

# Section 3

## Self-Help Practice Exercises for Individual Lifelong Learning

Character Strengths  
Development of Emotional  
Competence  
Self-Importance  
Others' Importance  
Emotional Expression  
Emotional Intelligence  
Social Skills  
Basic Abilities  
Spatial Ability  
Body-Kinesthetic Ability  
Musical Ability  
Linguistic Ability  
Logical/Mathematical Ability  
Interpersonal Ability  
Intrapersonal Ability  
Naturalistic Ability  
Spiritual Ability  
Existential Ability  
Emotional Ability

Practical Ability  
Analytical Ability  
Creative Ability  
Sexual Ability  
Normative Experiences: Form AB5C  
Normative Experiences: Form IPIP  
Normative Experiences: Form PSC  
Priorities  
Elementary-School Age  
Middle-School Age  
High-School Age  
College Age  
Adulthood  
Enhancing Self-Awareness  
Who Am I? Aspects of Identity  
Formation  
Speak Up for Yourself!  
"I" Statements  
"It" Statements  
"We" Statements

### Character Strengths

The purpose of this practice exercises is to help you understand your character better. You will be asked to complete in writing practice exercises containing a great many questions about the many parts that make up your character. Participation in working on this practice exercises is completely voluntary, and working on these practice exercises will be completely up to you. It is completely up to you whether you want to learn more about yourself and whether you want professionals interested in you to learn more about you. If you complete this practice exercise, it means that you do want to learn more about yourself and that you are interested in improving your condition.

**Practice Exercise 1.** Understanding Your Character

Name \_\_\_\_\_ Sex \_\_\_\_\_ Date \_\_\_\_\_

The purpose of this practice exercise is to understand more about your character. To learn more about yourself, you will need to explain what the words listed below mean to you. Each word indicates a strength. Together with other strengths they make up your character. To understand and define these strengths, you might need the help of a dictionary or of your partner, your relatives, or your friends. In addition to each definition, you need to give two examples of how that strength applies to you or how you understand it in your own words.

*Character Strengths**Definitions and Examples*

- |   |  |
|---|--|
| a. Creativity _____<br>_____<br>_____       | Example 1 _____<br>_____<br>Example 2 _____<br>_____ |
| b. Curiosity _____<br>_____<br>_____        | Example 1 _____<br>_____<br>Example 2 _____<br>_____ |
| c. Open-mindedness _____<br>_____<br>_____  | Example 1 _____<br>_____<br>Example 2 _____<br>_____ |
| d. Love of learning _____<br>_____<br>_____ | Example 1 _____<br>_____<br>Example 2 _____<br>_____ |
| e. Perspective _____<br>_____<br>_____      | Example 1 _____<br>_____<br>Example 2 _____<br>_____ |
| f. Bravery _____<br>_____<br>_____          | Example 1 _____<br>_____<br>Example 2 _____<br>_____ |

g. Persistence	Example 1
	Example 2
h. Integrity	Example 1
	Example 2
i. Vitality	Example 1
	Example 2
j. Love	Example 1
	Example 2
k. Kindness	Example 1
	Example 2
l. Social intelligence	Example 1
	Example 2
m. Citizenship	Example 1
	Example 2
n. Fairness	Example 1
	Example 2
o. Leadership	Example 1
	Example 2

p. Forgiveness _____ _____ _____	Example 1 _____ _____ Example 2 _____ _____
q. Humility _____ _____ _____	Example 1 _____ _____ Example 2 _____ _____
r. Prudence _____ _____ _____	Example 1 _____ _____ Example 2 _____ _____
s. Self-regulation _____ _____ _____	Example 1 _____ _____ Example 2 _____ _____
t. Appreciation of beauty _____ _____ _____	Example 1 _____ _____ Example 2 _____ _____
u. Appreciation of excellence _____ _____ _____	Example 1 _____ _____ Example 2 _____ _____
v. Gratitude _____ _____ _____	Example 1 _____ _____ Example 2 _____ _____
w. Hope _____ _____ _____	Example 1 _____ _____ Example 2 _____ _____
x. Humor _____ _____ _____	Example 1 _____ _____ Example 2 _____ _____

y. Spirituality \_\_\_\_\_ Example 1 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_ Example 2 \_\_\_\_\_  
 \_\_\_\_\_

2. Now that you have completed these definitions and examples, it is important to find out how these strengths apply to you. Next to each strength that you have defined, rate it according to how much that particular strength applies to you. Rate with 5 points the strengths that apply to you the most, rate with 4 points the strengths that apply to you next, rate with 3 points the strengths that apply to you next, rate with 2 points the strength that applies to you weakly, and rate with 1 point the strengths that might not apply to you, and rate with 0 the strengths that do not apply to you at all.

<i>Strengths</i>	<i>Points</i>	<i>Strengths</i>	<i>Points</i>
a. Creativity	_____	n. Fairness	_____
b. Curiosity	_____	o. Leadership	_____
c. Open-mindedness	_____	p. Forgiveness	_____
d. Love of learning	_____	q. Humility	_____
e. Perspective	_____	r. Prudence	_____
f. Bravery	_____	s. Self-regulation	_____
g. Persistence	_____	t. Appreciation of beauty	_____
h. Integrity	_____	u. Appreciation of excellence	_____
i. Vitality	_____	v. Gratitude	_____
j. Love	_____	w. Hope	_____
k. Kindness	_____	x. Humor	_____
l. Social intelligence	_____	y. Spirituality	_____
m. Citizenship	_____		

3. Write why you rated your strengths the way you did.

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4. Now that you have completed this practice exercise, check which of these answers indicates how you felt about it. There is also space for you to explain further, if you want to:

- a. I did not like this practice exercise at all. I want to quit this stupid practice exercises. \_\_\_\_\_
- b. I did not like this practice exercise very much, but I want to go on with this practice exercises. \_\_\_\_\_

- c. I liked this practice exercise and I want to go on with this practice exercises. \_\_\_\_\_
  - d. I liked this practice exercise a lot, and I wish I had something like this practice exercises years ago. \_\_\_\_\_
  - e. I liked it so much that I wish all my loved ones and friends could get something like this practice exercises to work on. \_\_\_\_\_
4. Discuss your completed practice exercise with whoever has given it to you.

**Homework:** During the coming week, think more about the strengths covered by this practice exercise and whether you want to change the ratings of these strengths as listed above, or start working on the next practice exercise.

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## Standard Practice Exercise No. \_\_\_\_\_

Title of Strength: \_\_\_\_\_

Name \_\_\_\_\_ Sex \_\_\_\_\_ Date \_\_\_\_\_

The purpose of this practice exercise is to help you improve those strengths that were rated either 0, 1, 2, or 3 in your first practice exercise. Usually there should not be more than four to five practice exercises of this kind.

1. Why does this strength apply to you so little? Please explain in detail.

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2. How often do you feel or are you aware of this strength?

- |                              |       |                         |       |
|------------------------------|-------|-------------------------|-------|
| a. Practically every day     | _____ | e. Once every 6 months  | _____ |
| b. Once a week               | _____ | f. Once a year          | _____ |
| c. A couple of times a month | _____ | g. Once every few years | _____ |
| d. Once a month              | _____ |                         |       |

3. Please explain further:

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4. How did this weak strength come about? Do you remember when you became aware of it? Check which answer fits best:

- a. When I was a child (younger than 5 years of age) \_\_\_\_\_
- b. When I was in elementary school \_\_\_\_\_
- c. When I was in middle school \_\_\_\_\_
- d. When I was in high school \_\_\_\_\_
- e. After high school \_\_\_\_\_
- f. Any other time \_\_\_\_\_

5. Please explain further:

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6. Was this strength acceptable or unacceptable? Why? Please explain:

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7. Give three specific examples of how this weak strength affects you in the present.

Example 1:

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Example 2:

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Example 3:

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**Homework:** Next week, plan to write about this weak strength at preset times (for instance, at 8 a.m., 12 noon, 4 or 7 p.m.) on at least 3 days (Monday, Wednesday, and Friday, or Tuesday, Thursday, and Saturday). If you can start thinking about it through writing, you might develop ways to make it stronger than it was in the past. Write down what happened in detail. For each time you start thinking about this strength, make sure to answer in writing the following four questions:

- (a) How did you start thinking it?
- (b) What followed?
- (c) How did it end?
- (d) What did this weakness get you?

Time 1 (write the time you started\_\_\_\_\_)

- a. 

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- b. 

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- c. 

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- d. 

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Time 2 (write the time you started\_\_\_\_\_)

- a. \_\_\_\_\_  
\_\_\_\_\_
- b. \_\_\_\_\_  
\_\_\_\_\_
- c. \_\_\_\_\_  
\_\_\_\_\_
- d. \_\_\_\_\_  
\_\_\_\_\_

Time 3 (write the time you started\_\_\_\_\_)

- a. \_\_\_\_\_  
\_\_\_\_\_
- b. \_\_\_\_\_  
\_\_\_\_\_
- c. \_\_\_\_\_  
\_\_\_\_\_
- d. \_\_\_\_\_  
\_\_\_\_\_

Check which of the following indicates how you feel about this practice exercise:

- |                       |       |                     |       |
|-----------------------|-------|---------------------|-------|
| a. Completely useless | _____ | d. Somewhat useful  | _____ |
| b. Somewhat useless   | _____ | e. Extremely useful | _____ |
| c. So-so              | _____ |                     |       |

Explain in greater detail how you feel about this practice exercise and what you got out of it.

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

## Concluding Feedback Form

Name \_\_\_\_\_ Sex \_\_\_\_\_ Date \_\_\_\_\_

The purpose of this form is to review whether this practice exercises was helpful to you or not.

1. Check the answer that best fits how you feel about this practice exercises:
  - a. I did not like working on this practice exercises at all. I wish I never saw it. \_\_\_\_\_
  - b. I did not like this practice exercises at all, but I am glad I got to work on it. \_\_\_\_\_
  - c. I am delighted I got a chance to work on this practice exercises. \_\_\_\_\_
  - d. I am not only delighted about working on this practice excercises, but I wish all people with anxiety had a chance to work on it. \_\_\_\_\_
  
2. How helpful was it to work on this practice exercises? Check the answer that applies to you:
 

a. Not helpful at all _____	c. Helpful _____
b. Somewhat helpful _____	d. Very helpful _____
  
3. Which practice exercise did you like best? Please rate the practice exercises from the one you liked best (rate No. 5) to the one you liked next best (rate No. 4), and so on, to the one you did not like at all (No. 0); mark as N/A the exercises that did not apply to you.

<i>Strengths</i>	<i>Points</i>	<i>Strengths</i>	<i>Points</i>
a. Creativity	_____	n. Fairness	_____
b. Curiosity	_____	o. Leadership	_____
c. Open-mindedness	_____	p. Forgiveness	_____
d. Love of learning	_____	q. Humility	_____
e. Perspective	_____	r. Prudence	_____
f. Bravery	_____	s. Self-regulation	_____
g. Persistence	_____	t. Appreciation of beauty	_____
h. Integrity	_____	u. Appreciation of excellence	_____
i. Vitality	_____	v. Gratitude	_____
j. Love	_____	w. Hope	_____
k. Kindness	_____	x. Humor	_____
l. Social intelligence	_____	y. Spirituality	_____
m. Citizenship	_____		

4. Please explain why you rated these strengths the way you did.

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5. Sometimes what we like most is not necessarily the most helpful. Which practice exercise was the most helpful to you? Rate the practice exercises according to their helpfulness to you. Rate as No. 5 the most helpful, No. 4 the next most helpful and so on, to the least helpful practice exercise, either 2, 1, or 0 for practice exercises that did help you or did not apply to you.(N/A).

<i>Strengths</i>	<i>Points</i>	<i>Strengths</i>	<i>Points</i>
a. Creativity	_____	n. Fairness	_____
b. Curiosity	_____	o. Leadership	_____
c. Open-mindedness	_____	p. Forgiveness	_____
d. Love of learning	_____	q. Humility	_____
e. Perspective	_____	r. Prudence	_____
f. Bravery	_____	s. Self-regulation	_____
g. Persistence	_____	t. Appreciation of beauty	_____
h. Integrity	_____	u. Appreciation of excellence	_____
i. Vitality	_____	v. Gratitude	_____
j. Love	_____	w. Hope	_____
k. Kindness	_____	x. Humor	_____
l. Social intelligence	_____	y. Spirituality	_____
m. Citizenship	_____		

6. Please explain why you rated these strengths the way you did.

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7. Feel free to write any comments or suggestions that might improve this practice exercises.

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## Development of Emotional Competence

The purpose of this practice exercises is to help you improve your emotional competence. The purpose of the first practice exercise is to find how important feelings and emotions (yes, there is a difference between these two!) are for your survival and even your enjoyment of life. Many people do not know how to deal with their feelings and emotions because they have not paid attention to them or have avoided them altogether, for whatever reason. Hence, we will need to find out how important feelings and emotions are to you.

### Practice Exercise 1. The Importance of Our Feelings and Emotions

Name \_\_\_\_\_ Sex \_\_\_\_\_ Date \_\_\_\_\_

The purpose of this practice exercise is to stress the crucial importance of feelings in our lives and in our relationships.

1. On a scale of 1–10, with 1 meaning complete, absolute control and postpone and procrastinate over your feelings and emotions, and 10 meaning complete, free, and unabashed explosion and discharge of feelings and emotions, regardless of the consequences, circle where you fit most of the time:

1 2 3 4 5 6 7 8 9 10

2. Check which of these applies to you. For you, feelings and emotions are

- |                                 |                              |
|---------------------------------|------------------------------|
| a. Completely unimportant _____ | d. Important _____           |
| b. Unimportant _____            | e. Very important _____      |
| c. Neutral or indifferent _____ | f. Extremely important _____ |

3. Explain how you arrived at this view of feelings and emotions.

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4. List as many feelings and emotions as you are aware of.

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5. From this list of feelings and emotions, which do you experience most often?

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6. Why do you experience these particular feelings and emotions?

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7. How do you deal with your feelings in most situations?

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8. How are these feelings and emotions related to you as a person?

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9. How were feelings and emotions dealt with in your family of origin? Explain in detail and give examples of how feelings and emotions were dealt with in your family.

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10. In what situations did you experience extreme feelings and how did you express them? Write about three situations where you experienced extreme feelings. Write (a) what happened to you, (b) how you reacted, and (c) what happened to you or others afterwards.

Situation 1:

- a. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
- b. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
- c. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Situation 2:

- a. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
- b. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
- c. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Situation 3:

- a. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
- b. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
- c. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Homework:** During the coming week, keep a list of all the feelings or emotional situations that faced you on a daily basis. It is very important for you to keep this daily list if you really want to go on with this practice exercises and understand and improve your emotional competence.

**Practice Exercise 2.** Awareness of Your Feelings and Emotions

Name \_\_\_\_\_ Sex \_\_\_\_\_ Date \_\_\_\_\_

The purpose of this practice exercise is to help you become more aware of your feelings and emotions because many of us are usually not aware of them. It is hoped that the more aware you become, the better you will be able to express them in a more effective and constructive fashion than you may have done in the past.

