



## ***Psychology for Positive Change***



## **COPING WITH CORONA**

A psychology-informed resource pack to support coping, resilience and wellbeing in VUCA (Volatile, Uncertain, Complex & Ambiguous) times

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## WELCOME TO A BRAVE NEW WORLD

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Greetings to you in this brave new world we now find ourselves living in. These are what psychologists would refer to as VUCA (Volatile, Uncertain, Complex and Ambiguous) times; in other words – it's all gone a bit crazy at present. Things are volatile in that the circumstances seem to change rapidly and frequently; things are uncertain, in terms of our own/our loved one's circumstances and the destiny of the world/society more broadly; and, it goes without saying, there is clearly much complexity and ambiguity at present. These are unprecedented circumstances, in my life experience anyway.

At the same time, the present circumstances are shining a light on many positive aspects of human nature. Although there are clearly some who are excessively stockpiling and hoarding, there are many, many others who are rallying around and supporting their communities (both real and virtual). It's heartening to see how people are stepping up to the plate and doing what they can to help. I've never been more pleased that we have the Internet and social media as a tool, where moving examples of people supporting each other can be found on a daily basis.

Part of my own approach for coping with this crisis has been to ask myself: *What can I do? How can I do my part to contribute? What can I bring to events?*

One of my key actions in that respect has been for APS to cease all face-to-face services. This has been in response to government guidelines, but more importantly as a commitment to a broader social responsibility that I don't want us inadvertently spreading this virus around and putting the vulnerable at risk.

(If you like, you can read a bit more about our thinking here: <http://www.adamspsychologyservices.co.uk/blog/breaking-the-chain>).

Having done that, I am convinced we have made the right decision (whilst recognising the impact that will have on those who provide work for our service).

At the same time, I also want to try to take *positive* action, and have been thinking about how my skillset, experience and resources might be helpful to others at the present time. That's where psychology and coaching come in.

Over the years, one of my core interests and work strands has been how people can make use of psychology to support their resilience and wellbeing. I've supported people in this respect through individual and group coaching and larger-scale training events, all of which has been informed by particular psychological approaches and resources. In my view, those resources and approaches have never been more relevant (although I will leave it to you to be the judge of that!); so I'm pulling some of them together in this resource and am making them available for free to anyone who wants them.

The resources in this pack are all designed to support enhancement of resilience and wellbeing in challenging circumstances, and are informed by the following approaches:

- Non-Violent Communication.
- Solution-Focused Coaching.
- Cognitive-Behavioural Coaching.
- Acceptance and Commitment Therapy/Training.

There is also a general resource about how we can navigate our way through change, challenge and adversity.

I hope you find the contents of this pack helpful.

Mark

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## 1. EMPATHISE WITH YOURSELF: NON-VIOLENT COMMUNICATION (NVC)

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At all times, but *especially* in times of difficulty or crisis, it is a useful skill to be able to recognise and tune in to what is going on for us internally. This is important for understanding ourselves, helping us to process our reactions, and to then inform our thinking about what we might or might not need to do. (What's more, developing this skill then also helps us to empathise with others – but that's another story). So in the first instance, without trying to change things at all, I invite you to consider:

How are you at present? How are you *feeling*?

If you aren't sure how you feel, then this lexicon of feelings (adapted from [www.cnvc.org](http://www.cnvc.org)) might come in handy (of course, you may be feeling something that is not on this list – this is just a starter):

### *Feelings Vocabulary*

<b>Feelings when needs are not satisfied:</b>	<b>Feelings when needs are satisfied:</b>
Fear	Happiness
Anxiety	Confidence
Anger	Gratitude
Irritation	Engagement
Upset	Warmth
Shame	Hope
Guilt	Joy
Embarrassment	Peace
Sadness	Contentment
Disgust	Wonder
Confusion	Pride
Boredom	Refreshed
Surprise	Moved
Shock	
Fatigue	
Hurt	
Jealousy	

