAIR THAT THE BOSS IS TALKING TO. TAKE PAPER X. ADDRESS YOUR BOSS. TELL THE BOSS WHAT YOU AS A HEALTHY ADULT THINK OF HIS MESSAGES.

WORKSHEET 10 MOBILIZING WITH PAPER BOSSES PART

II

STEP	EXECUTION
STEP 9	ASK YOURSELF THIS QUESTION; HOW DOES YOUR BOSS RESPOND? IF HE STILL DOES OR SAYS SOMETHING IN YOUR HEAD AND IS NOT QUIET, GO TO STEP 10. IF HE IS QUIET, GO TO STEP 12.
STEP 10	SPEAK TO YOUR BOSS EVEN MORE STERNLY. USE A RAISED VOICE, POSSIBLE HAND GESTURES, OR POSSIBLE SWEAR WORDS. TELL HIM TO SHUT UP. AND SAY IT AS IF YOU MEAN IT AND ACTUALLY BELIEVE IT!
STEP 11	ASK YOURSELF THIS QUESTION; HOW DOES YOUR BOSS REACT? IF HE IS STILL DOING SOMETHING IN YOUR HEAD AND IS NOT QUIET YET, GO BACK TO STEP 10. REPEAT STEPS 10 & 11 UNTIL YOUR BOSS IS REALLY QUIET. IF NECESSARY, SPEAK TO HIM LOUDER AND LOUDER. AND PAY ATTENTION; YOU DO NOT CONTINUE UNTIL YOU HAVE SHUT HIM UP, WHATEVER THAT TAKES. IF HE IS QUIET, GO TO STEP 12.
STEP 12	WHEN YOUR BOSS IS QUIET, YOU DO SOMETHING WITH HIM. THERE IS NO REASON TO KEEP HIM AROUND. YOU HAVE SEVERAL OPTIONS FOR THIS. YOU CAN MOVE HIM SOMEWHERE WHERE YOU CAN NO LONGER SEE HIM. FOR EXAMPLE, IN ANOTHER ROOM, OR IN A CUPBOARD OR DRAWER. MAKE SURE HE IS OUT OF SIGHT. YOU CAN ALSO TEAR THE PAPER, STOMP ON IT, STICK HIM ON A COAT RACK, CRUMBLE HIM UP AND THROW HIM AWAY. WHATEVER YOU DO, HE HAS TO GO OR 'BREAK'.
STEP 13	SIT ON THE CHAIR. HOW DOES THIS FEEL NOW? HOW DO YOU EXPERIENCE THE EMPTINESS IN FRONT OF YOU? IT IS OKAY TO FEEL EMOTIONS, JUST LET THEM OUT. WHERE DO YOU FEEL SOMETHING IN YOUR BODY?
STEP 14	SIT IN THE HEALTHY ADULT CHAIR, TAKE PAPER Y. FACE THE CHAIR AND SAY THE NICE WRITTEN MESSAGES OUT LOUD TO THE CHAIR. ASK THE MAIN QUESTION; WHAT DO YOU NEED NOW?
STEP 15	SIT ON THE CHAIR. EXPERIENCE HOW THIS FEELS FOR YOU. THINK ABOUT WHAT YOU NEED.
STEP 16	REPEAT STEPS 14 AND 15 UNTIL IT FEELS OKAY FOR YOU IN THE CHAIR AND FINISH THE ASSIGNMENT BY DOING WHAT YOU FEEL YOU NEED.

WORKSHEET 11 MOBILIZING WITH CHAIRS: BOSSES PART I

Preparation: Ensure three chairs are available in a space approximately 2 meters around the designated chair, where you will not be disturbed. Position one chair directly across from chair 1, approximately 1.5 meters away. Place chair 3 about half a meter to the side of chair 1. Refer to the accompanying video for setup guidance.

STEP	EXECUTION
STEP 1	ENSURE YOU HAVE A ROBUST, HEALTHY ADULT PREPARED TO CONFRONT THE BOSSSES. PRINT TABLE 4 OR TRANSCRIBE THE MESSAGES ONTO A SEPARATE SHEET OF PAPER. POSITION IT ON THE CHAIR ADJACENT, HALF A METER FROM CHAIR 1. DESIGNATE THIS PAPER AS X.
STEP 2	PROVIDE A ROBUST, HEALTHY ADULT PREPARED TO CARE FOR THE YOUNG CHILD. PRINT THE SECOND SECTION OF TABLE 4. ALTERNATIVELY, TAKE THE DOCUMENT YOU CREATED FEATURING YOUR HEALTHY ADULT WITH THE POSITIVE MESSAGES. COMBINE THIS WITH THE OTHER DOCUMENT X OF YOUR HEALTHY ADULT. DESIGNATE THIS DOCUMENT AS Y AND ALSO PUT IT ON THE CHAIR.
STEP 3	REFLECT ON A SCENARIO FROM THE PREVIOUS WEEK IN WHICH YOUR BOSS ASSUMED CONTROL. IDENTIFY WHICH BOSS IT WAS. ENVISION THIS BOSS SEATED IN THE CHAIR DIRECTLY OPPOSITE CHAIR 1. IF NEEDED, UTILIZE YOUR OBJECTS OR THE A4 PAPERS YOU PREVIOUSLY CREATED TO ENHANCE THE VISUALIZATION.
STEP 4	TAKE A SEAT IN THE BOSS'S CHAIR, FACING CHAIR 1. IMMERSE YOURSELF FULLY IN THE ROLE OF YOUR BOSS. ASSUME THE PERSONA OF THE BOSS. ARTICULATE TO THE CHAIR THE MESSAGES THE BOSS HAS FOR YOU. LIMIT THIS TO ONE MINUTE.
STEP 5	SIT ON CHAIR ONE. REFLECT ON HOW THIS EXPERIENCE FEELS FOR YOU.
STEP 6	YOU MAY NEED TO REPEAT STEP 4 IF YOU OBSERVE MINIMAL EMOTIONAL DISTRESS. SUBSEQUENTLY, ENDEAVOR TO ENGAGE MORE DEEPLY WITH THE BOSS. ARTICULATE THE MESSAGES, SHOUT THEM LIKE YOUR BOSS WOULD
STEP 7	SIT ON CHAIR 1. REFLECT ON HOW THIS FEELS FOR YOU. ALLOW YOURSELF SOME TIME FOR THIS EXPERIENCE.
STEP 8	SIT IN YOUR HEALTHY ADULT'S CHAIR. IMAGINE A SMALL CHILD SEATED IN CHAIR 1, TO WHOM THE BOSS IS SPEAKING IN THIS MANNER. TAKE PAPER X. ADDRESS YOUR BOSS. CONVEY TO THE BOSS YOUR PERSPECTIVE AS A HEALTHY ADULT REGARDING HIS MESSAGES.

WORKSHEET 11: MOBILIZING WITH CHAIRS -

BOSSES PART II

STEP	EXECUTION
STEP 9	POSE THIS QUESTION TO YOURSELF: HOW DOES YOUR BOSS RESPOND? IF HE CONTINUES TO EXPRESS THOUGHTS OR OPINIONS IN YOUR MIND AND REMAINS VOCAL, PROCEED TO STEP 10. IF HE IS SILENT, ADVANCE TO STEP 12.
STEP 10	ADDRESS YOUR BOSS WITH INCREASED ASSERTIVENESS. EMPLOY A RAISED VOICE, APPROPRIATE HAND GESTURES, OR STRONG LANGUAGE IF NECESSARY. INSTRUCT HIM TO BE QUIET, CONVEYING YOUR MESSAGE WITH CONVICTION AND SINCERITY.
STEP 11	ASK YOURSELF THIS QUESTION: HOW DOES YOUR BOSS RESPOND? IF HE CONTINUES TO OCCUPY YOUR THOUGHTS AND REMAINS UNSETTLED, RETURN TO STEP 10. REPEAT STEPS 10 AND 11 UNTIL YOUR BOSS IS GENUINELY COMPLETELY QUIET. IF NEEDED, RAISE YOUR VOICE PROGRESSIVELY. IT IS CRUCIAL THAT YOU DO NOT PROCEED UNTIL YOU HAVE SILENCED HIM, REGARDLESS OF THE EFFORT REQUIRED. ONCE HE IS QUIET, ADVANCE TO STEP 12.
STEP 12	WHEN YOUR BOSS IS SILENT, IT IS IMPERATIVE TO TAKE ACTION. THERE IS NO JUSTIFICATION FOR HIS CONTINUED PRESENCE. YOU HAVE VARIOUS ALTERNATIVES AT YOUR DISPOSAL. YOU MAY RELOCATE HIM TO A PLACE WHERE HE IS NO LONGER VISIBLE, SUCH AS ANOTHER ROOM. LIFT THE CHAIR AND REMOVE IT FROM YOUR SPACE WITH SOME FORCE. ENSURE YOU CLOSE THE DOOR BEHIND YOU. ALTERNATIVELY, YOU COULD MOVE HIM FURTHER AWAY AND TOPPLE THE CHAIR. WHATEVER COURSE OF ACTION YOU CHOOSE, ESTABLISH DISTANCE. HE MUST DEPART.
STEP 13	TAKE A SEAT IN CHAIR 1. HOW DOES THIS FEEL AT PRESENT? HOW DO YOU PERCEIVE THE EMPTINESS BEFORE YOU? IT IS ACCEPTABLE TO EXPERIENCE EMOTIONS; SIMPLY ALLOW THEM TO SURFACE. WHERE DO YOU SENSE SOMETHING IN YOUR BODY?
STEP 14	SIT IN THE HEALTHY ADULT CHAIR, TAKE PAPER Y. FACE CHAIR 1 AND ARTICULATE THE POSITIVE WRITTEN MESSAGES ALOUD TO THE CHAIR. POSE THE PRIMARY QUESTION: WHAT DO YOU NEED NOW?
STEP 15	SIT ON CHAIR ONE. REFLECT ON HOW THIS EXPERIENCE FEELS FOR YOU.
STEP 16	REPEAT STEPS 14 AND 15 UNTIL YOU FEEL COMFORTABLE IN THE CHAIR, AND COMPLETE THE ASSIGNMENT BY TAKING THE NECESSARY ACTIONS, MEANING; DO WHAT YOU FEEL YOU NEED!

WORKSHEET 12 MOBILIZING WITH OBJECTS

BOSSES PART I

Preparation; Make sure you have a chair to sit in, in a space where you won't be disturbed. You also need enough space, about 1.5 meters around the chair. Take the objects that represent your bosses. For all other sides, you can use the previously made a4 papers. So take these too. Don't forget to watch the accompanying video.