1. Is it possible that you may not be aware of certain feelings and emotions?  
How aware are you?  
Check which applies to you:

- |                       |       |                     |       |
|-----------------------|-------|---------------------|-------|
| a. Aware all the time | _____ | d. Somewhat aware   | _____ |
| b. Very aware         | _____ | e. Not aware at all | _____ |
| c. Aware              | _____ |                     |       |

2. Who is responsible for your feelings and emotions and why?

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3. How do feelings and emotions help you get what you wish for or what you want?

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4. How aware are you of the strength and duration of certain feelings and emotions?

- a. List those feelings and emotions that, in your experience, are not very strong and that do not last very long.

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- b. List those feelings and emotions that, in your experience, are very strong and last a long time.

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5. Sometimes, we experience more than one feeling or emotion at the same time. List what feelings or emotions you are aware of that are paired with each other.

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6. How much did your culture, religion, or ethnic group influence you in how aware you are of your own feelings and emotions? Write at will:

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7. How much did your gender influence you in how aware you are of your own feelings and emotions? Write at will:

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8. How much did your social maturity and personality influence you in how aware you are of your own feelings and emotions? Write at will:

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**Homework:** During the coming week, write whatever feelings come to mind as a result of answering the questions asked in this practice exercise, especially those related to your awareness of your own feelings and emotions.

**Practice Exercise 3.** Experience of Feelings and of Their Expression

Name \_\_\_\_\_ Sex \_\_\_\_\_ Date \_\_\_\_\_

The purpose of this practice exercise is to help you separate what you feel, which belongs to you and you cannot help but feeling, from how you express these feelings. There is a limited number of feelings we can experience. However, there is an almost infinite number of ways in which a feeling can be expressed. One can feel angry and keep this feeling inside, or can say, "I feel angry about..." or, instead of saying anything, hit the one who is the source of that feeling. We have almost no choice about feelings we may experience. However, we have lots of choices on how these feelings can be expressed, shown, and discussed with others.

1. How often do you show and discuss your feelings? Check which applies to you:

- |               |       |                     |       |
|---------------|-------|---------------------|-------|
| a. Not at all | _____ | c. Most of the time | _____ |
| b. Sometimes  | _____ | d. All the time     | _____ |

2. What kind of taboos and spoken or unspoken rules did your family have about the expression of feelings? Write at will:

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3. Regardless of cultural or family rules about showing and discussing your feelings, what decisions did you personally make about showing and discussing them? Write at will:

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4. Have you ever hidden your feelings and emotions from others? Why? Please explain:

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5. Did you ever deceive others about how you feel? Can you think of any past or present situation when you felt one thing and said another? Try to think of as many situations as you can in how you felt something but said something else.

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6. How much does being a man or a woman have to do with how you did or did not express your feelings openly? Write at will:

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7. There are other factors that may have influenced you in how to show and discuss your feelings in addition to being a man or a woman. These factors are:

- a. Anxiety
- b. Depression or sadness
- c. Having been a latch-key child
- d. Feeling lonely
- e. Isolation
- f. \_\_\_\_\_ (write what factor may have influenced you).

Circle which factor or factors may have prevented you from showing and discussing your feelings.

8. Cite some past experiences in which you felt something and you did not express it.

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9. Cite some past experiences when you felt something and you did express it.

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**Homework:** During the coming week, record what kind of feelings you experienced and how you chose to express them.

**Practice Exercise 4.** Awareness of Others' Feelings and Emotions

Name \_\_\_\_\_ Sex \_\_\_\_\_ Date \_\_\_\_\_

The purpose of this practice exercise is to help you become aware of feelings and emotions in persons that matter to you (partner, children, parents, relatives, friends, coworkers). If we are not aware of our feelings and emotions, how can we be aware of feelings and emotions in those we love and who love us?

1. What kind of clues do you use to understand how others feel? Check all those that apply to you:

- |          |       |                     |       |
|----------|-------|---------------------|-------|
| a. Face  | _____ | e. Gestures         | _____ |
| b. Eyes  | _____ | f. Positions        | _____ |
| c. Mouth | _____ | g. Movements        | _____ |
| d. Chin  | _____ | h. Other (explain): | _____ |

2. How much do you rely on facial expressions in understanding other people's emotions and feelings?

- |                 |       |               |       |
|-----------------|-------|---------------|-------|
| a. A great deal | _____ | c. Not at all | _____ |
| b. Somewhat     | _____ |               |       |

3. How do you react to feelings and emotions in those you love and who love you?

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4. How do you react when someone you love shows the following feelings toward you? Write about each feeling at will:

a. Anger

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b. Anxiety

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c. Contempt

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d. Disgust

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e. Fear

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f. Joy

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- g. Any other feelings you are aware of that are not listed above. Write what kind of feelings and how you react to them.

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5. What do you do when someone you love fails to show and discuss feelings that you feel are important? Write at will:

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6. Sometimes, whenever we do not receive the information we need about someone else's feelings, we may become judgmental and "mind-read" the other person's feelings. What is your favorite reaction whenever someone fails to tell you how he or she feels? Explain.

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7. What kind of excuses do you make whenever you fail to show and discuss your feelings?

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8. What kind of excuses do you make whenever someone you love fails to show and discuss his/her feelings with you? For instance, did you use gender? Did you use religion? Did you use culture? Did you use ethnic group? Explain in detail.

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**Homework:** During the coming week, keep a record of situations where you became aware of feelings in intimate others and you checked out that how you saw those feelings was correct.

**Practice Exercise 5.** Using Words for Emotional Experience and Expression

Name \_\_\_\_\_ Sex \_\_\_\_\_ Date \_\_\_\_\_

The purpose of this practice exercise is to help you expand your vocabulary about feelings and emotions. However, there are some individuals who are completely unable to talk about their feelings and emotions. Are you one of those individuals? If you are, or if you feel limited about how you feel and how you show and discuss your feelings, perhaps this practice exercise may help.

1. List as many feelings as you are aware of that you experience but do not express.

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2. Among all the feelings you have listed above, pick at least three feelings that you experience most often. For each feeling, write the situations that provoked or aroused them.

Feeling 1:

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Feeling 2:

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Feeling 3:

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3. List as many feelings as you can think of and show how you express them. For instance, we may feel very sad. However, we can express this feeling through criticism of self or others, or we may show and discuss anger. Whatever we may feel does not necessarily match what we may express. If necessary, use a dictionary and start listing all the emotions we can express. List as many as you can find.

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4. From this list of emotions, pick three emotions that are most common to you and explain how you expressed them in at least three situations:

Emotion 1 ..... (fill in)

Situation a:

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Situation b:

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Situation c:

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Emotion 2 ..... (fill in)

Situation a:

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Situation b:

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Situation c:

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Emotion 3 ..... (fill in)

Situation a:

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Situation b:

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Situation c:

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5. Now complete the following sentence stems:

a. When someone I love is angry at me I ...

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b. When someone I love is frustrated with me I ...

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c. When someone I love is disappointed in me I ...

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d. When someone I love is..... (write in the emotion) at me, I ...

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6. Complete the following sentence stems:

a. When I am angry at someone I love, I ...

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b. When I am frustrated with someone I love, I ...

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c. When I am disappointed with someone I love, I

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d. When I feel..... (write in the feeling) with someone I love, I ...

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7. Write what other feelings you would like to experience and express better.

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8. Why? Explain your reasons for wanting to experience and express the feelings you have listed in the previous item, No. 7.

**Homework:** During the coming week, record all instances of how you reacted to the feelings and emotions of those who matter to you, as well as of those who may not matter.

**Practice Exercise 6.** Capacity for Putting oneself into another's shoes

Name \_\_\_\_\_ Sex \_\_\_\_\_ Date \_\_\_\_\_

The purpose of this practice exercise is to help you become more aware of and understand others' feelings, especially of those you love and who love you, and to help you communicate that you care about their feelings.

1. How aware and sympathetic are you of others' feelings? Check which answer applies to you:

- |                         |       |                           |       |
|-------------------------|-------|---------------------------|-------|
| a. Very sympathetic     | _____ | d. Not very sympathetic   | _____ |
| b. Sympathetic enough   | _____ | e. Not at all sympathetic | _____ |
| c. Somewhat sympathetic | _____ |                           |       |

2. Would you like to become more sympathetic or are you satisfied that you are sympathetic enough and you do not need to complete this practice exercise? Check which answer applies to you:

- |   |       |
|---|-------|
| a. I am sympathetic enough and I do not need to complete this practice exercise.  | _____ |
| b. I am somewhat sympathetic but I still would like to improve my care for others' feelings.  | _____ |
| c. I really need to become more sympathetic and I very much want to complete this practice exercise and the whole practice exercises. | _____ |

3. Write about three instances when you did show your care for others' feelings. Write (a) who the person was, (b) what feelings were expressed, (c) how you reacted to these feelings, and (d) how you felt afterwards.

Instance 1:

- |    |       |
|----|-------|
| a. | _____ |
|    | _____ |
|    | _____ |
| b. | _____ |
|    | _____ |
|    | _____ |
| c. | _____ |
|    | _____ |
|    | _____ |
| d. | _____ |
|    | _____ |
|    | _____ |

Instance 2:

- a. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
- b. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
- c. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
- d. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Instance 3:

- a. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
- b. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
- c. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
- d. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

4. Now write about three instances when you failed to care for someone else's feelings, following the same outline given above: (a) who was the person. (b) what feelings were expressed, (c) how you reacted, and (d) how you felt afterwards.

Instance 1:

- a. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

b. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

c. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

d. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Instance 2:

a. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

b. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

c. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

d. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Instance 3:

a. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

b. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

c. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

d. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

5. How do you explain your caring or not caring about others' feelings? Trace the development of your sympathy or lack of it since you can remember.

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6. What special experiences or events do you remember that relate to your being sympathetic or not sympathetic of others' feelings? Try to remember as many as you can and write about them.

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**Homework:** During the coming week record as many instances in which you were sympathetic or not sympathetic of the feelings of those you care about and who care for you.

**Practice Exercise 7.** Coping with Painful Feelings and Distressful Situations

Name\_\_\_\_\_Sex\_\_\_\_\_Date\_\_\_\_\_

The purpose of this practice exercise is to help you control, regulate, and express constructively and positively painful feelings in distressful situations.

1. List as many painful and distressful situations as you have experienced in the past and that you may have not discussed with anyone until now. Write for 15 minute a day for four consecutive days. Make sure that you do not spend more than 15 minute a day by using an alarm clock or a kitchen timer to remind you to stop after 15 minute. If possible, try to write always at the same time of day.

Day 1:

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Day 2:

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Day 3:

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Day 4:

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2. From this list, pick three experiences that were the most painful and distressful to you and write about them in greater detail.

Experience a:

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Experience b:

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Experience c:

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3. What effects or influence have these painful experiences had on you? Please explain in detail.

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4. What have you done to deal with, cope with, and control your past or present painful or stressful experiences? Below are listed a variety of helpful steps that can be taken. Which one did you use and how useful was it to you? Circle all that apply to you.

- a. Problem solving as a rational and reasonable way to cope
  - i. Used \_\_\_\_\_ Not used \_\_\_\_\_
  - ii. Useful \_\_\_\_\_ Not useful \_\_\_\_\_
- b. Seeking support from others
  - i. Used \_\_\_\_\_ Not used \_\_\_\_\_
  - ii. Useful \_\_\_\_\_ Not useful \_\_\_\_\_
- c. Seeking help from close ones (parents, partner, relatives, and friends)
  - i. Used \_\_\_\_\_ Not used \_\_\_\_\_
  - ii. Useful \_\_\_\_\_ Not useful \_\_\_\_\_
- d. Seeking help from professionals (physician, therapist, counselor, clergy, others)
  - i. Used \_\_\_\_\_ Not used \_\_\_\_\_
  - ii. Useful \_\_\_\_\_ Not useful \_\_\_\_\_
- e. Distancing or avoiding painful/distressful situation
  - i. Used \_\_\_\_\_ Not used \_\_\_\_\_
  - ii. Useful \_\_\_\_\_ Not useful \_\_\_\_\_
- f. Keeping inside and not discussing with anyone
  - i. Used \_\_\_\_\_ Not used \_\_\_\_\_
  - ii. Useful \_\_\_\_\_ Not useful \_\_\_\_\_
- g. Getting it out and acting it out verbally or physically
  - i. Used \_\_\_\_\_ Not used \_\_\_\_\_
  - ii. Useful \_\_\_\_\_ Not useful \_\_\_\_\_



- h. Emotion focused on, that is, discussing your feelings with someone who cares about you
- i. Used \_\_\_\_\_ Not used \_\_\_\_\_
  - ii. Useful \_\_\_\_\_ Not useful \_\_\_\_\_
- i. Any other direction not listed above. Write what it was:
- i. Used \_\_\_\_\_ Not used \_\_\_\_\_
  - ii. Useful \_\_\_\_\_ Not useful \_\_\_\_\_

5. Pick the step that was most useful to you and write about it in detail.

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6. What could you do in the future that you have not done in the past to cope with painful/stressful experiences? Develop a plan consisting of how you would handle a painful/stressful experience in a more positive and constructive fashion than you have done in the past.

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7. Discuss this plan with someone you trust and ask him or her to help you make it more specific and more detailed to help you cope with future painful/stressful experiences in better ways than you have done in the past.
8. Make whatever changes are necessary in your plan after you receive helpful feedback from someone you trust. Make sure that these changes are put in writing.

**Homework:** In the coming week, apply your plan to possibly painful/stressful experiences and see how it works. Make whatever corrections in your plan will be more helpful to you.

**Practice Exercise 8.** Awareness of Emotional Communications in Intimate Relationships

Name \_\_\_\_\_ Sex \_\_\_\_\_ Date \_\_\_\_\_

The purpose of this practice exercise is to help you handle potentially painful experiences in the future in better ways than you may have done in the past.

1. List as many conflict situations as you can remember that have provoked anger or other extreme feelings in you. Write (1) that the situation was, (2) who provoked it, (3) how you reacted, and (4) how you felt afterwards.

Situation a:

- a. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
- b. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
- c. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
- d. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Situation b:

- a. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
- b. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
- c. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
- d. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Situation c:

- a. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

- b. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
- c. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
- d. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

2. Make up at least three possible or pretend situations that might confront you in the future that you want to handle in more creative ways than you might have done in the past. List (1) the possible situation, (2) whom the situation involves, (3) how you would react, and (4) how you would feel afterwards.

Situation a:

- a. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
- b. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
- c. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
- d. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Situation b:

- a. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
- b. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

c. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

d. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Situation c:

a. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

b. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

c. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

d. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

3. How fast or how slow are you in reacting to emotional situations? Check which applies to you the most:

- |                    |       |                    |       |
|--------------------|-------|--------------------|-------|
| a. Very, very fast | _____ | e. Not fast at all | _____ |
| b. Very fast       | _____ | f. Very slow       | _____ |
| c. Fast enough     | _____ | g. Very, very slow | _____ |
| d. Not very fast   | _____ |                    |       |

4. Explain why you react the way you checked in No. 3.

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

5. What are the advantages of reacting slowly to emotional situations? Please explain.

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6. What are the disadvantages of reacting very fast to emotional situations? Please explain.

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7. What emotional situations require fast reactions? List as many situations you can think of.

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8. What emotional situations require fast reactions? List as many situations that you can think of.

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**Homework:** During the coming week, try to implement, apply, or actually start a painful/stressful situation to see how you would handle it. If possible, start more than one situation. Remember that if you can start it, you can stop it!