You will notice that the feelings have been grouped into two categories: Feelings when our needs are satisfied, and feelings when our needs are not satisfied. This is because, from the perspective of Non-Violent Communication (Rosenberg, 2003), feelings arise as a consequence of the extent to which our *needs* are met or otherwise. What 'needs'? Well, that's where we need a language of needs so that we can recognise and talk about them. Again, here's a non-exhaustive list adapted from the [www.cnvc.org](http://www.cnvc.org) website:

**2. NEEDS VOCABULARY (www.cnvc.org)**

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**Connection**

Love  
Care  
Nurture  
Affection  
Intimacy

Belonging  
Community  
Inclusion  
Participation  
Solidarity  
Support  
Loyalty  
Friendship  
Companionship

Empathy  
Respect  
Compassion  
Consideration  
Understanding  
Acceptance  
Appreciation  
To be valued  
Trust  
Celebration/Mourning  
Self-expression

**Freedom & Equality**

Autonomy  
Freedom  
Choice  
Control  
Power  
Independence

Honesty  
Integrity  
Openness

Equality  
Fairness  
Co-operation  
Collaboration  
Reliability  
Justice  
Tolerance  
Balance

**Quality of experience**

Play  
Harmony  
Fun  
Creativity  
Spontaneity  
Stimulation  
Variety  
Humour  
Sensory pleasure  
Beauty  
Ease  
Unity  
Order

**Meaning & Understanding**

Meaning  
Purpose  
Contribution  
Hope  
Growth  
To matter  
Competence  
Achievement  
Learning  
Challenge  
Discovery  
Completion  
Knowledge  
Understanding  
To understand  
Awareness  
Reassurance  
Clarity

**Personal wellbeing**

Food & Water  
Air  
Light  
Warmth  
Space  
Movement  
Rest  
Health  
Hygiene  
  
Safety  
Security  
Protection

### 3. A FRAMEWORK FOR USING LANGUAGE OF FEELINGS AND NEEDS

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The NVC approach advocates a framework in which we either communicate or reflect using the following framework:

*When I see/hear/remember/imagine.... (non-judgemental description of the experience)*

*I feel....*

*Because [need] is important to me.*

This can help us to make sense of our feelings and give empathy to ourselves.

You might wish to try it:

*How are you feeling at present? What needs are met for you or otherwise?*

We can also then follow this up with an additional *request*:

*To improve the extent to which my need for [need] is met, I would like...*

We can make requests of *ourselves*, identifying actions we can take to try to improve the extent to which our needs are met. Or, we can use the above framework to *communicate our needs and requests to others*, like this:

When I see/hear/remember/imagine.... (non-judgemental description of the experience or other person's behaviour)

I feel....

Because [need] is important to me.

Would you be willing to... [manageable request]

It is really important to make sure that requests (to self or others) are manageable and doable.

Using this language enables us to express our feelings and needs to ourselves and others while minimising judgement or blame, hence the term *Non-Violent Communication*.

There is a resource on the next page providing an NVC-informed framework that you can use to reflect on how you are feeling, what your needs are, and any requests you would like to make.

**4. NVC FRAMEWORK (see [www.cnvc.org](http://www.cnvc.org)).**

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When I see/hear/remember/imagine....	Observation
I feel....	Feeling(s)
Because [need] is important to me.	Need(s)
It would help my needs to be better met if...	Request

## 5. WATCH YOUR THINKING

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Having tuned in to how we are *feeling*, it can also be helpful to tune in to notice what we are *thinking*. In VUCA times, we might have a range of preoccupations, thoughts, worries etc and it can be useful to stop for a second, shine a light on them and recognise them.

*What is going through your mind at present?*

If you aren't sure how to answer that question, then you might wish to consider the practice of *mindfulness*. Mindfulness - the act of consciously focusing attention to the present moment - has become increasingly prevalent as a practice in recent years, so I will not write at length about it here (if you want to find out more about it, try Jon Kabat-Zinn's *Mindfulness for Beginners*, for example). However, it can be helpful as a tool for helping us to take a moment and recognising what is going on in our bodies and minds.