STEP	EXECUTION
STEP 1	MAKE SURE YOU HAVE A STRONG HEALTHY ADULT WHO IS READY TO FIGHT THE BOSSSES. PRINT OUT TABLE 4 OR COPY THE MESSAGES ONTO A SEPARATE PIECE OF PAPER. PLACE IT ON THE SIDE OF THE CHAIR ABOUT HALF A METER AWAY. CALL THIS PAPER X.
STEP 2	PROVIDE A STRONG HEALTHY ADULT WHO IS READY TO CARE FOR THE LITTLE CHILD. FOR THIS PRINT OUT THE SECOND PART OF TABLE 4 AND/OR TAKE YOUR PAPER THAT YOU MADE OF YOUR HEALTHY ADULT WITH THE NICE MESSAGES. PUT THIS WITH THE OTHER PAPER (X) OF YOUR HEALTHY ADULT. CALL THIS PAPER Y.
STEP 3	THINK OF A SITUATION FROM LAST WEEK WHERE YOUR BOSS TOOK OVER. DETERMINE WHICH BOSS IT WAS, PLACE THE OBJECT OF THAT BOSS FIVE FEET DIRECTLY ACROSS FROM THE CHAIR. DETERMINE WHICH PROTECTOR IT WAS, PLACE THIS PIECE OF PAPER BETWEEN YOU AND YOUR BOSS.
STEP 4	STAND BY YOUR BOSS'S OBJECT FACING THE CHAIR. PUT YOURSELF COMPLETELY IN YOUR BOSS'S SHOES. BE THE BOSS. SHOUT OUT LOUD TO THE CHAIR WHAT MESSAGES THE BOSS HAS FOR YOU. MAX. ONE MINUTE
STEP 5	SIT ON THE CHAIR. EXPERIENCE HOW THIS FEELS FOR YOU.
STEP 6	REPEAT STEP 4 IF YOU NOTICE THAT NOT MUCH IS HAPPENING. TRY TO GET EVEN MORE INTO THE BOSS'S SHOES. SPEAK THE MESSAGES. LIKE YOUR BOSS DOES. SHOUT, CYNICALLY, VENOMOUSLY...
STEP 7	SIT ON THE CHAIR. EXPERIENCE HOW THIS FEELS FOR YOU.
STEP 8	STAND BY THE PAPERS OF YOUR HEALTHY ADULT. TAKE PAPER X. IMAGINE THAT THERE IS A SMALL CHILD SITTING ON THE CHAIR WHO IS BEING ADDRESSED LIKE THIS BY THE BOSS. ADDRESS YOUR BOSS. TELL THE BOSS WHAT YOU AS A HEALTHY ADULT THINK OF HIS MESSAGES.

WORKSHEET 12 MOBILIZING WITH OBJECTS BOSSES

PART II

STEP	EXECUTION
STEP 9	ASK YOURSELF THIS QUESTION; HOW DOES YOUR BOSS RESPOND? IF HE STILL DOES OR SAYS SOMETHING IN YOUR HEAD AND IS NOT QUIET, GO TO STEP 10. IF HE IS QUIET, GO TO STEP 12.
STEP 10	SPEAK TO YOUR BOSS EVEN MORE STERNLY. USE A RAISED VOICE, POSSIBLE HAND GESTURES, OR POSSIBLE SWEAR WORDS. TELL HIM TO SHUT UP. AND SAY IT AS IF YOU MEAN IT AND ACTUALLY BELIEVE IT!
STEP 11	ASK YOURSELF THIS QUESTION; HOW DOES YOUR BOSS REACT? IF HE IS STILL DOING SOMETHING IN YOUR HEAD AND IS NOT QUIET YET, GO BACK TO STEP 10. REPEAT STEPS 10 & 11 UNTIL YOUR BOSS IS REALLY QUIET. IF NECESSARY, SPEAK TO HIM LOUDER AND LOUDER. AND PAY ATTENTION; YOU DO NOT CONTINUE UNTIL YOU HAVE SHUT HIM UP, WHATEVER THAT TAKES. IF HE IS QUIET, GO TO STEP 12.
STEP 12	WHEN YOUR BOSS IS QUIET, YOU DO SOMETHING WITH HIM. THERE IS NO REASON TO KEEP HIM AROUND. YOU HAVE SEVERAL OPTIONS FOR THIS. YOU CAN MOVE HIM SOMEWHERE WHERE YOU CAN NO LONGER SEE HIM. FOR EXAMPLE, IN ANOTHER ROOM, OR IN A CLOSET OR DRAWER. MAKE SURE HE IS OUT OF SIGHT. YOU CAN ALSO DO SOMETHING WITH THE OBJECT; KICK IT ACROSS THE ROOM, HANG IT ON A ROPE, THROW IT DOWN THE STAIRS, STAND ON IT, WHATEVER YOU WANT. HE HAS TO GO OR 'BREAK'.
STEP 13	SIT ON THE CHAIR. HOW DOES THIS FEEL NOW? HOW DO YOU EXPERIENCE THE EMPTINESS IN FRONT OF YOU? IT IS OKAY TO FEEL EMOTIONS, JUST LET THEM OUT. WHERE DO YOU FEEL SOMETHING IN YOUR BODY?
STEP 14	SIT IN THE HEALTHY ADULT CHAIR, TAKE PAPER Y. FACE CHAIR 1 AND SAY THE NICE WRITTEN MESSAGES OUT LOUD TO THE CHAIR. ASK THE MAIN QUESTION; WHAT DO YOU NEED NOW?
STEP 15	SIT ON THE CHAIR. EXPERIENCE HOW THIS FEELS FOR YOU. THINK ABOUT WHAT YOU NEED NOW.
STEP 16	REPEAT STEPS 14 AND 15 UNTIL IT FEELS RIGHT FOR YOU. THEN DO WHAT YOU NEED AND FEEL GOOD ABOUT.

WORKSHEET 13 MOBILIZING WITH CHAIRS

PROTECTORS PART I

Preparation; Have three chairs available to sit in a space, about 2 meters around the chair, where you will not be disturbed. Place one chair diagonally in front of chair 1 about one and a half meters away. Place chair three about half a meter to the side of chair 1. Watch the accompanying.

STEP	EXECUTION
STEP 1	PLACE ALL YOUR PAPERS FROM YOUR DIFFERENT PROTECTORS ON THE CHAIR DIAGONALLY OPPOSITE CHAIR 1.
STEP 2	PROVIDE A STRONG HEALTHY ADULT WHO IS READY TO CARE FOR THE LITTLE CHILD. PRINT OUT THE SECOND PART OF TABLE 4. OR TAKE YOUR PAPER THAT YOU MADE OF YOUR HEALTHY ADULT WITH THE NICE MESSAGES. PLACE THIS PAPER ON THE CHAIR AT THE SIDE OF CHAIR 1.
STEP 3	THINK OF A SITUATION FROM LAST WEEK WHERE YOUR PROTECTOR TOOK OVER. DECIDE WHICH PROTECTOR IT WAS. IMAGINE THIS PROTECTOR ON THE CHAIR DIAGONALLY ACROSS FROM CHAIR 1. CHOOSE THE CORRECT PAPER WITH THE PROTECTOR THAT WAS PRESENT AT THAT TIME.
STEP 4	SIT IN THE PROTECTOR'S CHAIR FACING CHAIR 1. PUT YOURSELF COMPLETELY IN YOUR PROTECTOR'S SHOES. BE THE PROTECTOR. SPEAK OUT LOUD WHAT YOU AS A PROTECTOR WANT THE PERSON IN CHAIR 1 TO DO.
STEP 5	SIT ON CHAIR 1. EXPERIENCE HOW THIS FEELS FOR YOU.
STEP 6	POSSIBLY REPEAT STEP 4 WHEN YOU NOTICE THAT NOT MUCH IS HAPPENING. THEN TRY TO CRAWL MORE INTO THE PROTECTOR.
STEP 7	SIT ON CHAIR 1. EXPERIENCE HOW THIS FEELS FOR YOU. GIVE THIS SOME TIME.
STEP 8	SIT IN THE CHAIR OF YOUR HEALTHY ADULT. IMAGINE THAT THERE IS A SMALL CHILD SITTING IN CHAIR 1 THAT THE PROTECTOR IS TALKING TO AS A HEALTHY ADULT, COME UP WITH ALL POSSIBLE ARGUMENTS WHY WHAT THE PROTECTOR IS SAYING IS NOT CORRECT. DO THIS IN A CALM BUT CONVINCING WAY. ASK THE PROTECTOR TO STEP ASIDE.

WORKSHEET 13 MOBILIZING WITH CHAIRS

PROTECTORS PART II

STEP	EXECUTION
STEP 9	ASK YOURSELF THIS QUESTION; HOW DOES YOUR PROTECTOR REACT? IF HE IS NOT READY TO STEP ASIDE, GO TO STEP 10. IF HE IS, GO TO STEP 12.
STEP 10	CONTINUE TO COME UP WITH GOOD ARGUMENTS TO WHY THE PROTECTOR SAYS IS NOT TRUE IN HIS MESSAGES. USE GESTURES OR STAND UP TO GIVE YOUR MESSAGE MORE POWER. KEEP NEGOTIATING. TELL HIM THAT HE CAN ALWAYS COME BACK, BUT THAT HE CAN STEP ASIDE FOR NOW.
STEP 11	ASK YOURSELF THIS QUESTION; HOW DOES YOUR PROTECTOR REACT? IF HE IS NOT YET WILLING TO STEP ASIDE, GO BACK TO STEP 10. REPEAT STEPS 10 & 11 UNTIL YOUR PROTECTOR IS OKAY WITH STEPPING ASIDE.
STEP 12	WHEN YOUR PROTECTOR IS OKAY WITH STEPPING ASIDE, DO SOMETHING WITH HIM. IT IS USEFUL TO KEEP HIM CLOSE TO YOU FOR A WHILE, AFTER ALL, HE HAS BEEN TRYING TO HELP YOU FOR A LONG TIME. HOWEVER, HE IS NO LONGER NEEDED. MOVE THE CHAIR A BIT FURTHER AWAY AND TURN HIM AROUND.
STEP 13	SIT IN CHAIR 1. HOW DOES THIS FEEL NOW? HOW DO YOU EXPERIENCE THE EMPTINESS IN FRONT OF YOU? IT IS OKAY TO FEEL EMOTIONS, JUST LET THEM OUT. WHERE DO YOU FEEL SOMETHING IN YOUR BODY?
STEP 14	SIT IN THE HEALTHY ADULT CHAIR, TAKE PAPER Y. FACE CHAIR 1 AND SAY THE NICE WRITTEN MESSAGES OUT LOUD TO THE CHAIR. ASK THE MAIN QUESTION; WHAT DO YOU NEED NOW?
STEP 15	SIT ON CHAIR 1. EXPERIENCE HOW THIS FEELS FOR YOU.
STEP 16	REPEAT STEPS 14 AND 15 UNTIL IT FEELS OKAY FOR YOU IN THE CHAIR AND FINISH THE ASSIGNMENT BY DOING WHAT YOU FEEL YOU NEED..

WORKSHEET 14 MOBILIZING WITH PAPERS

PROTECTORS PART I

Preparation; Have a chair ready to sit in a space with about 1.5 meters around the chair where you will not be disturbed. Get your protectors papers. Don't forget to watch the accompanying video before you start.