**Practice Exercise 9.** Capacity for Emotional Self-Effectiveness

Name\_\_\_\_\_Sex\_\_\_\_Date\_\_\_\_\_

The purpose of this practice exercise is to help you improve your emotional effectiveness.

1. One way to improve self-effectiveness is to accept your own feelings and your own sense of well-being. How much are you able to accept both feelings and well-being?
  - a. A great deal \_\_\_\_\_
  - b. Somewhat \_\_\_\_\_
  - c. Not yet, but I am working at it \_\_\_\_\_
  - d. Not at all, I need further help with my feelings and emotions \_\_\_\_\_

2. How could you improve your acceptance of your feelings and how you express them? Write about possible ways in which you can improve your acceptance.

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3. There are some ways in which self-effectiveness can be improved. In order to achieve this goal, you may need to become aware of possible conflicts within yourself:

Conflict a: Your feelings are weaker than how you have expressed them. Give three examples of how this conflict applies to you.

Example 1:

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Example 2:

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Example 3:

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Conflict b: You feelings are stronger and may overpower how you express them.  
Give three examples of how this conflict applies to you.

Example 1:

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Example 2:

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Example 3:

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Conflict c: How you express your feelings, that is, your emotions, is not equal  
to how you feel. Give three examples of how this conflict applies to you.

Example 1:

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Example 2:

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Example 3:

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4. Another source of conflict may result from you feeling one way and presenting it another way. For instance, you may be very angry at your boss, but you cannot express your feelings unless you want to jeopardize your job. Give three instances when you had to act in different ways from what you felt.

Example 1:

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Example 2:

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Example 3:

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5. Another source of conflict may relate to a comparison of your feelings with the feelings of another person who is important to you. Write about three situations when your feelings were different from the feelings of someone else.

Situation a. Your feelings were stronger than the feelings of another:

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Situation b. Your feelings were weaker than the feelings of another:

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Situation c. Your feelings were as strong or the same as the feelings of another:

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6. Knowing what you know now, how would you handle a conflict situation where your feelings were quite different from the feelings of another?

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7. An important part of owning one's feelings is to talk about them using the personal pronoun "I." Start as many sentences with "I" to practice owning your feelings.

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8. Now you need to practice recognition and affirmation of someone else's feelings. Restate or rephrase but do not repeat the feelings expressed in No. 7 as if someone else said them to you. It is important to convey to the other person that you have understood and value their feelings.

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**Homework:** During the coming week, record instances where you reacted too fast or too slow to an emotional situation. If possible, report where you failed to express your feelings using the personal pronoun, and failed to indicate to another how you cared for their feelings. If you did not fail, record any possible success you may have achieved.

**Practice Exercise 10.** Emotional Incompetence and Deviancy

Name \_\_\_\_\_ Sex \_\_\_\_\_ Date \_\_\_\_\_

The purpose of this final practice exercise is to make you aware of any possible emotional incompetence or deviancy that may slow down your progress toward an improvement of your emotional effectiveness. In order to complete this practice exercise answer all the following questions to the best of your abilities.

1. What happens if awareness of one's feelings and emotions is inadequate?

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2. What happens if understanding others' emotional experience is limited?

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3. What happens if there is a limited emotional vocabulary?

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4. What happens if one is either overwhelmed by others' emotional experience, or, at the other extreme, one is unable to respond appropriately to another's feelings?

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5. What happens if one cannot separate feelings, on one hand, and emotions, on the other hand, in most emotional situations?

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6. What happens if one's ability to handle emotional situations is limited and one is defective in the ability to control one's feelings and emotions?

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7. What happens when emotional communication in relationships is impaired or distorted?

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8. What happens when emotional effectiveness is seldom experienced?

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**Homework:** During the coming week, you need to reflect on, think about, and consider whether working on these practice exercises was helpful to you. It is important for you to think about it because in the follow-up practice exercise you will be asked to answer which practice exercise was most helpful to you and which was not.

## Final Follow-Up Form

Name \_\_\_\_\_ Sex \_\_\_\_\_ Date \_\_\_\_\_

The purpose of this follow-up practice exercise is to find what you have learned from completing the practice exercises in this practice exercises. Congratulations to you for reaching this point!

1. Check which answer applies to you best:
  - a. I wish I never saw any practice exercise in this practice exercises. It was a complete waste of my time. \_\_\_\_\_
  - b. These practice exercises were hard to complete and I did not get out of them what I wished I should have gotten. \_\_\_\_\_
  - c. These practice exercises were okay. I really do not know whether I learned anything new or not. \_\_\_\_\_
  - d. I enjoyed working on these practice exercises and I am delighted I was able to complete them. \_\_\_\_\_
  - e. I cannot think of anything better in my life. These practice exercises gave me a completely different perspective on myself and my life. \_\_\_\_\_
  - f. I cannot think of where I would be if I did not have these practice exercises to work on. I wish everybody were able to work on them. \_\_\_\_\_
  - g. I cannot begin to tell you how much these practice exercises meant to me. They saved my life. \_\_\_\_\_
  
2. Which practice exercise was the most helpful to you? Rank-order them from most useful to least useful. Rank as No. 1 the most useful, rank as No. 2 the second most useful, and so on until the very last one, which should be ranked No. 9.

<i>Practice Exercises</i>	<i>Rank-order</i>
a. The Importance of Our Feelings and Emotions	_____
b. Awareness of Your Feelings and Emotions	_____
c. The Experience of Feelings and the Expression of Emotions	_____
d. Awareness of Others' Feelings and Emotions	_____
e. Using the Vocabulary of Emotional Experience and Expression	_____
f. Capacity for Empathic Involvement	_____
g. Coping with Painful Feelings and Distressful Situations	_____
h. Awareness of Emotional Communication within Relationships	_____
i. Capacity for Emotional Self-Effectiveness	_____

3. Explain why you rank-ordered the practice exercises the way you did. Why did you rank one practice exercise as the most useful and why did you rank another as the least useful?

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4. Do you have any suggestions to improve these practice exercises? We would appreciate any kind of critical and constructive feedback that would allow an improvement in these practice exercises.

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## Self-Importance

This practice exercises is to be administered after determining objectively whether importance is attributed to self more than to significant others or whether others are attributed more importance than self. The purpose of this practice exercises is to help you improve your sense of self-importance.

### Practice Exercise 1. How Important Am I?

Name\_\_\_\_\_Sex\_\_\_\_\_Date\_\_\_\_\_

The purpose of this practice exercise is to understand how the characteristics listed below are related to your sense of self-importance.

1. Rate from 0 to 10 how each characteristic listed below is related to your sense of self-importance: 0 means absolutely no importance, 10 means a great deal of importance. Circle the number that indicates how important each characteristic is for you.

a. Intelligence	0	1	2	3	4	5	6	7	8	9	10
b. Physical attractiveness	0	1	2	3	4	5	6	7	8	9	10
c. Sports success	0	1	2	3	4	5	6	7	8	9	10
d. Sense of humor	0	1	2	3	4	5	6	7	8	9	10
e. School/job competence	0	1	2	3	4	5	6	7	8	9	10

f. Sociability/popularity	0	1	2	3	4	5	6	7	8	9	10
g. Morality	0	1	2	3	4	5	6	7	8	9	10
h. Self-worth or self-esteem	0	1	2	3	4	5	6	7	8	9	10
i. Any other characteristic not listed above (_____)	0	1	2	3	4	5	6	7	8	9	10

2. Rank-order the characteristics listed above by how much they contribute to your sense of self-importance. Rank as No. 1 the characteristic that contributes the most to your sense of self-importance, rank as No. 2 the characteristic that contributes second to your sense of self-importance, and so on, until the characteristic that does not contribute at all is ranked 8 or 9, based on whether you have filled in another characteristic (item i).

<i>Characteristic</i>	<i>Rank-order</i>
a. Intelligence	_____
b. Physical attractiveness	_____
c. Sports success	_____
d. Sense of humor	_____
e. School/job competence	_____
f. Sociability/popularity	_____
g. Morality	_____
h. Self-worth or self-esteem	_____
i. Any other characteristic not listed above (_____)	_____

3. What guided your thinking as you rank-ordered these characteristics?
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

**Homework:** During the coming week, think how each characteristic could affect your sense of importance in a positive way. Write down what you come up with and discuss it with whoever is giving you these assignments.

Standard Practice Exercise for Self-Importance

Practice Exercise No.\_\_\_\_Characteristic\_\_\_\_\_

Name\_\_\_\_\_Sex\_\_\_\_\_Date\_\_\_\_\_

The purpose of this practice exercise is to understand in greater detail how the characteristic listed above is linked to your sense of self-importance.

1. How does this characteristic influence your sense of importance?

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2. When did you become aware of this characteristic? Check which age applies:

- |                      |       |                    |       |
|----------------------|-------|--------------------|-------|
| a. Preschool         | _____ | d. High school     | _____ |
| b. Elementary school | _____ | e. College         | _____ |
| c. Middle school     | _____ | f. Graduate school | _____ |

3. How did you become aware of this characteristic? Write as much as you possibly can.

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4. How has this characteristic handicapped your sense of self-importance in the past?

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5. How does this characteristic handicap your sense of self-importance in the present?

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6. How much do you want this characteristic to handicap your sense of self-importance in the future?

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7. How often did this characteristic affect your sense of self-importance? Check which answer applies to you:

- |                              |       |                         |       |
|------------------------------|-------|-------------------------|-------|
| a. Practically every day     | _____ | e. Once every 6 months  | _____ |
| b. Once a week               | _____ | f. Once a year          | _____ |
| c. A couple of times a month | _____ | g. Once every few years | _____ |
| d. Once a month              | _____ |                         |       |

8. Please explain further:

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9. Give three specific examples of how this characteristic handicaps your sense of self-importance.

Example 1:

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Example 2:

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Example 3:

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**Homework:** During the next few days think of how you could either give up this characteristic if it handicaps you, or change it so that it has a positive effect on you.



1. Write down what you want to do about this characteristic.

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2. Do you want this characteristic to control you or do you want to control it?

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## Concluding Feedback Form

Name \_\_\_\_\_ Sex \_\_\_\_\_ Date \_\_\_\_\_

The purpose of this form is to find out what you have learned from this practice exercises.

1. How was this practice exercises helpful to you?

a. Very little \_\_\_\_\_ c. A great deal \_\_\_\_\_  
b. Somewhat \_\_\_\_\_

2. In your own words, write how this practice exercises was helpful to you (if at all).

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3. Rank-order the practice exercises listed below according to helpful they were to you. Rank as No. 1 the practice exercise that was most helpful, rank as No. 2 the practice exercise that was helpful next, and so on, down to a practice exercise that was not helpful to you at all.

<i>Characteristic</i>	<i>Rank-order</i>
a. Intelligence	_____
b. Physical attractiveness	_____

- c. Sports success
- d. Sense of humor
- e. School/job competence
- f. Sociability/popularity
- g. Morality
- h. Self-worth or self-esteem
- i. Any other characteristic not listed above  
(\_\_\_\_\_)

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4. Write in greater detail how the first three ranked practice exercises were helpful to you.

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5. Write in greater detail why the least ranked practice exercises was not helpful to you.

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6. Why was this practice exercise not helpful to you?

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7. How would you improve this practice exercises?

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## Others' Importance

The purpose of this practice exercises is to help you develop a better understanding of people who in one way or another, positively or negatively, have affected your sense of self- importance.

### Practice Exercise 1. Who Are the Others?

Name\_\_\_\_\_Sex\_\_\_\_\_Date\_\_\_\_\_

The purpose of this practice exercise is to understand better who are the people who affected your sense of self-importance.

1. Explain in great detail who these people are by giving their names and more information about the nature of their relationship with you.

- a. Close friends

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- b. Boy/girlfriend or partner/mate/spouse

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- c. Children (if any)

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- d. Mother or mother substitute<sup>1</sup>

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- e. Father or father substitute<sup>2</sup>

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- f. Brothers/sisters (list all of them by name and age)

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- g. Coworkers or fellow students

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<sup>1</sup>Female caregiver could be biological, stepmother, or other institutional caregiver of feminine gender (check which).

<sup>2</sup>Male caregiver could be biological, stepfather, or other institutional caregiver of masculine gender (check which).

h. Neighbors

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i. Other relatives (list only those who were close to you)

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j. Teachers/mentors

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k. Write the name of anybody else who affected your sense of importance:  
(\_\_\_\_\_)

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2. Now that you have identified further those people who in one way or another affected your sense of self-importance, rank-order these people according to how they compare in how they affected your sense of self-importance. Rank as No. 1 the person who had the greatest effect on your sense of self-importance, rank as No. 2 the person who had the next greatest effect on your sense of self-importance, and so on, until the person who ranked the lowest among these people in affecting your sense of self-importance.

<i>Person</i>	<i>Rank-order</i>
a. Close friends	_____
b. Boy/girlfriend or partner/mate/spouse	_____
c. Children (if applicable)	_____
d. Mother or mother substitute	_____
e. Father or father substitute	_____
f. Brothers/sisters	_____
g. Coworkers	_____
h. Neighbors	_____
i. Other relatives (as listed above)	_____
j. Teachers/mentors	_____
k. Anybody else (_____):	_____

3. Now that you have rank-ordered all these people according to how much they affected your sense of self-importance, explain why you ranked them in the way you did.

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**Homework:** During the next week, start thinking whether there are other people who affected your sense of self-importance. Write down whatever new information about others comes to your mind and discuss with whoever is giving you these assignments.

## Standard Practice Exercises for Others' Importance

Practice Exercise No. \_\_\_\_ Person described (write name) \_\_\_\_\_

Name \_\_\_\_\_ Sex \_\_\_\_\_ Date \_\_\_\_\_

The purpose of this practice exercise and of all other practice exercises is to tell more about the particular person (whose name is listed above) who affected your sense of self-importance.

1. What kind of relationship did you have with this person? Write about it for as long as it is necessary.

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2. How did this person affect your sense of self-importance?

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3. How often did this person affect your sense of self-importance? Check which answer applies to you:

- |                              |       |                         |       |
|------------------------------|-------|-------------------------|-------|
| a. Practically every day     | _____ | e. Once every 6 months  | _____ |
| b. Once a week               | _____ | f. Once a year          | _____ |
| c. A couple of times a month | _____ | g. Once every few years | _____ |
| d. Once a month              | _____ |                         |       |

4. Please explain further:

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4. When did this person start to influence your sense of self-importance? Check which answer fits best:

- |   |       |
|---|-------|
| a. When I was a child (younger than 5 years of age) | _____ |
| b. When I was in elementary school                  | _____ |
| c. When I was in middle school                      | _____ |
| d. When I was in high school                        | _____ |
| e. After high school                                | _____ |
| f. Any other time                                   | _____ |

5. Please explain further:

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6. Give three specific examples of how this person affected your sense of self-importance.

Example 1:

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Example 2:

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Example 3:

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7. How did you feel and react to this person? Write in detail.

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8. What is the nature of your relationship with this person now?

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9. If you could say something to this person, what would you say to her or him?

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10. How do you want to relate to this person in the future (provided this person is still alive)?

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11. If you could change your behavior toward this person, how would you change it?

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12. If you could say something positive to this person, what would you say?

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**Homework:** During the coming week, write down how you could undo whatever damage has been done to your sense of self-importance by this person. Discuss your writing with whoever is helping you with this practice exercises.