A basic practice is to sit still and consciously focus your attention on e.g. your breath or a candle, paying attention to the rhythmic cycle of your breathing and watching thoughts come and go. The idea is not to try to *change* the thoughts, but to simply *notice* them, acknowledge them, and let them pass.

If you're finding sitting still difficult at present, then you could try to mindfully engage in an activity (e.g. washing up, brushing your teeth). This would involve focusing your attention on the task at hand, absorbing and attending to the sensory input while letting thoughts and feelings come and go.

Once you've done that, you might wish to reconsider the original question: What thoughts are going through your mind at present?



## 6. RECOGNISING RESILIENCE-UNDERMINING THOUGHTS

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We can all be prone to *Resilience-Undermining Thoughts* (Palmer, 2013) that can have an adverse impact on our feelings and reactions, for example:

**Resistance to reality:** “This shouldn’t be happening!”, “This shouldn’t happen to me!”

**Awfulizing/Catastrophizing:** “This is awful, nothing could be worse!” (It’s as bad as it could be); “It’s wholly bad!” (There are no good aspects / no good can come from this); “It’s the end of the world!”. Or, predicting that the worst-case scenario will happen without considering other more likely outcomes

**All-or-nothing thinking:** Evaluating experiences on the basis of extremes; things are either “excellent” or “terrible”, “perfection” or “failure”, with no shades of grey. Also called *black-and-white thinking*.

**Personalization / Blame:** “It’s all my fault/their fault!” (no other factors contributed)

**Ignoring context:** Interpreting events in isolation, without considering the bigger picture or relevant contextual factors.

**Self-doubt / Fortune telling / Jumping to conclusions:** “I won’t be able to handle it!”, “It’s going to go badly”

**Low Frustration Tolerance:** “I can’t stand it!”

**Avoidance:** Refusing to think about something as it’s too uncomfortable.

**Condemning (self or others):** “I’m useless!”, “I’m a failure!”, “He’s a total \*\*\*\*!”

**Demands (musts, shoulds, oughts, have-tos):** “I should/shouldn’t be...”, “Others should/shouldn’t be...”, “My circumstances have to be favourable or else it’s awful and I can’t stand it!”

**Negative filter:** Focusing only on what is wrong or lacking without acknowledging positives.

**Resilience-Undermining Imagery** (Playing dodgy videos): Mentally running images of e.g. not coping, bad outcomes.

I invite you to consider whether any of the above thought patterns are present in your thinking. It’s important to note that they are all quite normal and are simply a feature of the way the mind works. No-one is immune to these, in my experience. They can become problematic, though, if we become stuck with them or if they ‘take the wheel’ for us.

We can use a model called an ABC model to map out the thoughts we are having in response to a particular event:

**7. ABC MODEL OF REACTIONS TO ADVERSITY**

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The model is called ABC because that stands for *Adversity – Beliefs – Consequences*.

In the ‘Adversity’ column, we can write a description of the event that is triggering us.

In the ‘Beliefs’ column, we can make a note of the thoughts we are experiencing, including any Resilience-Undermining Thoughts.

And in the ‘Consequences’ column, we can write what the emotional and behavioural consequences of those thoughts may be (e.g. If I tell myself “This is all wholly bad and no good can come from it” the consequences of that might be feeling disheartened and becoming apathetic).

Adversity	Beliefs	Consequences (emotional and behavioural)

This model, derived from Cognitive-Behavioural Psychology (Beck, 1976, 2011; Ellis, 1988; Centre for Coaching, 2012), recognises the crucial role that our beliefs can have in influencing our emotional and behavioural reactions.

It is important to note that, according to the cognitive-behavioural approach, it is not the adversity itself that causes our feelings and behaviour; rather, it is the thoughts we hold about it that influences our reaction. From a cognitive-behavioural perspective, these thoughts are more under our *control* (an advocate of Acceptance and Commitment Therapy would disagree, but more on that later). That is, if Resilience-Undermining Thoughts are giving rise to unwanted emotional and behavioural consequences, we can work to *change* them.

The next pages focus on how we can do this.