STEP	EXECUTION
STEP 1	PLACE ALL YOUR PAPERS FROM YOUR DIFFERENT PROTECTORS OPPOSITE THE CHAIR.
STEP 2	PROVIDE A STRONG HEALTHY ADULT WHO IS READY TO CARE FOR THE LITTLE CHILD. PRINT OUT THE SECOND PART OF TABLE 4. OR TAKE YOUR PAPER THAT YOU MADE OF YOUR HEALTHY ADULT WITH THE NICE MESSAGES. PLACE THIS PAPER ON THE CHAIR AT THE SIDE OF THE CHAIR.
STEP 3	THINK OF A SITUATION FROM LAST WEEK WHERE YOUR PROTECTOR TOOK OVER. DECIDE WHICH PROTECTOR IT WAS. AND PLACE THAT PAPER IN FRONT OF YOUR CHAIR. PUT THE OTHER PAPERS AWAY.
STEP 4	STAND BY THE PAPER OF THE PROTECTOR WITH YOUR FACE TO THE CHAIR. PUT YOURSELF COMPLETELY IN YOUR PROTECTOR'S SHOES. BE THE PROTECTOR. SAY OUT LOUD WHAT YOU AS A PROTECTOR WANT THE PERSON ON THE CHAIR TO DO.
STEP 5	SIT ON THE CHAIR. THE CHAIR REPRESENTS YOUR LITTLE CHILD SIDE. GET COMPLETELY INTO YOUR LITTLE CHILD SIDE. EXPERIENCE HOW THIS FEELS FOR YOU.
STEP 6	POSSIBLY REPEAT STEP 4 WHEN YOU NOTICE THAT NOT MUCH IS HAPPENING. THEN TRY TO GET EVEN MORE INTO THE PROTECTOR.. SPEAK THE MESSAGES IN THE WAY YOUR PROTECTOR WOULD.
STEP 7	SIT ON THE CHAIR. EXPERIENCE HOW THIS FEELS FOR YOU.
STEP 8	STAND BY THE PAPERS OF YOUR HEALTHY ADULT. TAKE A GOOD LOOK AT THE SITUATION FROM A DISTANCE. IF IT HELPS, IMAGINE A SMALL CHILD ON THE CHAIR THAT THE PROTECTOR IS TALKING TO. AS A HEALTHY ADULT, COME UP WITH ALL POSSIBLE ARGUMENTS WHY WHAT THE PROTECTOR IS SAYING IS NOT CORRECT. DO THIS IN A CALM BUT CONVINCING MANNER. ASK THE PROTECTOR TO STEP ASIDE.

WORKSHEET 14 MOBILIZING WITH PAPERS

PROTECTORS PART II

STEP	EXECUTION
STEP 9	ASK YOURSELF THIS QUESTION; HOW DOES YOUR PROTECTOR REACT? IF HE IS NOT READY TO STEP ASIDE, GO TO STEP 10. IF HE IS, GO TO STEP 12.
STEP 10	CONTINUE TO COME UP WITH GOOD ARGUMENTS WHY WHAT THE PROTECTOR SAYS IS NOT NECESSARILY TRUE. USE GESTURES OR STAND UP TO GIVE YOUR MESSAGE MORE POWER. KEEP NEGOTIATING. TELL HIM THAT HE CAN ALWAYS COME BACK, BUT THAT HE CAN STEP ASIDE FOR NOW.
STEP 11	ASK YOURSELF THIS QUESTION; HOW DOES YOUR PROTECTOR REACT? IF HE IS NOT YET WILLING TO STEP ASIDE, GO BACK TO STEP 10. REPEAT STEPS 10 & 11 UNTIL YOUR PROTECTOR IS OKAY WITH STEPPING ASIDE.
STEP 12	WHEN YOUR PROTECTOR IS OKAY WITH STEPPING ASIDE, DO SOMETHING WITH HIM. IT IS USEFUL TO KEEP HIM CLOSE TO YOU FOR A WHILE, AFTER ALL, HE HAS BEEN TRYING TO HELP YOU FOR A LONG TIME. HOWEVER, HE IS NO LONGER NEEDED. SLIDE THE PAPER A LITTLE FURTHER AWAY AND TURN HIM OVER.
STEP 13	SIT ON THE CHAIR. HOW DOES THIS FEEL NOW? HOW DO YOU EXPERIENCE THE EMPTINESS IN FRONT OF YOU? IT IS OKAY TO FEEL EMOTIONS, JUST LET THEM OUT. WHERE DO YOU FEEL SOMETHING IN YOUR BODY?
STEP 14	SIT IN THE HEALTHY ADULT'S CHAIR, TAKE PAPER Y. TURN TO THE CHAIR AND SAY THE NICE WRITTEN MESSAGES OUT LOUD TO THE CHAIR. REASSURE THE LITTLE ONE. ASK THE MAIN QUESTION; WHAT DO YOU NEED NOW?
STEP 15	SIT ON THE CHAIR. EXPERIENCE HOW THIS FEELS FOR YOU. THINK ABOUT WHAT YOU NEED.
STEP 16	REPEAT STEPS 14 AND 15 UNTIL IT FEELS OKAY FOR YOU IN THE CHAIR AND FINISH THE ASSIGNMENT BY DOING WHAT YOU FEEL YOU NEED.

WORKSHEET 15 MOBILIZING WITH CHAIRS

BOSSES & PROTECTORS PART I

Preparation; Make sure you have four chairs in a room where you won't be disturbed. You also need enough space, about 1.5 meters around chair 1. Place one chair directly opposite chair 1 at about one and a half meters. Place chair three halfway between them. Place chair four about half a meter to the side of chair 1. Watch the accompanying video for the setup.

STEP	EXECUTION
STEP 1	MAKE SURE YOU HAVE A STRONG HEALTHY ADULT WHO IS READY TO FIGHT THE BOSSES AND TO CARE. PRINT OUT TABLE 4 OR WRITE THE MESSAGES ON A SEPARATE PIECE OF PAPER. PLACE IT ON THE CHAIR AT THE SIDE HALF A METER FROM CHAIR 1. CALL THIS PAPER X.
STEP 2	PROVIDE A STRONG HEALTHY ADULT WHO IS READY TO CARE FOR THE LITTLE CHILD. PRINT OUT THE SECOND PART OF TABLE 4. OR TAKE YOUR PAPER THAT YOU MADE OF YOUR HEALTHY ADULT WITH THE NICE MESSAGES. PUT THIS WITH THE OTHER PAPER OF YOUR HEALTHY ADULT. CALL THIS PAPER Y.
STEP 3	THINK OF A SITUATION FROM LAST WEEK WHERE YOUR BOSS OR PROTECTOR TOOK OVER. DECIDE WHICH BOSS IT WAS. IMAGINE THIS BOSS ON THE CHAIR DIRECTLY OPPOSITE CHAIR 1. IF NECESSARY, USE YOUR OBJECTS OR YOUR PREVIOUSLY MADE A4 PAPERS TO MAKE IT MORE VISUAL.
STEP 4	SIT IN THE BOSS'S CHAIR FACING CHAIR 1. PUT YOURSELF COMPLETELY IN YOUR BOSS'S SHOES. BE THE BOSS. SHOUT OUT TO THE CHAIR WHAT MESSAGES THE BOSS HAS FOR YOU. MAX. ONE MINUTE.
STEP 5	SIT ON CHAIR 1. EXPERIENCE HOW THIS FEELS FOR YOU.
STEP 6	REPEAT STEP 4 IF YOU NOTICE THAT NOT MUCH IS HAPPENING. TRY TO GET EVEN MORE INTO THE BOSS'S SHOES. SHOUT THE MESSAGES. SAY THEM THE WAY YOUR BOSS WOULD.
STEP 7	SIT ON THE CHAIR. EXPERIENCE HOW THIS FEELS FOR YOU. GIVE THIS SOME TIME.

WORKSHEET 15 MOBILIZING WITH CHAIRS BOSSES & PROTECTORS PART II

STEP	EXECUTION
STEP 8	IF YOU STILL DON'T FEEL ANYTHING, SIT ON THE CHAIR BETWEEN YOUR BOSS AND CHAIR 1. DETERMINE WHAT THE PROTECTOR SAYS TO YOU, WHAT DOES THE PROTECTOR WANT YOU TO DO? SAY THIS OUT LOUD TO CHAIR 1. IF YOU ALREADY FEEL ENOUGH, SKIP THIS STEP.
STEP 9	SIT ON THE CHAIR. EXPERIENCE HOW THIS FEELS FOR YOU.
STEP 10	SIT IN YOUR HEALTHY ADULT CHAIR. TAKE PAPER X. SPEAK TO YOUR BOSS. TELL THE BOSS WHAT YOU AS A HEALTHY ADULT THINK OF HIS GROCERIES.
STEP 11	ASK YOURSELF THIS QUESTION; HOW IS YOUR BOSS RESPONDING? IF HE STILL DOES OR SAYS SOMETHING IN YOUR HEAD AND IS NOT QUIET, GO TO STEP 12. IF HE IS QUIET, GO TO STEP 14.
STEP 12	SPEAK TO YOUR BOSS EVEN MORE STERNLY. USE A RAISED VOICE, POSSIBLE HAND GESTURES, OR POSSIBLE SWEAR WORDS. TELL HIM TO SHUT UP. AND SAY IT AS IF YOU MEAN IT AND ACTUALLY BELIEVE IT!
STEP 13	ASK YOURSELF THIS QUESTION; HOW DOES YOUR BOSS REACT? IF HE IS STILL DOING SOMETHING IN YOUR HEAD AND IS NOT QUIET YET, GO BACK TO STEP 12. REPEAT STEPS 12 & 13 UNTIL YOUR BOSS IS REALLY QUIET. IF NECESSARY, SPEAK TO HIM LOUDER AND LOUDER. AND PAY ATTENTION; YOU DO NOT CONTINUE UNTIL YOU HAVE SHUT HIM UP, WHATEVER THAT TAKES. IF HE IS QUIET, GO TO STEP 14.
STEP 14	WHEN YOUR BOSS IS QUIET, YOU DO SOMETHING WITH HIM. THERE IS NO REASON TO KEEP HIM AROUND. YOU HAVE SEVERAL OPTIONS FOR THIS. YOU CAN MOVE HIM SOMEWHERE WHERE YOU CAN NO LONGER SEE HIM. FOR EXAMPLE, IN ANOTHER ROOM. PICK UP THE CHAIR, PUT IT OUT OF YOUR ROOM AND DO SO WITH SOME FORCE. CLOSE THE DOOR BEHIND YOU. OR MOVE IT FURTHER AWAY AND KNOCK THE CHAIR OVER. WHATEVER YOU DO, CREATE DISTANCE. IT HAS TO GO AND BE 'BROKEN'.