## Concluding Feedback Form

Name\_\_\_\_\_Sex\_\_\_\_\_Date\_\_\_\_\_

The purpose of this form is to find out what you have learned from this practice exercise.

1. Was this practice exercise helpful to you?

- a. Very little \_\_\_\_\_ c. A great deal \_\_\_\_\_  
b. Somewhat \_\_\_\_\_

2. In your own words, write how this practice exercises was helpful to you.

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3. Rank-order the practice exercises listed below according to helpful they were to you. Rank as No. 1 the practice exercise that was most helpful, rank as No. 2 the practice exercise that was helpful next, and so on, down to a practice exercise was not helpful to you at all.

<i>Practice Exercise</i>	<i>Rank-order</i>
a. Close friends	_____
b. Boy/girlfriend or partner/mate/spouse	_____
c. Children (if applicable)	_____
d. Mother or mother substitute	_____
e. Father or father substitute	_____
f. Brothers/sisters	_____
g. Coworkers	_____



- h. Neighbors \_\_\_\_\_
- i. Other relatives (as listed above) \_\_\_\_\_
- j. Teachers/mentors \_\_\_\_\_
- k. Anybody else (\_\_\_\_\_): \_\_\_\_\_

4. Write in greater detail how the first three ranked practice exercises were helpful to you.

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5. Write in greater detail why the least ranked practice exercise was not helpful to you.

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6. How would you improve this practice exercises?

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## Emotional Expression

The purpose of this practice exercises is to help you become more aware of your feelings and, perhaps, learn how to express them in a more helpful and constructive fashion than you may have done in the past.

### Practice Exercise 1. Becoming Aware of Feelings

Name\_\_\_\_\_Sex\_\_\_\_Date\_\_\_\_\_

The purpose of this practice exercise is to list some of the most common feelings that take place within individuals, between couples, and among family members. The remainder of this practice exercises consists of feelings drawn from this list.

1. Please define what you understand about the meaning of each feeling listed below, and give two examples of how each feeling is used. Use a dictionary or online information if you need help in defining these feelings.

*Emotion and Definitions**Examples*

a. Amusement \_\_\_\_\_ Example 1 \_\_\_\_\_  
\_\_\_\_\_  
Example 2 \_\_\_\_\_  
\_\_\_\_\_

b. Anger \_\_\_\_\_ Example 1 \_\_\_\_\_  
\_\_\_\_\_  
Example 2 \_\_\_\_\_  
\_\_\_\_\_

c. Contempt \_\_\_\_\_ Example 1 \_\_\_\_\_  
\_\_\_\_\_  
Example 2 \_\_\_\_\_  
\_\_\_\_\_

d. Disgust \_\_\_\_\_ Example 1 \_\_\_\_\_  
\_\_\_\_\_  
Example 2 \_\_\_\_\_  
\_\_\_\_\_

e. Distress \_\_\_\_\_ Example 1 \_\_\_\_\_  
\_\_\_\_\_  
Example 2 \_\_\_\_\_  
\_\_\_\_\_

f. Enjoyment \_\_\_\_\_ Example 1 \_\_\_\_\_  
\_\_\_\_\_  
Example 2 \_\_\_\_\_  
\_\_\_\_\_

g. Fear \_\_\_\_\_ Example 1 \_\_\_\_\_  
\_\_\_\_\_  
Example 2 \_\_\_\_\_  
\_\_\_\_\_

h. Guilt \_\_\_\_\_ Example 1 \_\_\_\_\_  
\_\_\_\_\_  
Example 2 \_\_\_\_\_  
\_\_\_\_\_

i. Interest \_\_\_\_\_

Example 1 \_\_\_\_\_

\_\_\_\_\_

Example 2 \_\_\_\_\_

\_\_\_\_\_

j. Sadness \_\_\_\_\_

Example 1 \_\_\_\_\_

\_\_\_\_\_

Example 2 \_\_\_\_\_

\_\_\_\_\_

k. Surprise \_\_\_\_\_

Example 1 \_\_\_\_\_

\_\_\_\_\_

Example 2 \_\_\_\_\_

\_\_\_\_\_

l. Any other feeling not listed above.  
Please fill in the feeling before  
defining it ( \_\_\_\_\_ ) and  
giving two examples.

Example 1 \_\_\_\_\_

\_\_\_\_\_

Example 2 \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

m. Same as above ( \_\_\_\_\_ )

Example 1 \_\_\_\_\_

\_\_\_\_\_

Example 2 \_\_\_\_\_

\_\_\_\_\_

n. Same as above ( \_\_\_\_\_ )

Example 1 \_\_\_\_\_

\_\_\_\_\_

Example 2 \_\_\_\_\_

\_\_\_\_\_

2. Now you need to rank-order this list of feelings according to how much each feeling is used by you and according to its strength in comparison to other feelings. Rank as No. 1 the strongest feeling among all the feelings listed above, rank as No. 2 the next second strongest feeling, and so on, until the last one is numbered from 11 to 14, based on how many feelings you have defined above.

Feelings	Rank-order	Feelings	Rank-order
a. Amusement	_____	h. Guilt	_____
b. Anger	_____	i. Interest	_____
c. Contempt	_____	j. Sadness	_____
d. Disgust	_____	k. Surprise	_____
e. Distress	_____	l. ( _____ )	_____
f. Enjoyment	_____	m. ( _____ )	_____
g. Fear	_____	n. ( _____ )	_____

3. (For partners only; single individuals skip to Practice Exercise No. 4.) If you are married or living with someone in a committed relationship, rank-order this list of feelings according to how strong they are in your partner. Rank as No. 1 the strongest feeling, rank as No. 2 the second strongest feeling, and so on, until the last one ranked is the weakest feeling that is not present or evident in your relationship.

<i>Feelings</i>	<i>Rank-order</i>	<i>Feelings</i>	<i>Rank-order</i>
a. Amusement	_____	h. Guilt	_____
b. Anger	_____	i. Interest	_____
c. Contempt	_____	j. Sadness	_____
d. Disgust	_____	k. Surprise	_____
e. Distress	_____	l. (_____)	_____
f. Enjoyment	_____	m. (_____)	_____
g. Fear	_____	n. (_____)	_____

4. Rank-order these feelings according to how strong they are or were among members of your family of origin. Rank as No. 1 the strongest feeling, rank as No. 2 the second strongest feeling, and so on, until the last one ranked is the weakest feeling that is or was not present or evident in your mother (step-mother, female caregiver, or mother substitute; circle which is relevant), your father (stepfather, male caregiver, or father substitute, circle which is relevant), and your brothers or sisters (state their age and gender).

<i>Feelings</i>	<i>Rank-orders</i>				
	<i>Mother</i>	<i>Father</i>	<i>Sibling</i>	<i>Sibling</i>	<i>Sibling</i>
<i>Age</i>	_____	_____	_____	_____	_____
<i>Gender</i>	_____	_____	_____	_____	_____
a. Amusement	_____	_____	_____	_____	_____
b. Anger	_____	_____	_____	_____	_____
c. Contempt	_____	_____	_____	_____	_____
d. Disgust	_____	_____	_____	_____	_____
e. Distress	_____	_____	_____	_____	_____
f. Enjoyment	_____	_____	_____	_____	_____
g. Fear	_____	_____	_____	_____	_____
h. Guilt	_____	_____	_____	_____	_____
i. Interest	_____	_____	_____	_____	_____
j. Sadness	_____	_____	_____	_____	_____
k. Surprise	_____	_____	_____	_____	_____
l. (_____)	_____	_____	_____	_____	_____
m. (_____)	_____	_____	_____	_____	_____
n. (_____)	_____	_____	_____	_____	_____

**Homework:** During the coming week, think about the list of feelings given in the first practice exercise and assess them according to how constructive (helpful) or destructive they are for you, for your partner (if you have one), and for members of your family. Write them down according to how helpful or hurtful these feelings are for you.

## Standard Practice Exercises

Practice Exercise No. \_\_\_\_\_ Title of Feeling: \_\_\_\_\_

Name \_\_\_\_\_ Sex \_\_\_\_\_ Date \_\_\_\_\_

The purpose of this practice exercise is to understand more about the feeling listed in the title.

1. How is this emotion expressed by you? Please explain in detail.

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2. How often do you express this feeling? Check which answer applies to you:

- |                              |       |                            |       |
|------------------------------|-------|----------------------------|-------|
| a. Practically every day     | _____ | e. Once every 6 months     | _____ |
| b. Once a week               | _____ | f. Once a year             | _____ |
| c. A couple of times a month | _____ | g. Once every few years    | _____ |
| d. Once a month              | _____ | h. Please explain further: |       |

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3. How often is this feeling expressed by your partner (if your have one, otherwise skip this question)? Check which answer applies to your partner:

- |                              |       |                            |       |
|------------------------------|-------|----------------------------|-------|
| a. Practically every day     | _____ | e. Once every 6 months     | _____ |
| b. Once a week               | _____ | f. Once a year             | _____ |
| c. A couple of times a month | _____ | g. Once every few years    | _____ |
| d. Once a month              | _____ | h. Please explain further: |       |

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4. How often is (was) this feeling expressed by your mother or mother substitute?  
Check which answer applies to her:

- |                              |       |                            |       |
|------------------------------|-------|----------------------------|-------|
| a. Practically every day     | _____ | e. Once every 6 months     | _____ |
| b. Once a week               | _____ | f. Once a year             | _____ |
| c. A couple of times a month | _____ | g. Once every few years    | _____ |
| d. Once a month              | _____ | h. Please explain further: |       |

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5. How often is (was) this feeling expressed by your father or father substitute?  
Check which answer applies to him:

- |                              |       |                            |       |
|------------------------------|-------|----------------------------|-------|
| a. Practically every day     | _____ | e. Once every 6 months     | _____ |
| b. Once a week               | _____ | f. Once a year             | _____ |
| c. A couple of times a month | _____ | g. Once every few years    | _____ |
| d. Once a month              | _____ | h. Please explain further: |       |

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6. Pick one sibling (brother or sister) whose emotional expression matters or mattered to you a great deal, more than any other sibling, and check which answer applies to her or him:

- |                              |       |                            |       |
|------------------------------|-------|----------------------------|-------|
| a. Practically every day     | _____ | e. Once every 6 months     | _____ |
| b. Once a week               | _____ | f. Once a year             | _____ |
| c. A couple of times a month | _____ | g. Once every few years    | _____ |
| d. Once a month              | _____ | h. Please explain further: |       |

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7. Can you remember how this feeling came about? Do you remember when you started it? Check which answer fits best:

- a. When I was a child (younger than 5 years of age) \_\_\_\_\_
- b. When I was in elementary school \_\_\_\_\_
- c. When I was in middle school \_\_\_\_\_
- d. When I was in high school \_\_\_\_\_
- e. After high school \_\_\_\_\_
- f. Any other time \_\_\_\_\_
- g. Please explain further: \_\_\_\_\_

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8. Did expressing this feeling ever get you in trouble? Please explain:

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9. Give three specific examples of how this feeling got you in trouble.

Example 1:

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Example 2:

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Example 3:

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10. Can you make any connection or link between how you express your feelings now and how they were expressed by your mother, father, or siblings?

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**Homework:** Next week, in order for you to learn to express this feeling in more helpful ways (“Start it if you want to stop it!”), plan, recall, or pretend to repeat this feeling at preset times (for instance, at 8 a.m., 12 noon, 4 or 7 p.m.), at least three times. Write down what happened in detail. For each time make sure to answer in writing the following four questions:

- (a) How did you start this feeling?
- (b) What followed your expression?
- (c) How did it end?
- (d) What did expressing this feeling get you?

Time 1 (write the time you started\_\_\_\_\_)

a. \_\_\_\_\_

\_\_\_\_\_

b. \_\_\_\_\_

\_\_\_\_\_

c. \_\_\_\_\_

\_\_\_\_\_

d. \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



Time 2 (write the time you started\_\_\_\_\_)

- a. \_\_\_\_\_  
\_\_\_\_\_
- b. \_\_\_\_\_  
\_\_\_\_\_
- c. \_\_\_\_\_  
\_\_\_\_\_
- d. \_\_\_\_\_  
\_\_\_\_\_

Time 3 (write the time you started\_\_\_\_\_)

- a. \_\_\_\_\_  
\_\_\_\_\_
- b. \_\_\_\_\_  
\_\_\_\_\_
- c. \_\_\_\_\_  
\_\_\_\_\_
- d. \_\_\_\_\_  
\_\_\_\_\_

Check which of the following indicates what you got out of this practice exercise:

- |                       |       |                     |       |
|-----------------------|-------|---------------------|-------|
| a. Completely useless | _____ | d. Somewhat useful  | _____ |
| b. Somewhat useless   | _____ | e. Extremely useful | _____ |
| c. So-so              | _____ |                     |       |

Feel free to explain how you feel about the homework practice exercise and what you got out of it.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## Concluding Feedback Form

Name \_\_\_\_\_ Sex \_\_\_\_\_ Date \_\_\_\_\_

The purpose of this form is to review whether this practice exercises was helpful to you or not.

1. Check the answer that best fits how you feel about this practice exercises:
  - a. I did not like working on this practice exercises at all.  
I wish I never saw it. \_\_\_\_\_
  - b. I did not like this practice exercises at all, but I am glad  
I got to work on it. \_\_\_\_\_
  - c. I am delighted I got a chance to work on this practice exercises. \_\_\_\_\_
  - d. I am not only delighted about this practice exercises, but I wish  
all people in my situation had a chance to work on it \_\_\_\_\_
2. How helpful was it to work on this practice exercises? Check the answer that applies to you:
 

a. Not helpful at all _____	c. Helpful _____
b. Somewhat helpful _____	d. Very helpful _____
3. Which practice exercise did you like best? Please rank-order the practice exercises from the one that you liked best (rank as No. 1), to the one you liked next best (rank as No. 2), down to the one you did not like at all (No. 11–14).

<i>Feelings</i>	<i>Rank-order</i>	<i>Feelings</i>	<i>Rank-order</i>
a. Amusement	_____	h. Guilt	_____
b. Anger	_____	i. Interest	_____
c. Contempt	_____	j. Sadness	_____
d. Disgust	_____	k. Surprise	_____
e. Distress	_____	l. (_____)	_____
f. Enjoyment	_____	m. (_____)	_____
g. Fear	_____	n. (_____)	_____

4. Why did you rank-order the practice exercises the way you did?

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5. Which practice exercise was the most helpful to you? Sometimes what we like most is not necessarily the most helpful. Consequently, rank the practice exercises according to their helpfulness to you. Rank as No. 1 the most helpful, rank as No. 2 the next most helpful, and so on, until the least helpful (No. 11–14):

<i>Feelings</i>	<i>Rank-order</i>	<i>Feelings</i>	<i>Rank-order</i>
a. Amusement	_____	h. Guilt	_____
b. Anger	_____	i. Interest	_____
c. Contempt	_____	j. Sadness	_____
d. Disgust	_____	k. Surprise	_____
e. Distress	_____	l. (_____)	_____
f. Enjoyment	_____	m. (_____)	_____
g. Fear	_____	n. (_____)	_____

6. Why did you rank-order the practice exercises the way you did?

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7. Feel free to write any comments that might improve this practice exercises.

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## Emotional Intelligence

The purpose of this practice exercises is to help you become more aware of your emotional behaviors and perhaps learn how to express them in a more helpful and constructive fashion than you may have in the past.