## 8. CHALLENGE YOUR THINKING (1): DISPUTATION

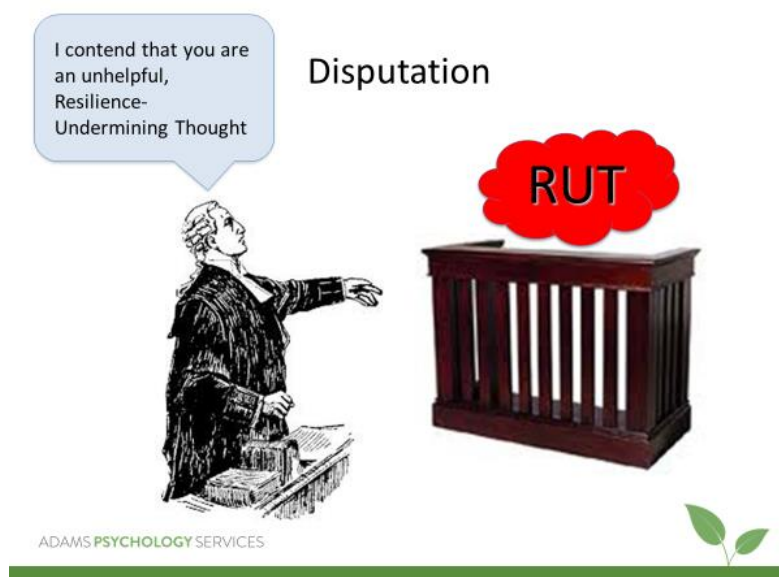
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We can often make the assumption that the thoughts we tell ourselves are true. However, our inner 'gremlin' is not necessarily a reliable and accurate commentator on reality. It can be prone to, for example:

- Selective perception (focusing on some things at the expense of others).
- Extreme thinking
- Being illogical
- Being irrational
- Being misleading

So, we don't necessarily need to take what it says as the truth.

Instead, we can place it 'in the dock' and see if it stands up to scrutiny!



To challenge and change Resilience-Undermining Thoughts, the first approach we can try is to use questioning to *dispute* them. Rather than taking the thought at face value, we can ask ourselves the following questions:

- What is the evidence for your thought? What is the evidence against your thought? How does the evidence balance up?
- How logical is that thought?
- How helpful is that thought? What are the consequences of thinking that?
- What alternative ways of thinking about it might there be?
- What would you say to a friend who said that? (This can help us if we are being overly critical of ourselves, which we are less likely to do to others).

The key point here is: *Just because we think something, doesn't make it true*

(For more on this, see Beck, 1976; Beck, 2011; Williams, Palmer & Edgerton, 2008).

## 9. CHALLENGE YOUR THINKING (2): RESILIENCE-ENHANCING THOUGHTS

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One of the Disputation questions we considered was: What alternative ways of thinking about it might there be? This is where an awareness of *Resilience-Enhancing Thoughts* (Palmer, 2013) can be helpful. The following are some ways of thinking that can help us to maintain our resilience in times of change, challenge or adversity:

**Acceptance of reality:** “This is happening/has happened. Now what can I do?”

**De-Awfulizing/De-Catastrophizing:** “It is not as bad as it could be.”; “It’s not 100% awful. Some good may come from this.”; “It’ll pass/I’ll adjust.”

**Balanced thinking:** Rather than evaluating events in extremes, looking at the details and acknowledging that there may be both good and bad aspects to a situation.

**Broadening the picture:** Considering the range of factors influencing a situation (de-personalizing); considering the broader context in which an event/situation occurs.

**Self-confidence:** “I will handle it.”

**High Frustration Tolerance:** “I might not like it, but I can stand it.”

**Facing your dragons:** “What’s the worst that could happen? If that happens, how will I handle it?”

**Being realistic:** “That’s the worst that could happen... How likely is it?”

**Compassion (to self or others):** Focusing on specific behaviours. Not rating/labelling ourselves or others on the basis of specific actions. Accepting self/other as fallible.

**Preferences (rather than demands):** “I would prefer it if...”

**Gratitude / Appreciation:** Keeping in touch with the positive aspects of a situation (or one’s life more broadly)

**Resilience-Enhancing Imagery:** Imagining oneself coping with difficulty or experiencing success

You might wish to consider if any of the above might be helpful alternatives to any RUTs you may have been experiencing.