WORKSHEET 15 MOBILIZING WITH CHAIRS BOSSES & PROTECTORS PART III

STEP	EXECUTION
STEP 15	SIT IN YOUR PROTECTOR'S CHAIR. ASK YOUR PROTECTOR IF IT'S OKAY TO STEP ASIDE NOW THAT THE BOSS IS NO LONGER YELLING. TRY TO NEGOTIATE. WHEN YOUR PROTECTOR AGREES, MOVE YOUR PROTECTOR'S CHAIR ASIDE JUST A LITTLE BIT, JUST ENOUGH TO FEEL OKAY.
STEP 16	SIT IN CHAIR 1. HOW DOES THIS FEEL NOW? HOW DO YOU EXPERIENCE THE EMPTINESS IN FRONT OF YOU? IT IS OKAY TO FEEL EMOTIONS, JUST LET THEM OUT. WHERE DO YOU FEEL SOMETHING IN YOUR BODY?
STEP 17	SIT IN THE HEALTHY ADULT CHAIR, TAKE PAPER Y. FACE CHAIR 1 AND SAY THE NICE WRITTEN MESSAGES OUT LOUD TO THE CHAIR. ASK THE MAIN QUESTION; WHAT DO YOU NEED NOW?
STEP 18	SIT ON CHAIR 1. EXPERIENCE HOW THIS FEELS FOR YOU.
STEP 19	REPEAT STEPS 17 AND 18 UNTIL YOU ARE COMFORTABLE AND DO WHAT YOU FEEL YOU NEED.

WORKSHEET 17 IMAGINATION METHOD 1

Preparation; Make sure you have a place where you will not be disturbed and where you can sit on a chair. Firstly be sure to have your accompanying timeline as discussed in the book ready for use. Pick a specific event from the timeline that you want to use now. Do not do this assignment without mastering the previous steps mentioned in the book.

STEP	EXECUTION
STEP 1	MAKE SURE YOU HAVE A STRONG HEALTHY ADULT WHO IS READY TO FIGHT THE BOSSES. WE WILL SUMMON YOUR HEALTHY ADULT IN THE ACCOMPANING VIDEO.
STEP 2	TAKE A SITUATION FROM THE TIMELINE WITH THE THEME YOU WANT TO WORK ON (FOR EXAMPLE 'I DONT FEEL GOOD ENOUGH')
STEP 3	THE VIDEO WILL GUIDE YOU TO SUMMON A SITUATION FROM THE PAST WITH THE SAME THEME
STEP 4	THE FINAL STEP IS TO USE YOUR HEALTHY ADULT TO INTERVENE AT THE RIGHT MOMENT IN THE SITUATION THAT IS BEGIN SUMMONED
STEP 5	USE THE VIDEO IMAGINATION METHOD 1 TO GUIDE YOU, YOU DONT NEED THIS FORM ANYMORE.

WORKSHEET 17 IMAGINATION METHOD 2 PART I

Preparation; Make sure you have a place where you will not be disturbed and where you can sit on a chair. Make sure you have a playing device ready and close by (phone, laptop, tablet) to play the accompanying video. Do not do this assignment without mastering the previous steps mentioned in the book.

STEP	EXECUTION
STEP 1	MAKE SURE YOU HAVE A STRONG HEALTHY ADULT WHO IS READY TO FIGHT THE BOSSSES. WE WILL SUMMON YOUR HEALTHY ADULT IN THE ACCOMPANYING VIDEO.
STEP 2	PROVIDE A SITUATION IN THE HERE AND NOW (MAX A WEEK AGO) WITH THE THEME YOU WANT TO WORK ON (FOR EXAMPLE 'I DONT FEEL GOOD ENOUGH')
STEP 3	THE VIDEO WILL GUIDE YOU TO SUMMON A SITUATION FROM THE PAST WITH THE SAME THEME
STEP 4	THE FINAL STEP IS TO USE YOUR HEALTHY ADULT TO INTERVENE AT THE RIGHT MOMENT IN THE SITUATION THAT IS BEGIN SUMMONED
STEP 5	USE THE VIDEO IMAGINATION METHOD 2 TO GUIDE YOU, YOU DONT NEED THIS FORM ANYMORE.

WORKSHEET 18 WRITING ASSIGNMENT PART I

STEPS	EXECUTION
<p>STEP 1: WRITE WITH A PURPOSE.</p> <p>FIRST, DETERMINE A STARTING POINT FOR YOUR WRITING ASSIGNMENT. DETERMINE WHICH NEGATIVE BELIEF YOU ARE GOING TO WORK ON AND WHO SHAPED IT THE MOST.</p>	<p>SUPPOSE YOU HAVE FOUND OUT THAT IT WAS MAINLY YOUR MOTHER WHO DID NOT MAKE YOU FEEL GOOD ENOUGH. THEN EXAMPLES OF A GOAL ARE;</p> <p>"I WANT MY MOTHER TO KNOW HOW ANGRY I AM WITH HER" "I WANT MY MOTHER TO KNOW HOW SAD SHE MADE ME" "I WANT MY MOTHER TO KNOW WHAT SHE DID TO ME AND HOW IT SHAPED ME"</p>
<p>STEP 2: ALWAYS WRITE FOR 30 MINUTES</p> <p>YOU ALWAYS WRITE FOR THIRTY MINUTES. YOU DO THIS SO THAT YOU LEARN THAT EMOTIONS ARE ALLOWED TO BE THERE, BUT THAT THEY ALSO COME TO AN END. YOU LEARN TO CONTROL YOUR EMOTIONS BETTER AND BETTER.</p>	<p>IN PRACTICE, THIS CAN MEAN THAT YOU SIT WITH YOUR PIECE OF PAPER IN FRONT OF YOU, NOTHING COMES FOR TWENTY-NINE MINUTES AND THEN YOU HAVE ONE MINUTE LEFT TO WRITE. IT CAN ALSO BE THAT FIFTEEN MINUTES OF ALL SORTS OF THINGS COME TO YOU AND THEN FIFTEEN MINUTES OF NOTHING MORE. YOU ALWAYS COMPLETE THE THIRTY MINUTES, NO MATTER WHAT. SO THIS IS LITERALLY WITH A STOPWATCH.</p>
<p>STEP 3: WRITE EVERY OTHER DAY</p> <p>YOU DON'T HAVE TO WRITE EVERY DAY, EVERY OTHER DAY OR EVERY OTHER DAY IS ENOUGH.</p>	<p>MAKE SURE YOU HAVE A FIXED TIME AT WHICH YOU DO THIS AND DON'T DO IT RIGHT BEFORE YOU GO TO SLEEP.</p>

WORKSHEET 18 WRITING ASSIGNMENT PART II

STEPS	EXECUTION
<p>STEP 4: FIND A PLACE.</p> <p>MAKE SURE YOU HAVE A PLACE FOR YOURSELF WHERE YOU WON'T BE DISTURBED</p>	<p>THINK OF OTHER PEOPLE WHO CAN DISTURB YOU, BUT ALSO TELEPHONES, LAPTOPS, COMPUTERS, TELEVISIONS, PETS, ANYTHING THAT CAN BE DISTRACTING.</p>
<p>STEP 4: THROW IT ALL OUT</p> <p>AS YOU HAVE READ, IT IS ULTIMATELY ABOUT EXPRESSING YOUR EMOTIONS. SO IT IS NOT ABOUT THE WRITING ITSELF, BUT ABOUT THE FEELING.</p>	<p>WE DO NOT PUBLISH YOUR WRITING IN A BOOKSTORE. SO YOU DO NOT HAVE TO SEARCH FOR BEAUTIFUL WORDS OR SENTENCE STRUCTURES. IT DOES NOT HAVE TO BECOME A CONTINUOUS STORY. IF ALL YOU HEAR IN YOUR HEAD IS "GODDAMMIT", THEN YOU WILL FILL YOUR PAGE WITH IT. NO ONE WILL READ IT. AS LONG AS YOUR EMOTIONS COME OUT.</p>
<p>STEP 5: USE ATTRIBUTES IF NECESSARY</p> <p>IF YOU FIND IT DIFFICULT TO ACCESS YOUR EMOTIONS, YOU MAY USE OBJECTS.</p>	<p>THINK OF PHOTOS FROM THE PAST, PHOTOS OF THE PERSON WHO GAVE YOU THE BELIEF, CERTAIN MUSIC, CERTAIN SMELLS, A PILLOW TO BEAT ON, ANYTHING THAT HELPS YOU GET TO YOUR EMOTIONS IS ALLOWED.</p>

WORKSHEET 18 WRITING ASSIGNMENT PART III

STEPS	EXECUTION
<p>STEP 6 PROVIDE AN ACTIVITY</p> <p>WHEN YOUR TIME IS UP, YOU DON'T JUST SIT THERE WITH YOUR PAPER/BOOK IN FRONT OF YOU. IT'S TIME TO DO SOMETHING ELSE, PREFERABLY SOMETHING ACTIVE</p>	<p>THINK IN ADVANCE WHAT KIND OF ACTIVITY YOU ARE GOING TO DO AFTER WRITING, SO THAT YOU DON'T HAVE TO THINK ABOUT IT AT THE END. EXAMPLES ARE WALKING OR SPORTS.</p>

WORKSHEET 19 BEHAVIORAL EXPERIMENT

DATE/TIME	
WHICH GLASSES/BELIEFS DO I WANT TO TEST?	
HOW DO I WANT TO DO THAT?	
WHAT WILL BE THE OUTCOME WHEN THE BELIEF IS COMPLETELY TRUE?	
WHAT WILL BE THE OUTCOME IF THE BELIEF IS NOT ENTIRELY TRUE?	
WHICH SIDE IS MOST LIKELY TO TAKE OVER AND WHAT AM I GOING TO DO ABOUT IT?	
PERFORM THE EXPERIMENT	THEN CONTINUE BELOW
WHAT IS THE OUTCOME OF THE EXPERIMENT, WHAT HAS COME OF MY PREDICTIONS?	
WHAT DOES THIS MEAN FOR MY BELIEF?	THIS IS/IS NOT COMPLETELY TRUE
FORM A MORE APPROPRIATE BELIEF	

19B BEHAVIORAL EXPERIMENT EXAMPLE

DATE/TIME	xx/xx/xx 00:00
WHICH GLASSES/BELIEFS DO I WANT TO TEST?	I DON'T MATTER
HOW DO I WANT TO DO THAT?	I WANT TO MAKE MYSELF MORE IMPORTANT THAT NIGHT DURING MY NEXT MEETING WITH MY FRIENDS. I WANT TO SHARE SOMETHING THAT I'M STRUGGLING WITH.
WHAT WILL BE THE OUTCOME WHEN THE BELIEF IS COMPLETELY TRUE?	NO ONE WILL PAY ATTENTION, BE INTERESTED OR ASK FURTHER. THEY WILL CUT ME OFF AND IGNORE ME COMPLETELY.
WHAT WILL BE THE OUTCOME IF THE BELIEF IS NOT ENTIRELY TRUE?	SOMEONE WILL SHOW SYMPATHY, OR ASK WHAT EXACTLY IS GOING ON, OR ASK WHAT THEY CAN DO FOR ME, OR GIVE A HUG, OR OFFER A BEER FOR COMFORT (OR SOMETHING ELSE)
WHICH SIDE IS MOST LIKELY TO TAKE OVER AND WHAT AM I GOING TO DO ABOUT IT?	MY PUNISHER IS GOING TO YELL THAT I DON'T MATTER WHICH MAKES THE PROTECTOR WANT ME TO SAY NOTHING. I'M GOING TO SEND THE PUNISHER AWAY AND TELL THE PROTECTOR THAT IT'S OK
PERFORM THE EXPERIMENT	THEN CONTINUE BELOW
WHAT IS THE OUTCOME OF THE EXPERIMENT, WHAT HAS COME OF MY PREDICTIONS?	MY FRIENDS LISTENED TO ME. THEY DIDN'T REALLY KNOW WHAT TO DO WITH IT, BUT THEY DID ASK QUESTIONS. WE ENDED UP DRINKING BEER.
WHAT DOES THIS MEAN FOR MY BELIEF?	MY BELIEF THAT I DON'T MATTER AT ALL IS NOT ENTIRELY TRUE
FORM A MORE APPROPRIATE BELIEF	WHEN I MAKE MYSELF IMPORTANT, OTHERS MAKE ME MORE IMPORTANT. I MATTER TOO.