**Practice Exercise 1.** Becoming Aware of Emotional Behaviors

Name \_\_\_\_\_ Sex \_\_\_\_\_ Date \_\_\_\_\_

The purpose of this practice exercise is to list the most common emotional behaviors that take place within individuals, between couples, and among family members. If necessary, use a dictionary or ask your partner (if you have one), family members, relatives, or friends to help you define these behaviors. The remainder of this practice exercises consists of practice exercises about emotional behaviors drawn from this list.

1. Define what you understand about the meaning of each emotional behavior listed below. Give two examples of a situation where that emotional behavior would be appropriate.

*Emotional Behaviors and Definitions**Examples*

a. Emotional self-awareness _____ _____ _____	Example 1 _____ _____ Example 2 _____ _____
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b. Assertiveness _____ _____ _____	Example 1 _____ _____ Example 2 _____ _____
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c. Self-regard _____ _____ _____	Example 1 _____ _____ Example 2 _____ _____
--	--

d. Self-actualization _____ _____ _____	Example 1 _____ _____ Example 2 _____ _____
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e. Independence _____ _____ _____	Example 1: _____ _____ Example 2: _____ _____
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f. Empathy _____ _____ _____	Example 1: _____ _____ Example 2: _____ _____
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g. Close relationships with loved ones	Example 1: _____
_____	_____
_____	Example 2: _____
_____	_____
h. Social responsibility _____	Example 1: _____
_____	_____
_____	Example 2: _____
_____	_____
i. Problem solving _____	Example 1: _____
_____	_____
_____	Example 2: _____
_____	_____
j. Reality testing _____	Example 1: _____
_____	_____
_____	Example 2: _____
_____	_____
k. Flexibility _____	Example 1: _____
_____	_____
_____	Example 2: _____
_____	_____
l. Stress tolerance _____	Example 1: _____
_____	_____
_____	Example 2: _____
_____	_____
m. Impulse control _____	Example 1: _____
_____	_____
_____	Example 2: _____
_____	_____
n. Happiness _____	Example 1: _____
_____	_____
_____	Example 2: _____
_____	_____
o. Optimism _____	Example 1: _____
_____	_____
_____	Example 2: _____
_____	_____

p. Positive impression \_\_\_\_\_ Example 1: \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_ Example 2: \_\_\_\_\_  
 \_\_\_\_\_

q. Negative impression \_\_\_\_\_ Example 1: \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_ Example 2: \_\_\_\_\_  
 \_\_\_\_\_

2. Now rank-order this list of emotional behaviors according to how much you want to use each behavior in more helpful ways than you may have done in the past. Rank as No. 1 the emotional behavior you want to use the most in comparison to the other emotional behaviors, rank as No. 2 the emotional behavior you want to use second most, and so on, until you reach emotional behaviors that are either not applicable to you (N/A) or that you do not want or need to learn at all (No. 17).

<i>Emotional Behaviors</i>	<i>Rank-orders</i>	<i>Emotional Behaviors</i>	<i>Rank-orders</i>
a. Emotional self-awareness	_____	j. Reality testing	_____
b. Assertiveness	_____	k. Flexibility	_____
c. Self-regard	_____	l. Stress tolerance	_____
d. Self-actualization	_____	m. Impulse control	_____
e. Independence	_____	n. Happiness	_____
f. Empathy	_____	o. Optimism	_____
g. Interpersonal relationships	_____	p. Positive impression	_____
h. Social responsibility	_____	q. Negative impression	_____
i. Problem solving	_____		

4. Explain why you rank-ordered the emotional behaviors the way you did.

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**Homework:** During the coming week, think about the list of feelings given in the first practice exercise and assess them according to how constructive (helpful) or destructive they are for you, for your partner (if you have one), and for members of your family. Write them down according to how helpful or hurtful these feelings are for you.

## Standard Practice Exercise

Practice Exercise No. \_\_\_\_\_ Title of Emotional Behavior: \_\_\_\_\_

Name \_\_\_\_\_ Sex \_\_\_\_\_ Date \_\_\_\_\_

The purpose of this practice exercise is to understand more about the emotional behavior listed in the title.

1. How do you express this emotional behavior? Please explain in detail.

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2. How often do you express this emotional behavior? Check which answer applies to you:

- |                              |       |                            |       |
|------------------------------|-------|----------------------------|-------|
| a. Practically every day     | _____ | e. Once every 6 months     | _____ |
| b. Once a week               | _____ | f. Once a year             | _____ |
| c. A couple of times a month | _____ | g. Once every few years    | _____ |
| d. Once a month              | _____ | h. Please explain further: |       |

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3. How often is this emotional behavior expressed by your partner (if you have one, otherwise skip this question)? Check which answer applies to your partner:

- |                              |       |                            |       |
|------------------------------|-------|----------------------------|-------|
| a. Practically every day     | _____ | e. Once every 6 months     | _____ |
| b. Once a week               | _____ | f. Once a year             | _____ |
| c. A couple of times a month | _____ | g. Once every few years    | _____ |
| d. Once a month              | _____ | h. Please explain further: |       |

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4. How often is (was) this emotional behavior expressed by your mother or mother substitute? Check which answer applies to her:

- |                              |       |                            |       |
|------------------------------|-------|----------------------------|-------|
| a. Practically every day     | _____ | e. Once every 6 months     | _____ |
| b. Once a week               | _____ | f. Once a year             | _____ |
| c. A couple of times a month | _____ | g. Once every few years    | _____ |
| d. Once a month              | _____ | h. Please explain further: |       |

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5. How often is (was) this emotional behavior expressed by your father or father substitute? Check only if you did have one. Check which answer applies to him:

- |                              |       |                            |       |
|------------------------------|-------|----------------------------|-------|
| a. Practically every day     | _____ | e. Once every 6 months     | _____ |
| b. Once a week               | _____ | f. Once a year             | _____ |
| c. A couple of times a month | _____ | g. Once every few years    | _____ |
| d. Once a month              | _____ | h. Please explain further: |       |

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6. Pick one sibling (brother or sister, if you have one) whose emotional behavior matters or mattered to you a great deal, more than any other sibling. Check which answer applies to her or him. How often did this sibling behaved emotionally in this way?

- |                              |       |                            |       |
|------------------------------|-------|----------------------------|-------|
| a. Practically every day     | _____ | e. Once every 6 months     | _____ |
| b. Once a week               | _____ | f. Once a year             | _____ |
| c. A couple of times a month | _____ | g. Once every few years    | _____ |
| d. Once a month              | _____ | h. Please explain further: |       |

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7. Can you remember how this emotional behavior came about? Do you remember when you started it? Check which answer fits best:

- a. When I was a child (younger than 5 years of age) \_\_\_\_\_
- b. When I was in elementary school \_\_\_\_\_
- c. When I was in middle school \_\_\_\_\_
- d. When I was in high school \_\_\_\_\_
- e. After high school \_\_\_\_\_
- f. Any other time \_\_\_\_\_
- g. Please explain further: \_\_\_\_\_

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8. Did this emotional behavior ever get you in trouble? Please explain.

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9. Give three specific examples of how this emotional behavior got you in trouble.

Example 1:

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Example 2:

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Example 3:

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10. Can you make any connection or link between how you express your feelings and emotions now and how they were expressed by your mother, father, or sibling?

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**Homework:** Next week, in order for you to learn to express this emotional behavior in more helpful ways (“Start it if you want to stop it!”) than you did in the past, plan, recall, or pretend to repeat it at preset times (for instance, at 8 a.m., 12 noon, 4 or 7 p.m.), at least three times. Write down what happened in detail. For each time make sure to answer in writing the following four questions:

- (a) How did you start this emotional behavior?
- (b) What followed your expression?
- (c) How did it end?
- (d) What did this behavior get you?

Time 1 (write the time you started\_\_\_\_\_)

a. \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

b. \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

c. \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

d. \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

Time 2 (write the time you started\_\_\_\_\_)

- a. \_\_\_\_\_  
\_\_\_\_\_
- b. \_\_\_\_\_  
\_\_\_\_\_
- c. \_\_\_\_\_  
\_\_\_\_\_
- d. \_\_\_\_\_  
\_\_\_\_\_

Time 3 (write the time you started\_\_\_\_\_)

- a. \_\_\_\_\_  
\_\_\_\_\_
- b. \_\_\_\_\_  
\_\_\_\_\_
- c. \_\_\_\_\_  
\_\_\_\_\_
- d. \_\_\_\_\_  
\_\_\_\_\_

Check which of the following indicates what you got out of this practice exercise:

- |                       |       |                     |       |
|-----------------------|-------|---------------------|-------|
| a. Completely useless | _____ | d. Somewhat useful  | _____ |
| b. Somewhat useless   | _____ | e. Extremely useful | _____ |
| c. So-so              | _____ |                     |       |

Feel free to explain how you feel about the homework practice exercise and what you got out of it.

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

## Concluding Feedback Form

Name \_\_\_\_\_ Sex \_\_\_\_\_ Date \_\_\_\_\_

The purpose of this form is to review whether this practice exercises was helpful to you or not.

1. Check the answer that best fits how you feel about this practice exercises:
  - a. I did not like working on this practice exercises at all.  
I wish I never saw it. \_\_\_\_\_
  - b. I did not like this practice exercises at all, but I am glad  
I got to work on it. \_\_\_\_\_
  - c. I am delighted I got a chance to work on this practice exercise. \_\_\_\_\_
  - d. I am not only delighted about this practice exercises but I wish  
all people in trouble or distress had a chance to work on it. \_\_\_\_\_
2. How helpful was it to work on this practice exercise? Check the answer that applies to you:
 

a. Not helpful at all	_____	c. Helpful	_____
b. Somewhat helpful	_____	d. Very helpful	_____
3. Which practice exercise did you like best? Rank as No. 1 the one that you liked best, rank as No. 2 the one you liked next best, and so on; mark as N/A the ones you did not like at all or did not apply to you.

<i>Emotional Behaviors</i>	<i>Rank-orders</i>	<i>Emotional Behaviors</i>	<i>Rank-orders</i>
a. Emotional self-awareness	_____	j. Reality testing	_____
b. Assertiveness	_____	k. Flexibility	_____
c. Self-regard	_____	l. Stress tolerance	_____
d. Self-actualization	_____	m. Impulse control	_____
e. Independence	_____	n. Happiness	_____
f. Empathy	_____	o. Optimism	_____
g. Interpersonal relationships	_____	p. Positive impression	_____
h. Social responsibility	_____	q. Negative impression	_____
i. Problem solving	_____		

4. Explain why you rank-ordered the practice exercises the way you did.

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5. Which practice exercise was the most helpful to you? Sometimes what we like most is not necessarily the most helpful. Consequently, rank the practice exercises according to their helpfulness to you. Rank as No. 1 the most helpful, rank as No. 2 the next most helpful, and so on, until the least helpful (No. 11–14):

<i>Emotional Behaviors</i>	<i>Rank-orders</i>	<i>Emotional Behaviors</i>	<i>Rank-orders</i>
a. Emotional self-awareness	_____	j. Reality testing	_____
b. Assertiveness	_____	k. Flexibility	_____
c. Self-regard	_____	l. Stress tolerance	_____
d. Self-actualization	_____	m. Impulse control	_____
e. Independence	_____	n. Happiness	_____
f. Empathy	_____	o. Optimism	_____
g. Interpersonal relationships	_____	p. Positive impression	_____
h. Social responsibility	_____	q. Negative impression	_____
i. Problem solving	_____		

6. Explain why you rank-ordered the practice exercises the way you did.

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7. Feel free to write any comments that might improve this practice exercises.

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## Social Skills

The purpose of this practice exercises is to help you understand the importance of social skills in how we all function in the real world. The purpose of this first practice exercise is to find out what skills you want to work on and, possibly, improve.

### Practice Exercise 1. What Are My Social Skills?

Name \_\_\_\_\_ Sex \_\_\_\_\_ Date \_\_\_\_\_

The purpose of this practice exercise is to find what your social skills are.

1. Below there is a list of social skills. Please define each skill according to how you understand it. You may use a dictionary or ask close friends about the meaning of each skill. Give two examples of how each skill is applied in your experience.

*Skill and Definitions Examples*

a. Approval from others _____	Example 1 _____
_____	_____
_____	Example 2 _____
_____	_____
b. Assertiveness _____	Example 1 _____
_____	_____
_____	Example 2 _____
_____	_____
c. Confidence _____	Example 1 _____
_____	_____
_____	Example 2 _____
_____	_____
d. Control (social) _____	Example 1 _____
_____	_____
_____	Example 2 _____
_____	_____
e. Defense of (own) rights _____	Example 1 _____
_____	_____
_____	Example 2 _____
_____	_____
f. Being direct _____	Example 1 _____
_____	_____
_____	Example 2 _____
_____	_____
g. Emotional control _____	Example 1 _____
_____	_____
_____	Example 2 _____
_____	_____
h. Emotional expression _____	Example 1 _____
_____	_____
_____	Example 2 _____
_____	_____

i. Empathy \_\_\_\_\_

Example 1 \_\_\_\_\_

\_\_\_\_\_

Example 2 \_\_\_\_\_

\_\_\_\_\_

j. Expression (social) \_\_\_\_\_

Example 1 \_\_\_\_\_

\_\_\_\_\_

Example 2 \_\_\_\_\_

\_\_\_\_\_

k. Expression of positive feelings \_\_\_\_\_

Example 1 \_\_\_\_\_

\_\_\_\_\_

Example 2 \_\_\_\_\_

\_\_\_\_\_

l. Need for approval \_\_\_\_\_

Example 1 \_\_\_\_\_

\_\_\_\_\_

Example 2 \_\_\_\_\_

\_\_\_\_\_

m. Sensitivity \_\_\_\_\_

Example 1 \_\_\_\_\_

\_\_\_\_\_

Example 2 \_\_\_\_\_

\_\_\_\_\_

n. Any other skill (fill in)

(\_\_\_\_\_) and define it:

\_\_\_\_\_

Example 1 \_\_\_\_\_

\_\_\_\_\_

Example 2 \_\_\_\_\_

\_\_\_\_\_

2. Now rank-order these skills according to how frequent, serious, or strong they are in you. Rank as No. 1 the skill that is the strongest or most frequent, rank as No. 2 the skill that is second strongest or most frequent; mark as N/A the skills that do not apply to you.

Skills	Rank-orders			
	Self	Mother	Father	Siblings
a. Approval from others	_____	_____	_____	_____
b. Assertiveness	_____	_____	_____	_____
c. Confidence	_____	_____	_____	_____
d. Control (social)	_____	_____	_____	_____
e. Defense of (own) rights	_____	_____	_____	_____
f. Directiveness	_____	_____	_____	_____

- |                                    |       |       |       |       |
|------------------------------------|-------|-------|-------|-------|
| g. Emotional control               | _____ | _____ | _____ | _____ |
| h. Emotional expression            | _____ | _____ | _____ | _____ |
| i. Empathy                         | _____ | _____ | _____ | _____ |
| j. Expression (social)             | _____ | _____ | _____ | _____ |
| k. Expression of positive feelings | _____ | _____ | _____ | _____ |
| l. Need for approval               | _____ | _____ | _____ | _____ |
| m. Sensitivity                     | _____ | _____ | _____ | _____ |
| n. Any other skill (_____)         | _____ | _____ | _____ | _____ |

3. Which of these skills were present in your family of origin? Check whether they applied to your mother (or mother substitute), father (or father substitute), or brothers or sisters. Check all that apply.