On the following page is a form you can use to list any RUTs you may be experiencing (left-hand column) and any RETs they could be replaced with (right-hand column).

**10. RUT/RET FORM**

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<b>Resilience-Undermining Thinking</b>	<b>Resilience-Enhancing Thinking</b>

*Palmer (2013)*

## 11. A WORD OF CAUTION / AN ALTERNATIVE APPROACH

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The Cognitive-Behavioural approach is underpinned by a principle that we can *Choose Our Attitude*. In other words, whatever the circumstances, we have a measure of choice over how we interpret them and respond to them.

This principle was powerfully articulated by Viktor Frankl (1959) when he wrote that, as human beings, we have the power to call upon:

“The last of the human freedoms – to choose one’s attitude in any given set of circumstances, to choose one’s own way.” (Frankl, [1959] 2004, p. 75)

If you think “Well, maybe for everyday things, but not for something like this....”, then do bear in mind that Frankl developed his thesis/philosophy as a prisoner of war in Auschwitz.

However, while we can take inspiration from Frankl, it’s important to acknowledge that the Cognitive-Behavioural approach isn’t for everyone. Certainly, not everyone finds it helpful. Moreover, some practitioners would argue that trying to change thoughts is actually *counterproductive*, since it can inadvertently strengthen the thought we are trying to change. Such practitioners, researchers and writers have developed an alternative approach called *Acceptance and Commitment Therapy* (see e.g. Hayes et al, 2012; Harris, 2008, 2009; Jackson-Brown & Gillard, 2015), which informs the activities in the next section.

### **Acceptance and Commitment Therapy**

According to Harris (2009), two of the fundamental principles of ACT are:

- We need to clarify what is important and meaningful to us, and use that knowledge to guide our actions.
- We need to learn skills that will help us to live with painful thoughts and feelings so they have less impact and influence.

The next resources focus on how we can do this.

First, there is a resource to help you reflect on what your core values are.

Then, there are some other strategies for helping us to live with difficult thoughts and feelings.



## 12. CLARIFYING CORE VALUES

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Source: Adapted from Harris (2009), <http://www.actmindfully.com.au/>

Values are not about what we want to get or achieve, but about how we behave on an ongoing basis. They are like a compass that can guide us in times of difficulty.

The following non-exhaustive list contains some examples of common values.

- Acceptance: to be open to and accepting of myself, others, life etc
- Adventure: to be adventurous; to actively seek, create, or explore novel or stimulating experiences
- Assertiveness: to respectfully stand up for my rights and request what I want
- Authenticity: to be authentic, genuine, real; to be true to myself
- Beauty: to appreciate, create, nurture or cultivate beauty in myself, others, the environment etc.
- Caring: to be caring towards myself, others, the environment etc
- Challenge: to keep challenging myself to grow, learn, improve
- Compassion: to act with kindness towards those who are suffering
- Connection: to engage fully in whatever I am doing, and be fully present with others
- Contribution: to contribute, help, assist, or make a positive difference to myself or others
- Cooperation: to be cooperative and collaborative with others
- Courage: to be courageous or brave; to persist in the face of fear, threat, or difficulty
- Creativity: to be creative or innovative
- Curiosity: to be curious, open-minded and interested; to explore and discover
- Encouragement: to encourage and reward behaviour that I value in myself or others
- Equality: to treat others as equal to myself, and vice-versa
- Fairness: to be fair to myself or others
- Fitness: to maintain or improve my fitness; to look after my physical and mental health and wellbeing
- Flexibility: to adjust and adapt readily to changing circumstances
- Freedom: to live freely; to choose how I live and behave, or help others do likewise
- Friendliness: to be friendly, companionable, or agreeable towards others
- Forgiveness: to be forgiving towards myself or others
- Fun: to be fun-loving; to seek, create, and engage in fun-filled activities