02 THE TABLES

In this chapter you will find all the tables you need while reading the book. The book gives instructions on when to use which table. Some tables follow each other. Using the tables off the cuff without the underlying information is pointless. There are quite a few, but it is ultimately worth it. Everything has been carefully selected and only meaningful information has been left. That does not mean that these tables are 100% complete in terms of information. The most common practical examples are shown. If you do not recognize enough from them, then hopefully you have enough inspiration by now to add your own examples and use them.

It is important to know that some tables also consist of multiple pages. That is why 1/2 and 2/2 are mentioned behind the title, so that you do not forget that.

Good luck!

**TABLE 1 COMMON COMBINATIONS OF UPBRINGING,
PERSONALITY & COMPLAINTS 1/2**

UPBRINGING (TRAITS) PLEASE NOTE; IT IS AND/OR	PERSONALITY POSSIBLE VIEWS/BELIEFS	POSSIBLE ASSOCIATED COMPLAINTS/BEHAVIOR
HARD WORKERS STRICT PERFECTIONISTIC CRITICAL CONDESCENDING	I'M NOT GOOD ENOUGH	(TOO) HARD WORKING ALWAYS FEELING RUSHED OVERTIRED NEGATIVE SELF-IMAGE WORRYING ABOUT PERFORMANCE NEVER BEING SATISFIED ALWAYS WANTING MORE NOT BEING ABLE TO REST NOT BEING ABLE TO ENJOY (LITTLE) TO NO GOOD SELF-CARE NOT GIVING YOUR OWN OPINION “NOT INTERESTING” WHEN IT COMES TO YOURSELF NOT STANDING UP FOR YOURSELF SELF-EFFACEMENT TOWARDS OTHERS DEPRESSIVE COMPLAINTS
EMOTIONALLY UNAVAILABLE DEPRESSED BUSY WITH OWN PROBLEMS SHARING OWN PROBLEMS WITH CHILDREN CARING TOO MUCH FOR OTHERS SACRIFICING THEMSELVES	I'M NOT IMPORTANT I DON'T MATTER I'M ON MY OWN OTHERS ARE MORE IMPORTANT	LITTLE REAL CONNECTION LITTLE OWN IDENTITY FEELING LONELY HARDLY SHARING FEELINGS PUTTING YOURSELF SECOND SAYING “YES” TO EVERYTHING NOT GIVING YOUR OWN OPINION DEPRESSIVE COMPLAINTS ANXIETY COMPLAINTS IN THE SOCIAL AREA

**TABLE 1 COMMON COMBINATIONS OF UPBRINGING,
PERSONALITY & COMPLAINTS 2/2**

UPBRINGING (TRAITS) PLEASE NOTE; IT IS AND/OR	PERSONALITY POSSIBLE VIEWS/BELIEFS	POSSIBLE ASSOCIATED COMPLAINTS/BEHAVIOR
TOO PROTECTIVE TAKING OVER TOO MANY THINGS NOT ALLOWING MISTAKES TO BE MADE	I CAN'T DO IT MYSELF I CAN'T DO IT ALONE	NOT DARING TO DO ANYTHING NEW DOUBT ABOUT ONE'S OWN ABILITIES ASKING FOR HELP/CONFIRMATION FROM OTHERS FEELING INSECURE
EXCESSIVE WORRYING OVERPROTECTIVE ANXIOUS TOO CONTROLLING	THE WORLD IS DANGEROUS I'M IN DANGER	WANTING TO KEEP EVERYTHING UNDER CONTROL LITTLE SPONTANEITY ANXIETY COMPLAINTS IN ALL FORMS COMPULSIVE ACTIONS AVOIDANCE UNDEFINED/UNSAFE FEELING BEING SUBDUED PREFERRING TO STAY INDOORS AVOIDING LARGE GROUPS
AGGRESSIVE ANGRY EMOTIONALLY UNSTABLE	OTHERS ARE UNPREDICTABLE OTHERS ARE A DANGER I MUST NOT SHOW EMOTIONS EMOTIONS = ?	DIFFICULTY TRUSTING PEOPLE SHARING LITTLE WITH OTHERS QUICKLY FEELING THAT SOMETHING BAD IS BEING DONE TO YOU DIFFICULTY WITH INTIMATE RELATIONSHIPS UNSTABLE EMOTIONS NOT KNOWING WHAT TO DO WITH EMOTIONS

TABLE 2 GLASSES & MESSAGES 1/2

GLASSES PLEASE NOTE; IT IS AND/OR	MESSAGES WHEN WEARING
I'M NOT GOOD ENOUGH	YOU ARE STUPID YOU SEE YOU CAN'T DO THIS YOU ARE GOOD FOR NOTHING YOU WILL NEVER AMOUNT TO ANYTHING YOU DON'T UNDERSTAND ANYTHING YOU ARE STUPID YOU ARE UGLY OTHERS ARE BETTER YOU CAN'T DO ANYTHING AT ALL YOU HAVE TO DO MORE YOU HAVE TO DO EXTRA TRAINING YOU WILL HAVE TO ACHIEVE MORE OTHERS ARE BETTER THAN YOU YOU SEE, SHE CAN DO IT MUCH BETTER YOU HAVE TO WORK HARDER WHAT YOU DO IS NOT ENOUGH
I AM NOT IMPORTANT I DON'T MATTER I'M ON MY OWN OTHERS ARE MORE IMPORTANT	YOU DON'T MATTER YOU'RE NOTHING NO ONE WILL LISTEN TO YOU NO ONE CARES HOW YOU FEEL YOU'LL END UP ALONE EVERYONE WILL LEAVE YOU EVERYONE WILL ABANDON YOU YOU'RE NOT IMPORTANT THE OTHER IS MORE/BETTER WHAT YOU LOOK LIKE DOESN'T MATTER DON'T TAKE CARE OF YOURSELF
THE WORLD IS DANGEROUS I AM IN DANGER	SOMETHING SERIOUS IS GOING TO HAPPEN MOVE ON QUICKLY OR THINGS WILL GO WRONG IT WILL GO WRONG AGAIN! EVENTUALLY IT WILL GO WRONG TONIGHT IT WILL GO WRONG A DISASTER WILL HAPPEN SOON YOU WILL NOT MAKE IT TO THE END YOU SEE, SOMETHING ALWAYS HAPPENS TO YOU

TABLE 2 GLASSES & GROCERIES 2/2

GLASSES PLEASE NOTE; IT IS AND/OR	MESSAGES WHEN WEARING
OTHERS ARE UNPREDICTABLE OTHERS ARE A DANGER EMOTIONS = ?	HE/SHE WILL EVENTUALLY LEAVE YOU DON'T SHOW EMOTIONS DON'T SHARE PERSONAL INFORMATION NO ONE CAN BE TRUSTED YOU SHOULDN'T TRUST ANYONE EMOTIONS ARE DANGEROUS YOU CAN'T HANDLE EMOTIONS WHEN OTHERS ARE EMOTIONAL IT'S BAD
I CAN'T DO IT MYSELF I CAN'T DO IT ALONE	YOU CAN'T START ANYTHING THAT'S GOING WRONG THIS ISN'T GOING WELL YOU BETTER NOT DO ANYTHING ANYMORE ASK OTHERS OTHERS KNOW BETTER OTHERS CAN DO IT BETTER

TABLE 3 COMMON STATEMENTS APPROPRIATE FOR DIFFERENT SIDES 1/2

BOSSES DEMANDER PUNISHER	PROTECTORS THE HARD WORKER THE AVOIDER THE TALKER THE DISTRACTOR THE PLEASER	SMALL CHILD VULNERABLE CHILD ANGRY CHILD
<p>PUNISHER</p> <p>YOU'RE STUPID YOU SEE, YOU CAN'T DO THIS YOU'RE GOOD FOR NOTHING YOU'LL NEVER AMOUNT TO ANYTHING YOU DON'T UNDERSTAND ANYTHING YOU'RE STUPID YOU'RE UGLY OTHERS ARE BETTER YOU CAN'T DO ANYTHING YOU DON'T MATTER YOU'RE NOTHING NO ONE CARES HOW YOU FEEL</p> <p>DEMANDER</p> <p>YOU HAVE TO DO MORE YOU HAVE TO DO EXTRA TRAINING YOU WILL HAVE TO ACHIEVE MORE SEE, SHE CAN DO IT MUCH BETTER YOU HAVE TO WORK HARDER WHAT YOU DO IS NOT ENOUGH</p>	<p>THE AVOIDER</p> <p>NO ONE'S GOING TO LISTEN TO YOU NO ONE CARES HOW YOU LOOK EVENTUALLY THEY WILL LEAVE YOU KEEP QUIET DON'T GIVE ANYTHING AWAY, IT'LL BE USED AGAINST YOU YOU SHOULDN'T TRUST ANYONE YOU CAN'T HANDLE EMOTIONS EMOTIONS WILL NEVER GO AWAY DON'T START, THAT WILL GO WRONG JUST DON'T DO ANYTHING AT ALL</p> <p>THE HARD WORKER</p> <p>YOU HAVE TO DO MORE YOU HAVE TO PROVE YOURSELF DON'T STOP WORKING THIS IS NOT ENOUGH</p> <p>THE TALKER</p> <p>DON'T GET TOO CLOSE TO EMOTIONS DON'T LET IT BE SILENT THEY SHOULDN'T SEE WHO YOU REALLY ARE KEEP TALKING</p> <p>THE DISTRACTOR</p> <p>USE THOSE SUBSTANCES THAT'S THE ONLY THING THAT WILL HELP YOU CAN'T HANDLE LIFE/ THESE EMOTIONS KEEP USING</p> <p>DE PLEASER</p> <p>YOU'LL BE LEFT ALONE IN THE END ANYWAY STAY NICE TO THE OTHER PERSON DON'T GIVE YOUR OPINION DON'T CONTRADICT THEM EVERYONE LETS YOU DOWN YOU ARE NOT IMPORTANT THE OTHER IS MORE/BETTER</p>	<p>VULNERABLE CHILD</p> <p>BECOMES OVERWHELMED BY EMOTIONS OF FEAR, GLOOM, HELPLESSNESS, SADNESS, LONELINESS</p> <p>ANGRY CHILD</p> <p>DOESN'T TAKE IT ANYMORE, WANTS TO SET BOUNDARIES, LET IT BE KNOWN THAT IT'S NOT OKAY. THIS SIDE FEELS MOSTLY ANGRY AND FRUSTRATED</p>