**Homework:** During the next few days write down all of the advantages and disadvantages you get from using self-defeating behaviors.

## Standard Practice Exercise for Social Skills

Practice Exercise No. \_\_\_\_\_ Name of Skill: \_\_\_\_\_

Name \_\_\_\_\_ Sex \_\_\_\_\_ Date \_\_\_\_\_

The purpose of this practice exercise is to understand more about the skill named above:

1. What does this skill mean to you? Please explain in detail.

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2. How often do you use this skill? Check which answer applies to you:

- |                              |       |                         |       |
|------------------------------|-------|-------------------------|-------|
| a. Practically every day     | _____ | e. Once every 6 months  | _____ |
| b. Once a week               | _____ | f. Once a year          | _____ |
| c. A couple of times a month | _____ | g. Once every few years | _____ |
| d. Once a month              | _____ |                         |       |



Please explain further:

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3. How did this skill (or lack of it) come about? Do you remember when you started using it? Check which answer fits best:

- a. When I was a child (younger than 5 years of age) \_\_\_\_\_
- b. In elementary school \_\_\_\_\_
- c. In middle school \_\_\_\_\_
- d. In high school \_\_\_\_\_
- e. Any other time \_\_\_\_\_

Please explain further:

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4. What does this skill get you or fails to get you? Please explain:

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5. Give three specific examples of how this skill or lack of it was hurtful to you.

Example 1:

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Example 2:

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Example 3:

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6. Give three specific examples of how this skill was hurtful to those you love and who love you.

Example 1:

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Example 2:

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Example 3:

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7. Now that you have completed this practice exercise, check which of these answers indicates how you feel about it. There is also space for you to explain further, if you want to.

- a. I did not like it at all, a waste of time. I want to quit this stupid practice exercises. \_\_\_\_\_
- b. I did not like it very much, but I want to go on with this practice exercises. \_\_\_\_\_
- c. I liked it and I want to go on with this practice exercises. \_\_\_\_\_
- d. I liked it a lot and I wish I had something like this practice exercises earlier. \_\_\_\_\_
- e. I liked it so much that I wish all people with limited social skills could get something like this practice exercises to work on. \_\_\_\_\_

**Homework:** Next week, plan to repeat this skill at preset times (for instance, at 8 a.m., 12 noon, 4 or 7 p.m.), at least three times. Write down what happened in detail. For each time make sure to answer in writing the following four questions:

- (a) How did you start it?
- (b) What followed?
- (c) How did it end?
- (d) What did this behavior get you?

Time 1 (write the time you started \_\_\_\_\_)

- a. \_\_\_\_\_  
\_\_\_\_\_
- b. \_\_\_\_\_  
\_\_\_\_\_
- c. \_\_\_\_\_  
\_\_\_\_\_
- d. \_\_\_\_\_  
\_\_\_\_\_

Time 2 (write the time you started \_\_\_\_\_)

- a. \_\_\_\_\_  
\_\_\_\_\_
- b. \_\_\_\_\_  
\_\_\_\_\_

- c. \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_
- d. \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

Time 3 (write the time you started \_\_\_\_\_)

- a. \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_
- b. \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_
- c. \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_
- d. \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

Check which of the following indicates what you got out of this practice exercise:

- |                       |       |                     |       |
|-----------------------|-------|---------------------|-------|
| a. Completely useless | _____ | d. Somewhat useful  | _____ |
| b. Somewhat useless   | _____ | e. Extremely useful | _____ |
| c. So-so              | _____ |                     |       |

Write down how you feel about this homework practice exercise and what you got out of it.

\_\_\_\_\_

\_\_\_\_\_

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\_\_\_\_\_

## Concluding Feedback Form

Name \_\_\_\_\_ Sex \_\_\_\_\_ Date \_\_\_\_\_

The purpose of this form is to review whether practice exercises in this practice exercises were helpful to you.

1. Which answer fits how you feel about this practice exercises?
  - a. I did not like working on this practice exercises at all.  
I wish I never saw it. \_\_\_\_\_
  - b. I did not like this practice exercises, but I am glad  
I got to work on it. \_\_\_\_\_
  - c. I am happy I got a chance to work on this. \_\_\_\_\_
  - d. I am not only delighted about this practice exercises,  
but I wish all people with limited social skills could get it. \_\_\_\_\_
  
2. How helpful was it to work on this practice exercises? Check the answer that applies to you.
 

a. Not helpful at all	_____	c. Helpful	_____
b. Somewhat helpful	_____	d. Very helpful	_____
  
3. Which practice exercise did you like best? Rank as No. 1 the one that you liked best, rank as No. 2 the one you liked next best, and so on; mark as N/A the ones you did not like at all or did not apply to you.

<i>Skill</i>	<i>Rank-order</i>
a. Approval from others	_____
b. Assertiveness	_____
c. Confidence	_____
d. Control (social)	_____
e. Defense of (own) rights	_____
f. Directiveness	_____
g. Emotional control	_____
h. Emotional expression	_____
i. Empathy	_____
j. Expression (social)	_____
k. Expression of positive feelings	_____
l. Need for approval	_____
m. Sensitivity	_____
n. Any other skill (_____)	_____

4. Now that you have completed this practice exercise, check which of these answers indicates how you felt about it. There is also space for you to explain further, if you want to.
- a. I did not like it at all, a waste of time. I wish I never worked on this stupid practice exercises. \_\_\_\_\_
  - b. I did not like it very much, but I want to go on with working on practice exercises of this type. \_\_\_\_\_
  - c. I liked it and I want to go on with another practice exercises. \_\_\_\_\_
  - d. I liked it a lot and I wish I had received something like this practice exercises earlier in my life. \_\_\_\_\_
  - e. I liked it so much that I wish all individuals with limited social skills could get something like this practice exercises to work on. \_\_\_\_\_
5. How could this practice exercises be improved? Do you have any suggestions? Feel free to write whatever could improve this practice exercises.

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## Basic Abilities

The purpose of this practice exercises is to help you understand more about your basic abilities and learn how it might be possible for you to improve the abilities you want to improve.

### Practice Exercise 1. Basic Definitions and Ordering

Name \_\_\_\_\_ Sex \_\_\_\_\_ Date \_\_\_\_\_

The purpose of this practice exercise is to help you define these abilities and order them according to how you want to improve those that need improvement.

1. Here are brief definitions of 15 abilities that cover most of if not all the range of human abilities. In addition to these definitions, give two examples for each definition of how it applies to your experience, how you use or have used that specific ability in your life, if at all. Try to answer all these definitions. However, if you do not understand it or are not interested in it, leave it blank.

- a. Language: reading a book or writing a poem \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_ Example 1 \_\_\_\_\_  
\_\_\_\_\_ Example 2 \_\_\_\_\_  
\_\_\_\_\_
- b. Logical–mathematical: deriving a logical proof or solving a mathematical problem \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_ Example 1 \_\_\_\_\_  
\_\_\_\_\_ Example 2 \_\_\_\_\_  
\_\_\_\_\_
- c. Spatial: fitting suitcases in the trunk of a car or finding ones way when driving \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_ Example 1 \_\_\_\_\_  
\_\_\_\_\_ Example 2 \_\_\_\_\_  
\_\_\_\_\_
- d. Musical: singing a song, playing an instrument, or composing a symphony \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_ Example 1 \_\_\_\_\_  
\_\_\_\_\_ Example 2 \_\_\_\_\_  
\_\_\_\_\_
- e. Bodily-kinesthetic: dancing or playing football or other sports \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_ Example 1 \_\_\_\_\_  
\_\_\_\_\_ Example 2 \_\_\_\_\_  
\_\_\_\_\_
- f. Interpersonal: understanding and interacting with other people \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_ Example 1 \_\_\_\_\_  
\_\_\_\_\_ Example 2 \_\_\_\_\_  
\_\_\_\_\_
- g. Intrapersonal: understanding oneself \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_ Example 1 \_\_\_\_\_  
\_\_\_\_\_ Example 2 \_\_\_\_\_  
\_\_\_\_\_

- h. Naturalistic: discerning patterns in nature \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_ Example 1 \_\_\_\_\_  
\_\_\_\_\_ Example 2 \_\_\_\_\_  
\_\_\_\_\_
- i. Spiritual: troublesome thoughts with cosmic achievement of a state of being \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_ Example 1 \_\_\_\_\_  
\_\_\_\_\_ Example 2 \_\_\_\_\_  
\_\_\_\_\_
- j. Existential: troublesome thoughts with ultimate issues of life \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_ Example 1 \_\_\_\_\_  
\_\_\_\_\_ Example 2 \_\_\_\_\_  
\_\_\_\_\_
- k. Emotional: ability to access and/or generate feelings and emotions \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_ Example 1 \_\_\_\_\_  
\_\_\_\_\_ Example 2 \_\_\_\_\_  
\_\_\_\_\_
- l. Practical: ability to deal with real, concrete world situations not covered by other abilities \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_ Example 1 \_\_\_\_\_  
\_\_\_\_\_ Example 2 \_\_\_\_\_  
\_\_\_\_\_
- m. Analytical: evaluation of choices and options available to oneself in life \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_ Example 1 \_\_\_\_\_  
\_\_\_\_\_ Example 2 \_\_\_\_\_  
\_\_\_\_\_
- n. Creative: required to generate unusual problem-solving choices and options \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_ Example 1 \_\_\_\_\_  
\_\_\_\_\_ Example 2 \_\_\_\_\_  
\_\_\_\_\_



o. Sexual: interest and concentration on body-skin pleasure

Example 1

Example 2

2. Now that you have defined these abilities, you need to rank-order them according to how they describe you (perceived ability). Rank as No. 1 the ability you feel describes you the most, rank as No. 2 the ability that describes you next, and so on; mark as N/A the abilities that describe you little or not at all.

Abilities	Rank-orders Perceived Ability	Rank Desired Ability	Average
a. Language			
b. Logical–mathematical			
c. Spatial			
d. Musical			
e. Bodily-kinesthetic			
f. Interpersonal			
g. Intrapersonal			
h. Naturalistic			
i. Spiritual			
j. Existential			
k. Emotional			
l. Practical			
m. Analytical			
n. Creative			
o. Sexual			

3. Explain why you have rank-ordered these abilities the way you did.

4. Now rank these abilities according to your desire to excel or improve that ability (desired ability). Rank as No. 1 the ability that you want to improve the most, rank as No 2 the ability you want to improve second most, and so on, down to the abilities you do not want or need to improve. Rank-order all the abilities even though you may not want to improve them.

5. Explain why you ranked these abilities the way you did.

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6. Calculate the average in the third column by adding the two ranks, your perceived ability and your desired ability, and dividing by 2. The reason for averaging lies in the possibility that your perceived abilities may not agree with your desired abilities. Consequently, we need to find a compromise between the two views of your abilities. Furthermore, the averaged rank-order will serve as the basis for the order of administration of practice exercises for each of the abilities listed above.

**Homework:** During the coming week, think more about your perceived and desired abilities and whether you are comfortable with how you rank-ordered them. There is still time to change how you have ranked perceived and desired abilities.

**Practice Exercise 2.** Goals, Plans, and Priorities (to be administered after the first practice exercise for a specific ability)

Title of Ability\_\_\_\_\_

Name\_\_\_\_\_Sex\_\_\_\_\_Date\_\_\_\_\_

The purpose of this practice exercise is to follow-up on the previous practice exercise about increasing your mastery in one particular ability. To achieve your goal, there are certain steps that must be taken, regardless of the ability involved.

1. What direction toward your goal do you want to take? State clearly what steps you need to take to achieve your goal. For instance, you could describe
  - a. Daily goals
  - b. Weekly goals
  - c. Monthly goals
  - d. Yearly goals
  - e. Where to you want to be with this ability 5 years from now?

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- f. Where do you want to be with this ability 10 years from now?

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- g. Why do you want to reach these goals? Write down your answer.

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**Note:** It is very important to check on whether you have achieved your goals or not. Are you just spinning your wheels? If you are not able to complete your daily goals, how are you going to complete your weekly goals? Only by starting small, that is, every day, can you achieve big. If you want to climb the Himalayas without way-stations, you will never reach the desired peak. If you do not check on whether you have achieved even the smallest goal, there is no sense making any goal.

2. What are your priorities? You need to think through what is most important to you, what is next most important, and what is least important. Write down everything you can think of, separating persons, things or possessions, activities, into at least three or more different lists. Then, within each list, rank items in order of importance.

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After you have listed them by order of importance, rank them in order of urgency. What person, possession, or activity needs your most urgent attention, which needs some attention, and which needs the least attention. In order to think through what is important and what is urgent, you may need to follow guidelines that may become part of your priorities:

- a. *Flexibility versus rigidity:* You can try to reach your goals leisurely, in a relaxed fashion, or you can try to reach them rigorously, in a driven, rigid fashion. Somewhere in between these two extremes there is a happy medium for you. What is this happy medium? Write down *how* you are

- going to achieve your goals, flexibly or rigidly? However, whatever way you choose, you must explain *why* you followed it.
- b. *Speed in the service of direction:* How fast or how slow do you want to reach your goals? Again, between the two extremes of very fast and very slow there must be a happy medium for you. What is it, and why do you want to follow it?
  - c. *Overcoming obstacles:* What barriers, events, or other possibilities may take place in your life that will slow down your progress? Write down all the possible future obstacles that may come between you and reaching your final goal.
  - d. *Long-term perspective:* There are life-cycle stages in your future goals that may need to be recognized. For instance, you may have to leave home and get a job, or you may want to get married and raise children, you may want to take early retirement, etc. What stages of your life cycle do you suppose may either hinder or help the progress toward your final goal with this ability? Answer in writing.
3. *Skills:* To achieve your goal of mastery of the ability considered in this practice exercise, there are at least four necessary skills that need to be considered:
- a. *Resilience:* What do you understand by this word? Define it (look it up in the dictionary, if necessary) and then rate yourself on this skill on a scale from 1 to 10, with 1 being not having any resilience at all and 10 being extremely resilient. After you have rated yourself, explain why you rated yourself the way you did. Give at least two examples that show how resilient you are. How is this skill related to your ultimate goal? Answer in writing.
  - b. *Relentlessness:* What do you understand by this word? Define it (look it up in the dictionary, if necessary) and then rate yourself on this skill on a scale from 1 to 10, with 1 being not relentless at all and 10 being extremely relentless. After you have rated yourself, explain why have you rated yourself the way you did. Give at least two examples that show how relentless you are. How is this skill related to your ultimate goal? Answer in writing.
  - c. *Restlessness:* What do you understand by this word? Define it (look it up in the dictionary, if necessary) and then rate yourself on this skill on a scale from 1 to 10, with 1 being not restless at all and 10 being extremely restless. After you have rated yourself explain why you rated yourself the way you did. Give at least two examples that show how restless you are. How is this skill related to your ultimate goal? Answer in writing.
  - d. *Risk taking:* What do you understand by this word? Define it (look it up in the dictionary, if necessary) and then rate yourself on this skill on a scale from 1 to 10, with 1 being not a risk taker at all and 10 being an extreme risk taker. After you have rated yourself explain why you rated yourself the way you did. Give at least two examples that show what a risk taker you are. How is this skill related to your ultimate goal? Answer in writing.