- Generosity: to be generous, sharing and giving, to myself or others
- Gratitude: to be grateful for and appreciative of the positive aspects of myself, others and life
- Honesty: to be honest, truthful, and sincere with myself and others
- Humour: to see and appreciate the humorous side of life
- Humility: to be humble or modest; to let my achievements speak for themselves
- Industry: to be industrious, hard-working, dedicated
- Integrity: being honest and having strong moral principles
- Intimacy: to open up, reveal, and share myself - emotionally or physically – in my close personal relationships
- Kindness: to be kind, compassionate, considerate, nurturing or caring towards myself or others
- Learning: to learn and grow from experience
- Love: to act lovingly or affectionately towards myself or others
- Open-mindedness: to think things through, see things from other's points of view, and weigh evidence fairly.
- Persistence: to continue resolutely, despite problems or difficulties.
- Reciprocity: to build relationships in which there is a fair balance of giving and taking
- Reliability: to honour commitments
- Respect: to be respectful towards myself or others; to be polite, considerate and show positive regard.
- Responsibility: to be responsible and accountable for my actions
- Self-development: to keep growing, advancing or improving in knowledge, skills, character, or life experience.
- Supportiveness: to be supportive, helpful, encouraging, and available to myself or others
- Trust: to be trustworthy; to be loyal, faithful, sincere, and reliable

I invite you to consider: Which of the above values do you want to be represented in your behaviour in the coming weeks? How can you bring those values into your actions?

On the next page there is a resource you can use to capture your thinking in this respect, if you wish to use it.



**13. VALUES-INFORMED GOALS AND ACTIONS**

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<i>Value that's important to me</i>	<i>How I will bring this into my behaviour in the coming weeks</i>

## 14. DEFUSION STRATEGIES

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The aim of defusion strategies is to introduce some distance or separation between us and our thoughts, rather than being caught up in them (Harris, 2009). Specifically, this is achieved by:

- Noticing thoughts, rather than being so caught up in them we aren't focusing on the world around us.
- Letting thoughts come and go.

Note that this does not involve trying to *change* the thoughts, but simply changing how we *relate* to them and letting them come and go.

It can also be helpful to remember that thoughts are just bits of language in our heads, not necessarily an accurate description of reality.

### **“I’m having the thought that....”**

Whatever your negative thought is, put it into a short sentence (e.g. “It’s going to go badly”). Then replay the thought with the phrase “I’m having the thought that...” in front of it. For example, “I’m having the thought that it’s going to go badly.”

### **“My mind is telling me...”**

Notice whatever negative thought you are having and repeat it prefaced with the sentence: “My mind is telling me that...” For example, “My mind is telling me that I can’t stand this situation.”

### **Treat the mind as a separate entity**

When your mind offers you negative thoughts or images, thank it for the offer and return your focus to values-driven action – “Thanks, mind!”

### **Watch your thinking**

Ground yourself physically by attending to the feeling of your feet on the ground beneath you. Notice your breathing, and observe it flowing in and out. Then see if you can notice your thoughts. Where are they located? Are they pictures, words or sounds? Are there any gaps in between them? If you get caught up in your thoughts, just acknowledge it and start the exercise again.

### **Leaves on a stream, and other ‘letting go’ metaphors**

Imagine your thoughts as e.g. leaves on a stream, cars going past a window, or clouds moving across the sky. Watch each one come and go.

### **“I wonder what my next thought will be....”**

Say this to yourself, and wait to see what your next thought will be while focusing your attention on e.g. your breath, feelings in your body, your surroundings.

### **Writing thoughts down**

Write the thought on a piece of paper, and look at it from a distance as a string of words.

### **Thoughts as stories**

Give any negative self-talk the label of a story – “Here comes the ‘I’m a fraud’ story again”.

Might any of these be helpful to experiment with?

**PROBLEM-SOLVING AND SOLUTION FINDING: FOCUS ON WHAT YOU CAN CONTROL**

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Of course, as well as all this psychological stuff (technical term), when times get tough it can help us to have some generic structured problem-solving or solution-finding approaches to call upon.