TABLE 3 COMMON STATEMENTS APPROPRIATE FOR DIFFERENT SIDES 2/2

HEALTHY ADULT	HAPPY CHILD
<p>YOU ARE GOOD AS YOU ARE YOU ARE GOOD ENOUGH DOING YOUR BEST IS THE MOST IMPORTANT THING YOU ARE JUST AS IMPORTANT AS ANYONE ELSE YOU ALSO DESERVE LOVE IT WILL ALL BE FINE IN THE END YOU WILL GET THERE MAKING MISTAKES IS PART OF IT YOU CAN'T DO EVERYTHING RIGHT THE FIRST TIME YOU DON'T HAVE TO BE THE VERY BEST IT IS FANTASTIC WHAT YOU HAVE ACHIEVED DON'T DOUBT YOURSELF, EVERYTHING IS GOOD TAKE THE TIME TO LEARN SOMETHING YOU CAN'T DO EVERYTHING RIGHT AWAY NOT EVERYONE HAS TO LIKE YOU YOU DON'T DESERVE TO BE TREATED BADLY YOU DESERVE RESPECT TOO IT DOESN'T HAVE TO BE PERFECT THAT YOU DO IT IS GOOD ENOUGH YOU ARE ALLOWED TO BE HERE! DON'T TAKE NEGATIVITY TOO PERSONALLY IT SAYS NOTHING ABOUT YOU YOU ARE ALLOWED TO EXPRESS YOUR NEEDS DON'T LET OTHERS DETERMINE WHAT YOU THINK, THAT IS ENTIRELY UP TO YOU YOU ARE A BEAUTIFUL PERSON I AM PROUD OF YOU BE KINDER TO YOURSELF WHAT DO YOU NEED? IT'S ACTUALLY NICE THAT YOU THINK DIFFERENTLY</p>	<p>THE HAPPY CHILD HAS MOSTLY IMPULSIVE, SPONTANEOUS AND CHEERFUL EMOTIONS. THIS SIDE THINKS IT IS GREAT WHAT YOU ARE DOING, ENJOYS SIMPLE THINGS AND DOES NOT THINK TOO MUCH ABOUT IT. HE HAS FUN, MAKES YOU LAUGH AND GIVES YOU A CAREFREE FEELING.</p>

TABLE 4 HEALTHY ADULT READY FOR BATTLE

HEALTHY ADULT SIDE TOWARDS THE BOSS SIDE

THAT'S NOT HOW YOU TALK TO HIM/HER
SHUT UP I'M DONE WITH YOU
NOW IT'S OVER!
I WANT YOU TO GO AWAY
I WANT YOU TO STOP
HE/SHE DID NOT DESERVE THIS AT ALL
WHO DO YOU THINK YOU ARE?
YOU'VE CONTROLLED HER/HIS LIFE LONG ENOUGH IT'S OVER!
I DON'T WANT THIS ANYMORE
DON'T BOTHER HER/HIM ANYMORE
GET LOST!
I DON'T THINK WHAT YOU'RE SAYING IS NORMAL
NO, STOP IT!
I'LL STAY HERE UNTIL YOU'RE GONE
NEVER COME BACK!
I ALWAYS TAKE CARE OF THE LITTLE ONES
I'M NOT AFRAID OF YOU

TABEL 4 GEZONDE VOLWASSENE KLAAR OM TE ZORGEN

GEZONDE VOLWASSEN KANT RICHTING DE KINDKANT

JIJ BENT GOED ZOALS JE BENT
IK ZAL ER ALTIJD VOOR JE ZIJN
HET IS OKÉ OM JE VERDRIETIG TE VOELEN
IK BLIJF ALTIJD VOOR JE ZORGEN
HET IS OKÉ OM ANGSTIG TE ZIJN
OOK JIJ MAG FOUTEN MAKEN
ALLES KOMT GOED
HET IS OKÉ
DOE MAAR RUSTIG, WAT KAN IK VOOR JE DOEN?
IK BLIJF BIJ JE TOTDAT HET WEER OKÉ VOELT

TIP: BEDENK DAT ER EEN KLEIN KINDJE BINNEN KOMT LOPEN, OVERLADEN MET BEPAALDE EMOTIES (VERDRIET/ANGST/BOOS). WAT ZOU JE TEGEN DAT KLEINE KINDJE ZEGGEN?

HIERBOVEN STAAN EEN AANTAL ALGEMENE UITSPRAKEN. MOOIER IS NATUURLIJK OM IETS TEGEN HET KINDJE TE ZEGGEN IN VERHAALVORM. BIJVOORBEELD: JOUW BAASKANT (TITEL VAN BAASKANT) HAD NIET ZO TEGEN JOU MOGEN PRATEN, DAT IS NIET OKÉ. HELEMAAL NIET ALS IK BEDENK HOE ER VROEGER OOK MET JOU OM WERD GEGAAN. VROEGER KREEG JIJ OOK ALTIJD AL TE HOREN DAT JIJ HET NIET GOED GENOEG DEED. JIJ BENT GOED ZOALS JE BENT EN HEBT ONTZETTEND JE BEST GEDAAN. OOK JIJ MAG FOUTEN MAKEN, ALLES KOMT UITEINDELIJK WEL GOED. ZULLEN WE HET SAMEN NOG EEN KEER PROBEREN?

TABLE 4 PART II HEALTHY ADULT READY TO CARE

HEALTHY ADULT SIDE TOWARDS THE CHILD SIDE

YOU ARE GOOD THE WAY YOU ARE
I WILL ALWAYS BE THERE FOR YOU
IT'S OKAY TO FEEL SAD
I WILL ALWAYS CARE FOR YOU
IT'S OKAY TO BE SCARED
YOU ARE ALLOWED TO MAKE MISTAKES TOO
EVERYTHING WILL BE OKAY
IT'S OKAY JUST TAKE IT EASY
WHAT CAN I DO FOR YOU?
I'LL STAY WITH YOU UNTIL IT FEELS OKAY AGAIN

TIP: IMAGINE A LITTLE CHILD WALKING IN, OVERWHELMED WITH CERTAIN EMOTIONS (SADNESS/FEAR/ANGRY). WHAT WOULD YOU SAY TO THAT LITTLE CHILD?

ABOVE ARE SOME GENERAL STATEMENTS. IT IS OF COURSE BETTER TO SAY SOMETHING TO THE CHILD IN THE FORM OF A STORY. FOR EXAMPLE: YOUR BOSS (TITLE OF BOSS) SHOULD NOT HAVE TALKED TO YOU LIKE THAT, THAT IS NOT OKAY. ESPECIALLY NOT WHEN I THINK ABOUT HOW YOU WERE TREATED IN THE PAST. YOU WERE ALSO ALWAYS TOLD THAT YOU WERE NOT GOOD ENOUGH. YOU ARE GOOD THE WAY YOU ARE AND YOU DID YOUR VERY BEST. YOU ARE ALSO ALLOWED TO MAKE MISTAKES, EVERYTHING WILL BE FINE IN THE END. SHALL WE TRY AGAIN TOGETHER?

TABLE 5 COMMON FEARS

FEAR OF PANIC

IF...THEN RULE	<p>IF I PANIC...THEN I DIE.</p> <p>ALMOST ALL VARIANTS COME TO THIS CONSCIOUSLY OR UNCONSCIOUSLY. SOME PEOPLE ARE AFRAID OF FAINTING. THEN THAT IS THE QUESTION; SUPPOSE YOU FAINT, WHAT IS THE WORST THAT CAN HAPPEN? THAT YOU EVENTUALLY GET UP AGAIN AND THERE IS NOTHING WRONG?</p>
AVOIDANCE	<p>ALL SITUATIONS WHERE YOU THINK YOU WILL PANIC. USUALLY THESE ARE ENVIRONMENTS WHERE YOU HAVE PANICKED BEFORE. I ALSO OFTEN SEE PEOPLE AVOID CROWDED PLACES.</p>
SAFETY BEHAVIOR	<ul style="list-style-type: none"> • KEEP REPEATING IN YOUR HEAD THAT YOU SHOULDN'T PANIC • TRYING TO CALM YOURSELF DOWN BY SAYING THAT EVERYTHING WILL BE OKAY. • BREATHING OR ANY OTHER FORM OF RELAXATION EXERCISES. • SIT DOWN QUICKLY WHEN IT DOESN'T FEEL RIGHT. • EXPRESS YOUR MUSCLES TO STAND MORE FIRMLY. • KEEPING A CLOSE EYE ON THE TIME OF AN APPOINTMENT, SO THAT YOU CAN COUNT DOWN AND FEEL CONFIDENT THAT YOU CAN KEEP UP • ALWAYS CARRY A PHONE AND FOOD & DRINKS • TAKE SEDATIVE MEDICATION IN YOUR BAG • ALWAYS GO SOMEWHERE WITH SOMEONE, SO YOU KNOW SOMEONE WILL SAVE YOU
CONTEXT & ACTION PLAN	<p>IT IS IMPORTANT TO BANISH ALL OF THE ABOVE DURING YOUR EXERCISES. AND NOT JUST A LITTLE, BUT COMPLETELY. IN ADDITION, IT IS IMPORTANT TO PRACTICE IN ALL KINDS OF DIFFERENT ENVIRONMENTS WHERE YOU THINK YOU WILL PANIC.</p> <p>YOU CAN ALSO PRACTICE AT HOME BY CONSCIOUSLY INDUCING PANIC ATTACKS. YOU CAN DO THIS BY HYPERVENTILATING FOR 60 SECONDS BY BREATHING IN AND OUT QUICKLY AND DEEPLY. THIS IS OFTEN ENOUGH TO INDUCE MOST OF THE SENSATIONS ASSOCIATED WITH A PANIC ATTACK.</p> <p>EXPLORE THE ENVIRONMENT, WITHOUT SAFETY BEHAVIOR, AND DETERMINE AFTERWARDS WHETHER IF..THEN.. YOU HAVE COME OUT RIGHT. REPEAT THIS.</p>
SUPEREXPOSURE	<p>GOING TO A PLACE WHERE YOU THINK YOU'RE GOING TO PANIC, WITHOUT ANY FORM OF SAFETY BEHAVIOR, INDUCING A PANIC ATTACK YOURSELF AND SAYING OUT LOUD THAT YOU CAN DIE.</p>