4. *Planning:* Without planning there is no sense pursuing any goal. If you have answered all the previous items, you may be on the way to reaching your goal. However, it is important to plan beforehand to avoid making hasty decisions that in the long run may interfere with your goal. Outline in writing a general plan of action that you are going to follow in order to reach your goal.
5. *Wisdom:* One may be very wise in one aspect of life, for instance, work, and be very unwise in one's home life. Some of us may be wise in fixing an electric short while unable to write a personal letter. Some others may be very wise in shopping but not in making money to support the shopping. In what areas of your life do you show wisdom, and in what areas do you show less than wisdom? It is important to separate the two sides to link your wisdom to the ability you want to master. Answer in writing.
6. *Motivation:* It is important for you to rate your motivation or desire necessary to achieve your goal, ranging from 1 for no motivation at all to 10 for extreme desire and motivation. Write in detail how desirous and motivated you are to reach your goal, giving at least two examples that show your motivation.
7. *Competence:* Perhaps this item may have been answered by the four skills listed above. On the other hand, it is important for you to rate your competence. Write down at least two examples that show how competent you are in dealing with this ability. You may be highly motivated and incompetent at the same time (back to the wisdom item). On the other hand, you may be very unmotivated and still highly competent. How are these two qualities related to your final goal to master this ability? Answer in writing.
8. *Personality:* What kind of personality do you have that would fit into your goal? Are you introverted but want to work with people? Are you extroverted and want to become a computer scientist? Are you more interested in people or in things? Are you tense and driven or relaxed and at ease? What personality traits do you see yourself as having that may help or hinder your final goal with this ability? Answer in detail and in writing.

**Homework:** During the coming week, keep thinking about your goals and plans. If you change your mind, do so in writing; change whatever you have already written in this practice exercise.

## Follow-Through Practice Exercise

Practice Exercise No. \_\_\_\_\_ Title of Ability \_\_\_\_\_

Name \_\_\_\_\_ Sex \_\_\_\_\_ Date \_\_\_\_\_

The purpose of this practice exercise is to follow through with the previous practice exercise about goals, plans, and priorities.

1. Are you satisfied about what you wrote in the previous practice exercise? If you are not, write why and how you have changed your goals.

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2. Are you clear about how you are going to reach your goals? If you are not, write whatever changes you need to make to reach your stated goals.

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3. Did you check on your daily goals? Did you accomplish them? If not, write why you did not.

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4. Are you satisfied with your priorities? If you are not, write why and how you have changed them.

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5. Are you clear about your priorities? If you are not, write how you would like to change them.

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6. Are you satisfied with your plans to reach your goals? If you are not, write why and how you want to change your plans.

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7. Are you clear about your plans? If you are not, write how you need to change them.

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**Homework:** Give yourself some time (1–3 months, or even more) to see whether your goals, priorities, and plans have been reached. If they have not been reached, what changes do you need to make to facilitate accomplishing your goals. Were the goals too unrealistic? Were you confused about them? Were they impossible to reach? Write down whatever realistic, clear, and possible changes you need to make to reach your goals.

## Spatial Ability

This ability is used by people who have a strong sense of color, line, texture, and style. They like to draw or paint, use maps well, understand directions, learn visually, draw or highlight or underline when taking notes, and cluster notes in boxes or sections on the page to give the visual cues helpful for study. Books with charts, diagrams, or pictures are helpful to them in synthesizing the information in the text. The way places look matters to these people. They learn better in pleasant or soothing surroundings. They may want to clean up the room or the desk before they sit down to work. They like to be shown and then try things themselves.

### Practice Exercise 1. Spatial Ability

Name \_\_\_\_\_ Sex \_\_\_\_\_ Date \_\_\_\_\_

The purpose of this practice exercise is to understand in greater detail the nature of this ability. How did it develop? How have you used it in the past? How can you use it in the present and future?

1. Why is this ability important to you? Give as many reasons as you can think of.

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2. How does this ability apply to you?

- |                 |       |               |       |
|-----------------|-------|---------------|-------|
| a. A great deal | _____ | c. Not at all | _____ |
| b. Somewhat     | _____ |               |       |

3. Explain in detail how this ability applies to you.

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4. How did this ability develop in you? Explain in detail.

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5. When did you find out that you had this ability?

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|-------------------------|-------|-------------------|-------|
| a. In prekindergarten   | _____ | e. In high school | _____ |
| b. In kindergarten      | _____ | f. In college     | _____ |
| c. In elementary school | _____ | g. After college  | _____ |
| d. In middle school     | _____ |                   |       |

6. Explain in greater detail how you found out about this ability.

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7. How have you used this ability in the past? Explain in detail.

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8. How are you using this ability in the present? Explain in detail.

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9. How are you planning to use this ability in the future? Explain in detail.

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10. How do you feel about having this ability? Explain through your feelings rather than through your thinking.

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**Homework:** During the coming week, think more about how you could develop this ability. Jot down anything that comes to mind about this ability during the course of this week. At the end of the week, see whether you can put all these thoughts into one single plan to develop this ability even more than you have done in the past.

## Body-Kinesthetic Ability

This ability describes people who relax with movement and remember by moving. Some pace back and forth when memorizing something, some tap a pencil or jiggle a foot, some need to rock in a chair in order to read or study. They express emotions through movement as well. They may throw things, hit the table, hug and kiss a lot,

physically back away from tasks, or dance when happy or excited. As children they could not sit still in class. They also invent or create through movement; they do a lot of trial-and-error testing (by climbing, jumping, hanging from trees or poles). They take in information about what's possible by moving their bodies through space.

**Practice Exercise 1.** Body-Kinesthetic Ability

Name \_\_\_\_\_ Sex \_\_\_\_\_ Date \_\_\_\_\_

The purpose of this practice exercise is to understand in greater detail the nature of this ability. How did it develop? How have you used it in the past? How can you use it in the present and future?

1. Why is this ability important to you? Give as many reasons as you can think of.

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2. How does this ability apply to you?

a. A great deal \_\_\_\_\_ c. Not at all \_\_\_\_\_  
b. Somewhat \_\_\_\_\_

3. Explain in detail how this ability applies to you.

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4. How did this ability develop in you? Explain in detail.

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5. When did you find out that you had this ability?

- |                         |       |                   |       |
|-------------------------|-------|-------------------|-------|
| a. In prekindergarten   | _____ | e. In high school | _____ |
| b. In kindergarten      | _____ | f. In college     | _____ |
| c. In elementary school | _____ | g. After college  | _____ |
| d. In middle school     | _____ |                   |       |

6. Explain in greater detail how you found out about this ability.

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7. How have you used this ability in the past? Explain in detail.

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8. How are you using this ability in the present? Explain in detail.

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9. How are you planning to use this ability in the future? Explain in detail.

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10. How do you feel about having this ability? Explain through your feelings rather than through your thinking.

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**Homework:** During the coming week, think more about how you could develop this ability. Jot down anything that comes to mind about this ability during the course of this week. At the end of the week, see whether you can put all these thoughts into one single plan to develop this ability even more than you have done in the past.

## Musical Ability

People may love music but don't have to be musicians. They are acutely aware of rhythms. They hear the rhythms in nature; they're acutely aware of how random sounds form harmonic or rhythmic patterns (water, birds, crickets, wind in trees, etc.). They learn auditorily and can mimic sounds, such as voices and accents. When they learn a song, they learn not just the words but the total sound: the beat the rhythms in the instruments and the inflection in the singer's voice and even nonsense sounds.

### Practice Exercise 1. Musical Ability

Name \_\_\_\_\_ Sex \_\_\_\_\_ Date \_\_\_\_\_

The purpose of this practice exercise is to understand in greater detail the nature of this ability. How did it develop? How have you used it in the past? How can you use it in the present and future?

1. Why is this ability important to you? Give as many reasons as you can think of.

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2. How does this ability apply to you?

- |                 |       |               |       |
|-----------------|-------|---------------|-------|
| a. A great deal | _____ | c. Not at all | _____ |
| b. Somewhat     | _____ |               |       |

3. Explain in detail how this ability applies to you.

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4. How did this ability develop in you? Explain in detail.

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5. When did you find out that you had this ability?

- |                         |       |                   |       |
|-------------------------|-------|-------------------|-------|
| a. In prekindergarten   | _____ | e. In high school | _____ |
| b. In kindergarten      | _____ | f. In college     | _____ |
| c. In elementary school | _____ | g. After college  | _____ |
| d. In middle school     | _____ |                   |       |

6. Explain in greater detail how you found out about this ability.

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7. How have you used this ability in the past? Explain in detail.

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8. How are you using this ability in the present? Explain in detail.

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9. How are you planning to use this ability in the future? Explain in detail.

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10. How do you feel about having this ability? Explain through your feelings rather than through your thinking.

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**Homework:** During the coming week, think more about how you could develop this ability. Jot down anything that comes to mind about this ability during the course of this week. At the end of the week, see whether you can put all these thoughts into one single plan to develop this ability even more than you have done in the past.

## Linguistic Ability

People endowed with this ability enjoy words and language. They like to write stories or poems and they communicate easily with words. They are in tune with the nuances of language and can sense shades of meaning. They are aware of meaning in a person's tone of voice. They remember using words ("That's not what I said; what I said was...") and can replay conversations – even lengthy ones – almost verbatim. They have an awareness of the possibilities with words (puns, made-up words, sounds that words make when said aloud). These people learn auditorily because they can easily remember much of what was said; they can also remember the atmosphere the words created when they were said. They easily link words to emotions.

### Practice Exercise 1. Linguistic Ability

Name \_\_\_\_\_ Sex \_\_\_\_\_ Date \_\_\_\_\_

The purpose of this practice exercise is to understand in greater detail the nature of this ability. How did it develop? How have you used it in the past? How can you use it in the present and future?

1. Why is this ability important to you? Give as many reasons as you can think of.

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2. How does this ability apply to you?

- |                 |       |               |       |
|-----------------|-------|---------------|-------|
| a. A great deal | _____ | c. Not at all | _____ |
| b. Somewhat     | _____ |               |       |

3. Explain in detail how this ability applies to you.

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4. How did this ability develop in you? Explain in detail.

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5. When did you find out that you had this ability?

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|-------------------------|-------|-------------------|-------|
| a. In prekindergarten   | _____ | e. In high school | _____ |
| b. In kindergarten      | _____ | f. In college     | _____ |
| c. In elementary school | _____ | g. After college  | _____ |
| d. In middle school     | _____ |                   |       |

6. Explain in greater detail how you found out about this ability.

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7. How have you used this ability in the past? Explain in detail.

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8. How are you using this ability in the present? Explain in detail.

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9. How are you planning to use this ability in the future? Explain in detail.

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10. How do you feel about having this ability? Explain through your feelings rather than through your thinking.

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**Homework:** During the coming week, think more about how you could develop this ability. Jot down anything that comes to mind about this ability during the course of this week. At the end of the week, see whether you can put all these thoughts into one single plan to develop this ability even more than you have done in the past.

## Logical/Mathematical Ability

People endowed with this ability are organized. They enjoy numbers and use numbers to remember. They think sequentially. They're the ones who always say, "Well first, ..., and second, ...". Numbers take on the same function for them as size does for spatially intelligent people. People who sew or knit or make furniture have to use math (often geometry) but they work with shape and space as well as numbers. The logical function can work with words as well as with numbers too.



**Practice Exercise 1.** Logical/Mathematical Ability

Name \_\_\_\_\_ Sex \_\_\_\_\_ Date \_\_\_\_\_

The purpose of this practice exercise is to understand in greater detail the nature of this ability. How did it develop? How have you used it in the past? How can you use it in the present and future?

1. Why is this ability important to you? Give as many reasons as you can think of.

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2. How does this ability apply to you?

- |                 |       |               |       |
|-----------------|-------|---------------|-------|
| a. A great deal | _____ | c. Not at all | _____ |
| b. Somewhat     | _____ |               |       |

3. Explain in detail how this ability applies to you.

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4. How did this ability develop in you? Explain in detail.

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5. When did you find out that you had this ability?

- |                         |       |                   |       |
|-------------------------|-------|-------------------|-------|
| a. In prekindergarten   | _____ | e. In high school | _____ |
| b. In kindergarten      | _____ | f. In college     | _____ |
| c. In elementary school | _____ | g. After college  | _____ |
| d. In middle school     | _____ |                   |       |

6. Explain in greater detail how you found out about this ability.

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7. How have you used this ability in the past? Explain in detail.

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8. How are you using this ability in the present? Explain in detail.

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9. How are you planning to use this ability in the future? Explain in detail.

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10. How do you feel about having this ability? Explain through your feelings rather than through your thinking.

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**Homework:** During the coming week, think more about how you could develop this ability. Jot down anything that comes to mind about this ability during the course of this week. At the end of the week, see whether you can put all these thoughts into one single plan to develop this ability even more than you have done in the past.

## Interpersonal Ability

People endowed with this ability enjoy other people, empathize easily, and mediate well when situations get difficult. They have a strong social sense because they can understand the sense of things from someone else's point of view and imagine what that person is feeling. They like social situations; they study best with others even if they're all studying different subjects. For these people, the relationship they have with the teacher can affect how well they learn the material or try to learn; the social makeup of the class matters, too. They listen well, hearing not just the sense of what is said, but the subtle messages encoded in the discussion. (This ability often dovetails with musical and linguistic abilities.) These people can easily motivate others because they understand what makes people tick. Actors depend heavily on this intelligence when they work on character. Feelings surface easily and strongly for these people. Their biggest task is to control feelings so that they can use them in a positive way. Feelings can block their ability to remember or listen openly. Out-of-control feelings can sap the energy they need to learn.

### Practice Exercise 1. Interpersonal Ability

Name\_\_\_\_\_Sex\_\_\_\_\_Date\_\_\_\_\_

The purpose of this practice exercise is to understand in greater detail the nature of this ability. How did it develop? How have you used it in the past? How can you use it in the present and future?

1. Why is this ability important to you? Give as many reasons as you can think of.

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2. How does this ability apply to you?

a. A great deal	_____	c. Not at all	_____
b. Somewhat	_____		

3. Explain in detail how this ability applies to you.

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4. How did this ability develop in you? Explain in detail.

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5. When did you find out that you had this ability?

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|-------------------------|-------|-------------------|-------|
| a. In prekindergarten   | _____ | e. In high school | _____ |
| b. In kindergarten      | _____ | f. In college     | _____ |
| c. In elementary school | _____ | g. After college  | _____ |
| d. In middle school     | _____ |                   |       |

6. Explain in greater detail how you found out about this ability.

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7. How have you used this ability in the past? Explain in detail.

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8. How are you using this ability in the present? Explain in detail.

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9. How are you planning to use this ability in the future? Explain in detail.

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10. How do you feel about having this ability? Explain through your feelings rather than through your thinking.

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**Homework:** During the coming week, think more about how you could develop this ability. Jot down anything that comes to mind about this ability during the course of this week. At the end of the week, see whether you can put all these thoughts into one single plan to develop this ability even more than you have done in the past.