The next two resources present two alternatives in this respect: Stephen Palmer’s PRACTICE model of problem-solving, and ENABLE, my own Solution-Focused Coaching model.

Before we come on to those, a quick word on CONTROL:

In any situation, most certainly in a VUCA situation, there will be some things that we can CONTROL or INFLUENCE, and some things we can’t. You might wish to use the following table to help you reflect on that:

<i>Factors that are present but that I can't control or influence</i>	<i>Factors I can control or influence</i>

There may well be a lot in the left-hand column! The stuff we CAN'T control – well, we may just have to accept that it's there, that it's important, but we can't do anything about it. If we spend all our time thinking about it, it won't be helpful or constructive as it will prevent us from focusing on other things. We might call this putting it in the 'Sod It' box (or a similarly-named Bucket!).

Having identified some factors that you CAN exert some influence and control over, you might wish to apply one of the following problem-solving/solution-finding models to it.

## **15. THE PRACTICE PROBLEM-SOLVING FRAMEWORK (PALMER, 2007, 2008)**

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### **Problem Identification**

- What's the problem you want to focus on?
- What is it that you would like to change?

### **Realistic, relevant goals developed**

- What do you want to achieve?
- How would you like things to be different?

### **Alternative actions**

- What are your options?

### **Consideration of consequences**

- What are the pros and cons of each of these options?

### **Target most feasible solution**

- On a scale from 0-10, how interested are you in pursuing each of these?

### **Implementation of Chosen solution**

- Go and do it!

### **Evaluation**

- How successful was it?
- What can be learned?
- Where next?

**16. ENABLE: A SOLUTION-FOCUSED COACHING MODEL (Adams, 2015, 2016)**

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	Key question
<b>Elicit preferred future</b>	“Imagine a time in the future when things are as you want them to be... What does that look like?”
<b>Notice exceptions</b>	“On a scale from 0-10, where 10 is that your preferred future is happening, where are things now?”  “Why [x] and not any lower?”
<b>Activate strengths and resources</b>	“What helped to achieve those successes?”
<b>Build on what’s working</b>	“What would a step forward look like?”
<b>Look for opportunities</b>	“How can you go about that in the coming days or weeks?”
<b>Evaluation</b>	“What progress has there been since last time?”

## 17. CONSIDER YOUR SUPPORT NETWORKS

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This final section is perhaps one of the most important. While we can do a lot of work on ourselves and our psychology, it's also important to be able to access the support of others; and, indeed, to be able to provide support to others as best we can.

You might wish to reflect on the following questions:

Who is in my support network? (friends, family, neighbours, colleagues, professionals etc).

Which aspects of support (e.g. practical, emotional, financial, psychological) might I need more help with?

Which aspects of my support network might I need to develop?

How can I access support if I am self-isolating or in quarantine?

Who can I give support to (without endangering myself)? In what way?

## 18. DEALING WITH CHANGE, CHALLENGE AND/OR ADVERSITY

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The following reflection questions pull together the material covered in this booklet. You might wish to refer to some of them to help you apply the material to your present situation:

How am I feeling at present?

What thoughts am I experiencing?

How am I *thinking* about this situation? How is my thinking influencing my reaction?

Can I identify any Resilience-Undermining Thoughts in my thinking?

How can I *dispute* some of those Resilience-Undermining Thoughts?

How can I turn some of my Resilience-Undermining Thoughts into Resilience-*Enhancing* Thoughts?

What are my values? How can I continue to act upon my values?

To what extent am I living in congruence with my values?

How can my values inform my goals and behaviours?

How can I defuse from unhelpful thoughts and keep focused on my goals?

What factors are relevant in this situation? Of all those factors, what can I do something about?

What different options are available to me? Having considered each of those, what am I going to do?

Who is in my support network, and how can I develop that or use that further?

I sincerely wish you well as you continue to manage the many practical, emotional, psychological, financial, etc challenges we are all encountering at present.

If you would like to arrange to have a coaching session (by FaceTime, for example) to talk about your situation and/or some of this material, do get in touch, either with me or with another coach/psychologist you know of in your community.

Take care of yourselves, and each other.



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