TABLE 5 COMMON FEARS

FEAR OF ELEVATORS

IF...THEN RULE	<p>IF I GET INTO THE ELEVATOR...THEN IT WILL CRASH AND I WILL NOT SURVIVE</p> <p>(VARIANT; THEN IT GETS STUCK AND I DON'T SURVIVE)</p>
AVOIDANCE	<p>ELEVATORS. ONLY THE STAIRS TO THE TOP. WHEN THERE ARE NO STAIRS, APPOINTMENTS TAKE PLACE DOWNSTAIRS.</p>
SAFETY BEHAVIOR	<ul style="list-style-type: none"> • DON'T JUST GET INTO THE ELEVATOR, ALWAYS TAKE SOMEONE WITH YOU • HOLDING THE RAILING IN THE ELEVATOR • ALWAYS CARRY EMERGENCY ACCESSORIES (PHONE, FOOD & DRINKS) • CONTINUOUS MUSIC IN THE ELEVATOR • KEEP REPEATING IN YOUR HEAD THAT THE ELEVATOR WON'T CRASH AND THAT EVERYTHING WILL BE FINE.
CONTEXT & ACTION PLAN	<p>IT IS IMPORTANT TO BANISH ALL OF THE ABOVE DURING YOUR EXERCISES. AND NOT JUST A LITTLE, BUT COMPLETELY. IT IS ALSO IMPORTANT TO PRACTICE IN ALL KINDS OF DIFFERENT LIFTS.</p> <p>GET IN THE ELEVATOR WITHOUT SAFETY BEHAVIOR. DECIDE AFTERWARDS IF YOU IF..THEN.. CAME OUT. REPEAT THIS.</p>
SUPEREXPOSURE	<p>GETTING INTO THE ELEVATOR WITHOUT ANY FORM OF SAFETY BEHAVIOR, JUMPING HARD TO THE BOTTOM AND SAYING OUT LOUD THAT THE ELEVATOR MAY CRASH AND THAT YOU MAY DIE.</p>

TABLE 5 COMMON FEARS

FEAR OF BLUSHING

IF...THEN RULE	IF I BLUSH..THEN PEOPLE LAUGH AT ME (VARIANT; THEN I GET REJECTED, I GET CRITICIZED, NOBODY WANTS ANYTHING TO DO WITH ME ANYMORE)
AVOIDANCE	ALL SITUATIONS IN WHICH YOU THINK YOU SHOULD BLUSH
SAFETY BEHAVIOR	<ul style="list-style-type: none"> • TELLING YOURSELF NOT TO BLUSH • DON'T LOOK AT PEOPLE • LOOK DOWN/AWAY • STAY IN THE BACKGROUND • MAKE SURE YOU DON'T ATTRACT ATTENTION • TO STAY IN THE LIGHT SO THAT THE REDNESS IS NOT NOTICEABLE • CHOOSE CLOTHES SO THAT THEY ARE LESS NOTICEABLE
CONTEXT & ACTION PLAN	<p>IT IS IMPORTANT TO BANISH ALL OF THE ABOVE DURING YOUR EXERCISES. AND NOT JUST A LITTLE, BUT COMPLETELY. IN ADDITION, IT IS IMPORTANT TO PRACTICE IN ALL KINDS OF DIFFERENT SITUATIONS.</p> <p>FIND A SITUATION WHERE YOU ARE AFRAID TO BLUSH, WITHOUT SAFETY BEHAVIOR. DECIDE AFTERWARDS IF YOUR IF..THEN.. HAS COME TRUE. REPEAT THIS.</p>
SUPEREXPOSURE	FIND A SITUATION WHERE YOU ARE AFRAID OF BLUSHING, TELL YOURSELF IN YOUR HEAD THAT YOU SHOULD TURN AS RED AS A TOMATO, LOOK CLOSELY AT THE REACTIONS AROUND YOU. ASK SOMEONE "DO YOU SEE THAT I AM RED?"

TABLE 5 COMMON FEARS

FEAR OF SOCIAL SITUATIONS

IF...THEN RULE	<p>WHEN I GET INTO A SOCIAL SITUATION...I GET REJECTED</p> <p>(VARIANT: DO I GET CRITICISM, DO PEOPLE LAUGH AT ME, DO PEOPLE NOT LIKE ME)</p>
AVOIDANCE	ALL SOCIAL SITUATIONS
SAFETY BEHAVIOR	<ul style="list-style-type: none"> • CONSUME ALCOHOL BEFOREHAND • DON'T LOOK AT PEOPLE • LOOK DOWN/AWAY • STAY IN THE BACKGROUND • MAKE SURE YOU DON'T ATTRACT ATTENTION • TALKING TO PEOPLE/NOT GIVING YOUR OWN OPINION • FILL SILENCES IMMEDIATELY • CONSTANTLY PAYING ATTENTION TO THE REACTIONS OF OTHERS • CONSTANTLY WEIGHING WORDS • TAKING A LONG TIME CHOOSING AN OUTFIT
CONTEXT & ACTION PLAN	<p>IT IS IMPORTANT TO BANISH ALL OF THE ABOVE DURING YOUR EXERCISES. AND NOT JUST A LITTLE, BUT COMPLETELY. IT IS ALSO IMPORTANT TO PRACTICE IN ALL KINDS OF DIFFERENT SOCIAL SITUATIONS.</p> <p>GO TO A SOCIAL SITUATION WITHOUT SAFETY BEHAVIOR. DECIDE AFTERWARDS IF IF..THEN..HAS COME OUT. REPEAT THIS.</p>
SUPEREXPOSURE	GO TO A SOCIAL SITUATION WITHOUT SAFETY BEHAVIOR, GIVE A DIFFERENT OPINION FROM THE REST, MAKE SURE THE ATTENTION IS ON YOU, SAY IN YOUR HEAD THAT ABSOLUTELY NO ONE LIKES YOU. DECIDE AFTERWARDS WHETHER IF..THEN.. IT TURNED OUT.

TABLE 5 COMMON FEARS

FEAR THAT SOMETHING WILL GO WRONG

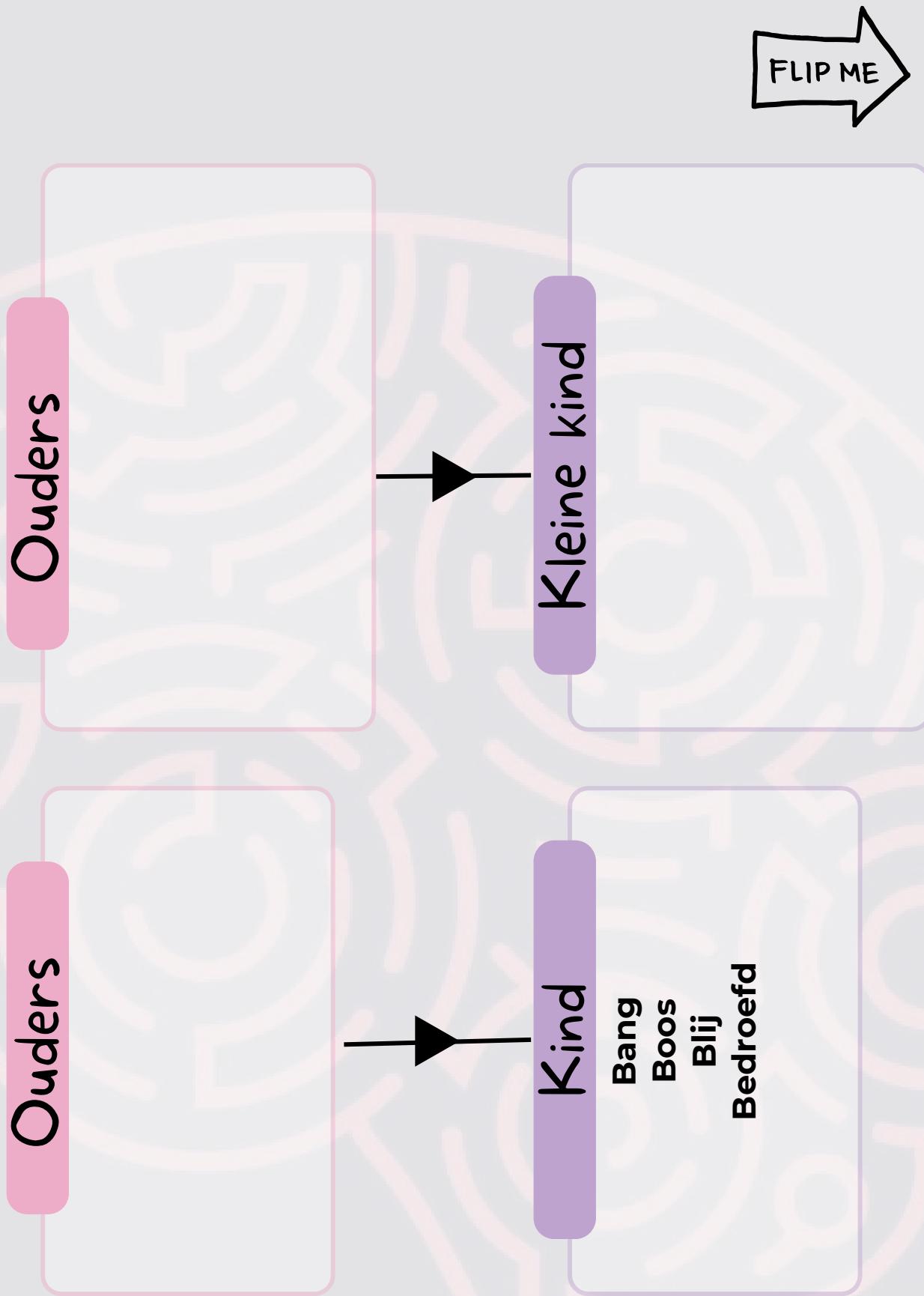
IF...THEN RULE	IF I DO NOTHING...DISASTERS WILL HAPPEN
AVOIDANCE	AVOID ANYTHING WHERE YOU THINK SOMETHING COULD GO WRONG
SAFETY BEHAVIOR	<ul style="list-style-type: none"> • THINKING A LOT ABOUT THE SITUATION THAT IS TO COME • INVESTIGATE ALL POSSIBLE DISASTERS • PREPARE YOURSELF FOR THE POSSIBLE DISASTERS • TAKE ACTIONS TO PREVENT THE DISASTER • THE ABOVE COULD BE ANYTHING, CHECKING THE GAS, CHECKING WINDOWS/DOORS EXTRA, FINDING THE EXACT ROUTE ON THE INTERNET, TAKING CERTAIN ITEMS WITH YOU, ETC. • DISTRACTING YOURSELF FROM THE DISASTER BY BEING CONSTANTLY BUSY
CONTEXT & ACTION PLAN	<p>IT IS IMPORTANT TO BANISH ALL OF THE ABOVE DURING YOUR EXERCISES. AND NOT JUST A LITTLE, BUT COMPLETELY. IN ADDITION, IT IS IMPORTANT TO PRACTICE IN ALL KINDS OF DIFFERENT SITUATIONS.</p> <p>BECAUSE THIS IS SUCH A COMMON FEAR, YOU CAN DO ALL SORTS OF EXERCISES. FOR EXAMPLE; WHEN YOU ARE AFRAID OF A BURGLARY, GO TO BED AT NIGHT WITHOUT ALL YOUR SAFETY BEHAVIOR. DECIDE AFTERWARDS WHETHER IF..THEN.. HAS COME TRUE. REPEAT THIS.</p>
SUPEREXPOSURE	FIND A SITUATION WHERE YOU FEAR SOMETHING WILL GO WRONG, DON'T PERFORM SAFETY BEHAVIOR, CONJURE UP THE DISASTER IN YOUR HEAD AND CONVINCE YOURSELF THAT IT WILL REALLY GO WRONG. WATCH WHAT HAPPENS AND DETERMINE IF YOUR IF..THEN..HAS COME TRUE.

03 THE MODELS

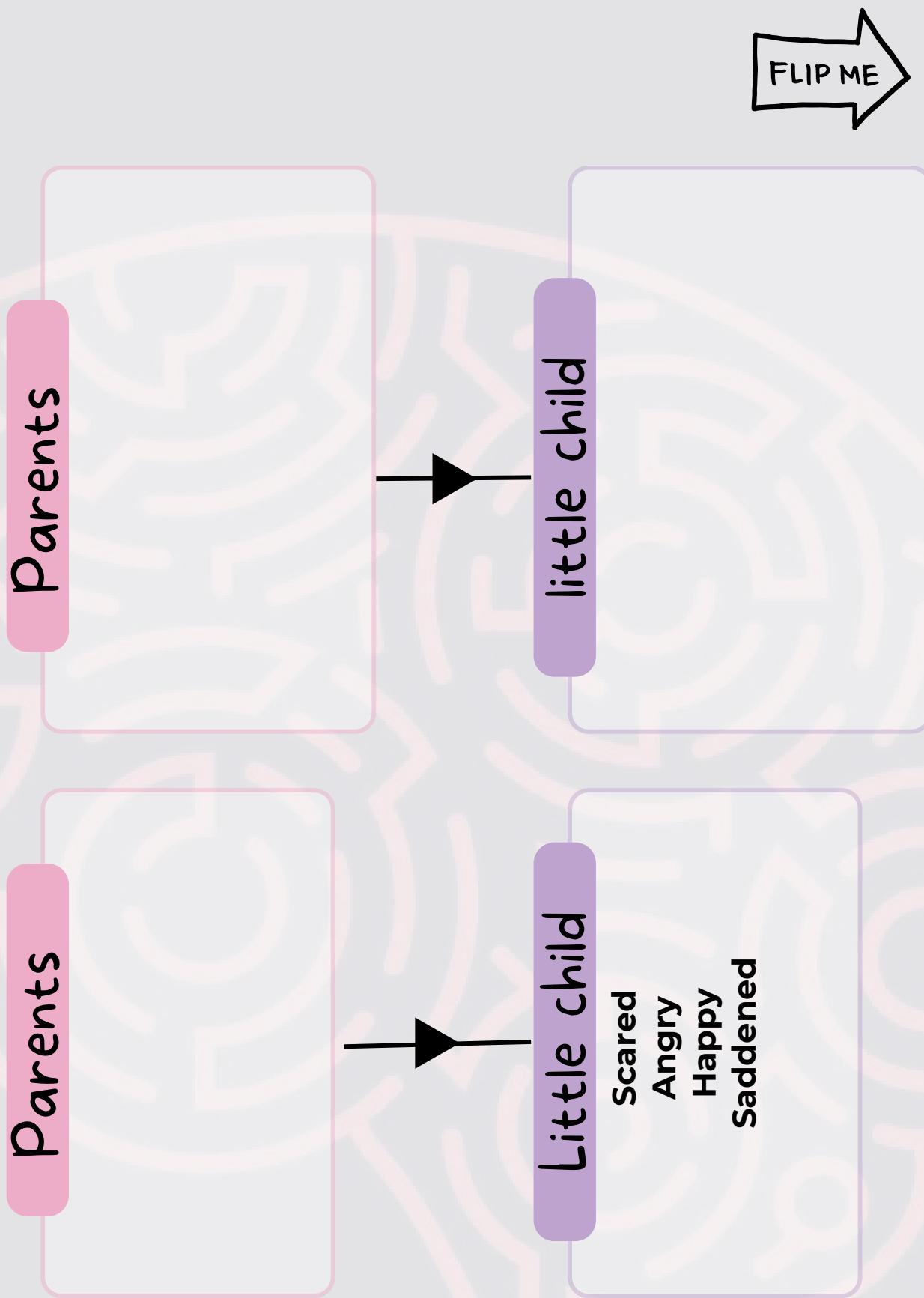
In this final chapter, you will discover all the models necessary for your reading of the book. The book provides guidance on when to complete and/or utilize each model. Completing the models spontaneously, without the foundational information, is futile.

Best of luck!

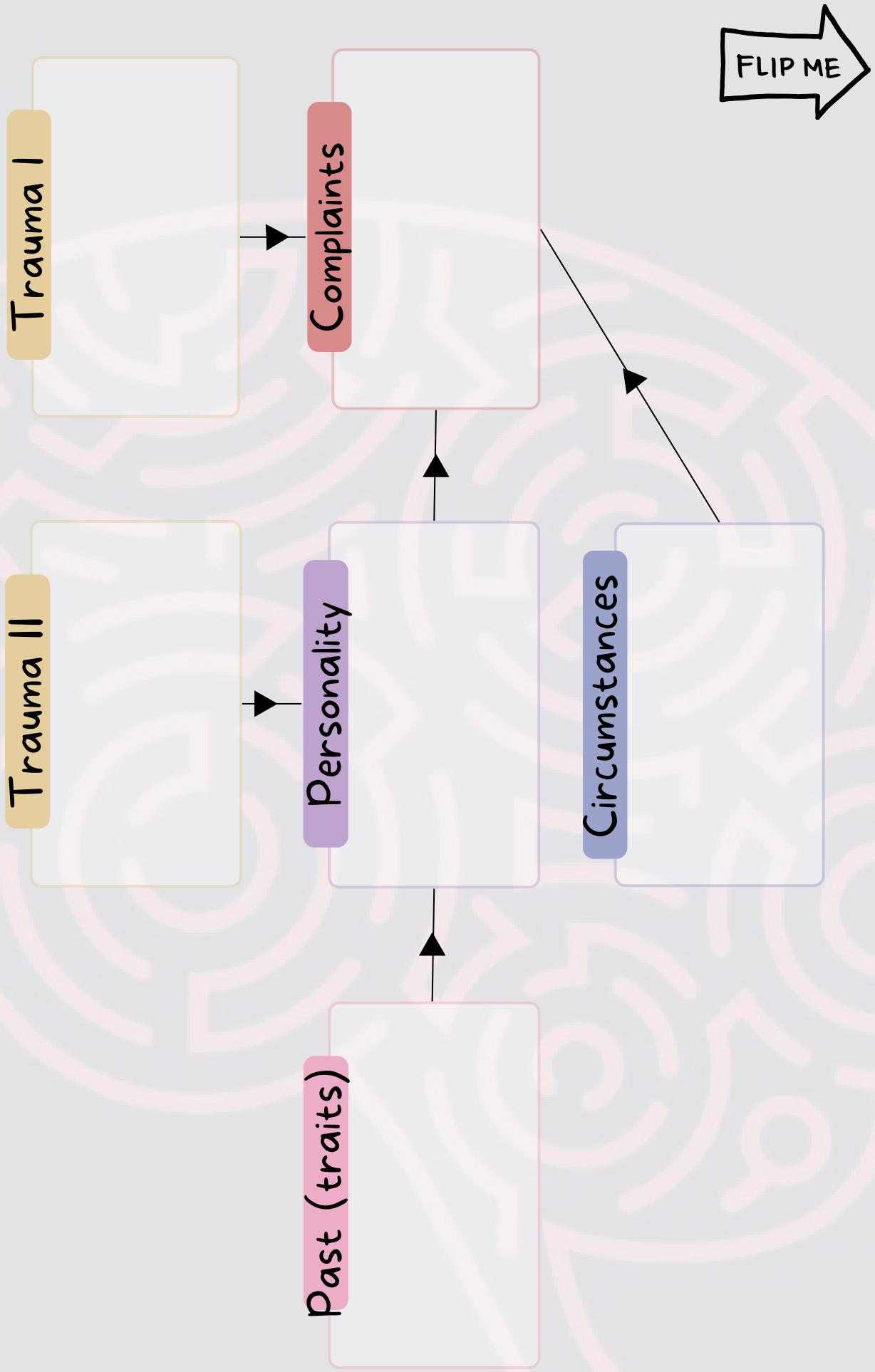
MODEL 1 MINI BLAUWDRUK



MODEL 1 MINI BLUEPRINT



MODEL 2 BLANK BLUEPRINT



MODEL 3 MY TREATMENT PLAN

GENERAL INTERVENTIONS	ASSIGNMENT COMPLETED? ALSO INDICATES WHETHER IT WAS SUCCESSFUL OR NOT
BUDDY	
WEEKLY SCHEDULE	
BALANCE	
TREATMENT FOCUS	
ACCORDING TO MY BLUEPRINT I SHOULD START WITH	ARROW 1 ARROW 2 ARROW 3 ARROW 4
I DECIDED I'M GOING TO START WITH ARROW.....BECAUSE:	
ARROWS	WHICH ASSIGNMENTS WERE CARRIED OUT? ALSO INDICATES WHETHER IT WAS SUCCESSFUL OR NOT
ARROW 2	
ARROW 3	
ARROW 4	

04 THERAPEUTIC COMPASS

In this very last chapter of your workbook you will find the therapeutic compass. You can use this compass to find good professional help by guiding you through the possibilities. If the entire method is not sufficient, despite practicing a lot together with following the videos and receiving any feedback, then I wish you the best of luck in finding the right professional help!

START HERE

Do you suffer from mental health issues?

No

Enjoy your life!

Have you been in treatment before?

No

Go to
www.mentaleblauwdruk.nl
and try our method

Have you been given assignments to carry out? (not just chat sessions)

No

Do you mainly suffer from anxiety and/or depression?

yes

Find a therapist who, in addition to their master's degree, has further training in cognitive-behavioral therapy

Do you find yourself stuck in recurring patterns?

yes

Find a therapist who has been trained in schema therapy in addition to their master's degree

Are you traumatized by something intense from the past?

yes

Find a trauma therapist who is trained in either EMDR or CBT (Imaginal Exposure)

THERAPEUTIC COMPASS

FLIP ME

Enjoy your life!

Continue the tasks for longer and continue your therapy!

Do you know, apart from your complaints, how you are put together and why you are stuck?

yes

Do you understand why you have been given specific assignments?

yes

Did it help?

Did it help?

If there are multiple traumas, self-harm or other serious persistent issues, consult your doctor for a referral to DBT, MBT, Part-time treatment or a Trauma Center, depending on the issue.