## Intrapersonal Ability

This ability depends upon a highly developed sensitivity, as does the interpersonal ability, but this time the sensitivity is internal. These people enjoy their own company, feel very comfortable with themselves and who they are. They understand their own motivation and can examine their own reactions (analysis that combines interpersonal with logical abilities to understand why they react to certain things the way they do). They can be objective while examining very emotional feelings. They can also connect what they have learned about themselves to help them understand others.

### Practice Exercise 1. Intrapersonal Ability

Name \_\_\_\_\_ Sex \_\_\_\_\_ Date \_\_\_\_\_

The purpose of this practice exercise is to understand in greater detail the nature of this ability. How did it develop? How have you used it in the past? How can you use it in the present and future?

1. Why is this ability important to you? Give as many reasons as you can think of.

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2. How does this ability apply to you?

- |                 |       |               |       |
|-----------------|-------|---------------|-------|
| a. A great deal | _____ | c. Not at all | _____ |
| b. Somewhat     | _____ |               |       |

3. Explain in detail how this ability applies to you.

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4. How did this ability develop in you? Explain in detail.

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5. When did you find out that you had this ability?

- |                         |       |                   |       |
|-------------------------|-------|-------------------|-------|
| a. In prekindergarten   | _____ | e. In high school | _____ |
| b. In kindergarten      | _____ | f. In college     | _____ |
| c. In elementary school | _____ | g. After college  | _____ |
| d. In middle school     | _____ |                   |       |

6. Explain in greater detail how you found out about this ability.

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7. How have you used this ability in the past? Explain in detail.

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8. How are you using this ability in the present? Explain in detail.

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9. How are you planning to use this ability in the future? Explain in detail.

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10. How do you feel about having this ability? Explain through your feelings rather than through your thinking.

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**Homework:** During the coming week, think more about how you could develop this ability. Jot down anything that comes to mind about this ability during the course of this week. At the end of the week, see whether you can put all these thoughts into one single plan to develop this ability even more than you have done in the past.

## Naturalistic Ability

This ability means being interested in and curious about nature in all its various forms: plants, herbs, flower, animals, and country, sea, and mountains. It implies wanting to know more about how things in nature develop and what functions they perform in the environment. It may mean being aware and protective of how the environment is maintained, wanting to make sure that products do not endanger the environment. It may mean an interest in biology, zoology, and astronomy.

### Practice Exercise 1. Naturalistic Ability

Name\_\_\_\_\_Sex\_\_\_\_\_Date\_\_\_\_\_

The purpose of this practice exercise is to understand in greater detail the nature of this ability. How did it develop? How have you used it in the past? How can you use it in the present and future?

1. Why is this ability important to you? Give as many reasons as you can think of.

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2. How does this ability apply to you?

- |                 |       |               |       |
|-----------------|-------|---------------|-------|
| a. A great deal | _____ | c. Not at all | _____ |
| b. Somewhat     | _____ |               |       |

3. Explain in detail how this ability applies to you.

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4. How did this ability develop in you? Explain in detail.

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5. When did you find out that you had this ability?

- |                         |       |                   |       |
|-------------------------|-------|-------------------|-------|
| a. In prekindergarten   | _____ | e. In high school | _____ |
| b. In kindergarten      | _____ | f. In college     | _____ |
| c. In elementary school | _____ | g. After college  | _____ |
| d. In middle school     | _____ |                   |       |

6. Explain in greater detail how you found out about this ability.

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7. How have you used this ability in the past? Explain in detail.

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8. How are you using this ability in the present? Explain in detail.

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9. How are you planning to use this ability in the future? Explain in detail.

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10. How do you feel about having this ability? Explain through your feelings rather than through your thinking.

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**Homework:** During the coming week, think more about how you could develop this ability. Jot down anything that comes to mind about this ability during the course of this week. At the end of the week, see whether you can put all these thoughts into one single plan to develop this ability even more than you have done in the past.

## Spiritual Ability

This ability implies troublesome thoughts with cosmic achievement and its relationship to a higher power or powers. It may involve a deep, personal interest in religious matters and activities, including membership in organized religion, belonging to a church, praying, and believing in the importance of spiritual activities as being foremost in one's life, including faith in what is not known and accepting faith as being more important than scientific evidence or facts.

**Practice Exercise 1. Spiritual Ability**

Name \_\_\_\_\_ Sex \_\_\_\_\_ Date \_\_\_\_\_

The purpose of this practice exercise is to understand in greater detail the nature of this ability. How did it develop? How have you used it in the past? How can you use it in the present and future?

1. Why is this ability important to you? Give as many reasons as you can think of.

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2. How does this ability apply to you?

- |                 |       |               |       |
|-----------------|-------|---------------|-------|
| a. A great deal | _____ | c. Not at all | _____ |
| b. Somewhat     | _____ |               |       |

3. Explain in detail how this ability applies to you.

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4. How did this ability develop in you? Explain in detail.

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5. When did you find out that you had this ability?

- |                         |       |                   |       |
|-------------------------|-------|-------------------|-------|
| a. In prekindergarten   | _____ | e. In high school | _____ |
| b. In kindergarten      | _____ | f. In college     | _____ |
| c. In elementary school | _____ | g. After college  | _____ |
| d. In middle school     | _____ |                   |       |

6. Explain in greater detail how you found out about this ability.

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7. How have you used this ability in the past? Explain in detail.

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8. How are you using this ability in the present? Explain in detail.

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9. How are you planning to use this ability in the future? Explain in detail.

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10. How do you feel about having this ability? Explain through your feelings rather than through your thinking.

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**Homework:** During the coming week, think more about how you could develop this ability. Jot down anything that comes to mind about this ability during the course of this week. At the end of the week, see whether you can put all these thoughts into one single plan to develop this ability even more than you have done in the past.

## Existential Ability

This ability involves interest in the meaning of life and the purpose of one's being within a larger historical and contextual framework. It may mean and it may be related to spiritual and emotional interests, but in itself it includes valuing life as the main reason for living, and enjoying the subjective experience rather than an objective reality. It may mean interest in philosophical pursuits, either formally or informally, that give more information about this subject.

### Practice Exercise 1. Existential Ability

Name \_\_\_\_\_ Sex \_\_\_\_\_ Date \_\_\_\_\_

The purpose of this practice exercise is to understand in greater detail the nature of this ability. How did it develop? How have you used it in the past? How can you use it in the present and future?

1. Why is this ability important to you? Give as many reasons as you can think of.

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2. How does this ability apply to you?

a. A great deal \_\_\_\_\_ c. Not at all \_\_\_\_\_  
b. Somewhat \_\_\_\_\_

3. Explain in detail how this ability applies to you.

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4. How did this ability develop in you? Explain in detail.

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5. When did you find out that you had this ability?

- |                         |       |                   |       |
|-------------------------|-------|-------------------|-------|
| a. In prekindergarten   | _____ | e. In high school | _____ |
| b. In kindergarten      | _____ | f. In college     | _____ |
| c. In elementary school | _____ | g. After college  | _____ |
| d. In middle school     | _____ |                   |       |

6. Explain in greater detail how you found out about this ability.

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7. How have you used this ability in the past? Explain in detail.

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8. How are you using this ability in the present? Explain in detail.

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9. How are you planning to use this ability in the future? Explain in detail.

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10. How do you feel about having this ability? Explain through your feelings rather than through your thinking.

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**Homework:** During the coming week, think more about how you could develop this ability. Jot down anything that comes to mind about this ability during the course of this week. At the end of the week, see whether you can put all these thoughts into one single plan to develop this ability even more than you have done in the past.

## Emotional Ability

This ability consists of being aware of and accessible to one's feelings and emotions, as shown by crying appropriately, speaking about one's feelings using the personal pronoun "I," valuing feelings and emotions over reason and thinking or even behavior. It implies being emphatic and sympathetic about how others feel, valuing their feelings and not allowing reason and thinking to distract from one's emotional state. It implies also consideration of feelings as the bottom line of one's existence.

### Practice Exercise 1. Emotional Ability

Name \_\_\_\_\_ Sex \_\_\_\_\_ Date \_\_\_\_\_

The purpose of this practice exercise is to understand in greater detail the nature of this ability. How did it develop? How have you used it in the past? How can you use it in the present and future?

1. Why is this ability important to you? Give as many reasons as you can think of.

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2. How does this ability apply to you?

- |                 |       |               |       |
|-----------------|-------|---------------|-------|
| a. A great deal | _____ | c. Not at all | _____ |
| b. Somewhat     | _____ |               |       |

3. Explain in detail how this ability applies to you.

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4. How did this ability develop in you? Explain in detail.

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5. When did you find out that you had this ability?

- |                         |       |                   |       |
|-------------------------|-------|-------------------|-------|
| a. In prekindergarten   | _____ | e. In high school | _____ |
| b. In kindergarten      | _____ | f. In college     | _____ |
| c. In elementary school | _____ | g. After college  | _____ |
| d. In middle school     | _____ |                   |       |

6. Explain in greater detail how you found out about this ability.

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7. How have you used this ability in the past? Explain in detail.

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8. How are you using this ability in the present? Explain in detail.

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9. How are you planning to use this ability in the future? Explain in detail.

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10. How do you feel about having this ability? Explain through your feelings rather than through your thinking.

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**Homework:** During the coming week, think more about how you could develop this ability. Jot down anything that comes to mind about this ability during the course of this week. At the end of the week, see whether you can put all these thoughts into one single plan to develop this ability even more than you have done in the past.

## Practical Ability

This ability deals with interest in solving problems, ranging from simple decision making, to choosing one option over other options, to being able to explain the pros and cons of making choices. It involves finding appropriate solutions to a variety of problems, including manual, rational, or even irrational or verbal complexities. It may mean bringing down to earth issues and ideas that seem at first blush too abstract and complex to be solved.

### Practice Exercise 1. Practical Ability

Name \_\_\_\_\_ Sex \_\_\_\_\_ Date \_\_\_\_\_

The purpose of this practice exercise is to understand in greater detail the nature of this ability. How did it develop? How have you used it in the past? How can you use it in the present and future?

1. Why is this ability important to you? Give as many reasons as you can think of.

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2. How does this ability apply to you?

a. A great deal	_____	c. Not at all	_____
b. Somewhat	_____		



3. Explain in detail how this ability applies to you.

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4. How did this ability develop in you? Explain in detail.

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5. When did you find out that you had this ability?

- |                         |       |                   |       |
|-------------------------|-------|-------------------|-------|
| a. In prekindergarten   | _____ | e. In high school | _____ |
| b. In kindergarten      | _____ | f. In college     | _____ |
| c. In elementary school | _____ | g. After college  | _____ |
| d. In middle school     | _____ |                   |       |

6. Explain in greater detail how you found out about this ability.

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7. How have you used this ability in the past? Explain in detail.

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8. How are you using this ability in the present? Explain in detail.

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9. How are you planning to use this ability in the future? Explain in detail.

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10. How do you feel about having this ability? Explain through your feelings rather than through your thinking.

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**Homework:** During the coming week, think more about how you could develop this ability. Jot down anything that comes to mind about this ability during the course of this week. At the end of the week, see whether you can put all these thoughts into one single plan to develop this ability even more than you have done in the past.

## Analytical Ability

This ability involves a critical evaluation of an issue, idea, problem, or confrontation, being able to break down the various components of a situation into their relationship within themselves as well as with external or historical determinants. Its content may be political, academic, philosophical, or even mechanical. However, the major aspect that distinguishes this ability from the practical relies on criticalness, being aware of the various pros and cons of many ideological situations, and being able to get down to the core issue of many situations.

### Practice Exercise 1. Analytical Ability

Name \_\_\_\_\_ Sex \_\_\_\_\_ Date \_\_\_\_\_

The purpose of this practice exercise is to understand in greater detail the nature of this ability. How did it develop? How have you used it in the past? How can you use it in the present and future?

1. Why is this ability important to you? Give as many reasons as you can think of.

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2. How does this ability apply to you?

- |                 |       |               |       |
|-----------------|-------|---------------|-------|
| a. A great deal | _____ | c. Not at all | _____ |
| b. Somewhat     | _____ |               |       |

3. Explain in detail how this ability applies to you.

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4. How did this ability develop in you? Explain in detail.

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5. When did you find out that you had this ability?

- |                         |       |                   |       |
|-------------------------|-------|-------------------|-------|
| a. In prekindergarten   | _____ | e. In high school | _____ |
| b. In kindergarten      | _____ | f. In college     | _____ |
| c. In elementary school | _____ | g. After college  | _____ |
| d. In middle school     | _____ |                   |       |

6. Explain in greater detail how you found out about this ability.

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7. How have you used this ability in the past? Explain in detail.

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8. How are you using this ability in the present? Explain in detail.

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9. How are you planning to use this ability in the future? Explain in detail.

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10. How do you feel about having this ability? Explain through your feelings rather than through your thinking.

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**Homework:** During the coming week, think more about how you could develop this ability. Jot down anything that comes to mind about this ability during the course of this week. At the end of the week, see whether you can put all these thoughts into one single plan to develop this ability even more than you have done in the past.

## Creative Ability

This ability implies being able to generate unusual problem-solving choices, plans, and options, whether in the arts, sciences, or any other human endeavor. It involves being able to come up with a solution, idea, product, or composition that no one else ever thought of before. It may refer to physical patterns, literary compositions, visual assignments, or mechanical solutions.

### Practice Exercise 1. Creative Ability

Name \_\_\_\_\_ Sex \_\_\_\_\_ Date \_\_\_\_\_

The purpose of this practice exercise is to understand in greater detail the nature of this ability. How did it develop? How have you used it in the past? How can you use it in the present and future?

1. Why is this ability important to you? Give as many reasons as you can think of.

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2. How does this ability apply to you?

- |                 |       |               |       |
|-----------------|-------|---------------|-------|
| a. A great deal | _____ | c. Not at all | _____ |
| b. Somewhat     | _____ |               |       |

3. Explain in detail how this ability applies to you.

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4. How did this ability develop in you? Explain in detail.

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5. When did you find out that you had this ability?

- |                         |       |                   |       |
|-------------------------|-------|-------------------|-------|
| a. In prekindergarten   | _____ | e. In high school | _____ |
| b. In kindergarten      | _____ | f. In college     | _____ |
| c. In elementary school | _____ | g. After college  | _____ |
| d. In middle school     | _____ |                   |       |

6. Explain in greater detail how you found out about this ability.

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7. How have you used this ability in the past? Explain in detail.

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8. How are you using this ability in the present? Explain in detail.

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9. How are you planning to use this ability in the future? Explain in detail.

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10. How do you feel about having this ability? Explain through your feelings rather than through your thinking.

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**Homework:** During the coming week, think more about how you could develop this ability. Jot down anything that comes to mind about this ability during the course of this week. At the end of the week, see whether you can put all these thoughts into one single plan to develop this ability even more than you have done in the past.

## Sexual Ability

This ability involves being very interested in sensual and sexual pleasures, involving skin and body sensations obtained through masturbation or sexual intercourse, but also caressing, massaging, or touching one's or someone else's body. It may involve thinking and fantasizing about body pleasures, wanting to be with someone to discuss these pleasures, and even buying books, videotapes, and paraphernalia

relating to sex and sexual activities, or watching so-called pornographic movies or videotapes.

### Practice Exercise 1. Sexual Ability

Name \_\_\_\_\_ Sex \_\_\_\_\_ Date \_\_\_\_\_

The purpose of this practice exercise is to understand in greater detail the nature of this ability. How did it develop? How have you used it in the past? How can you use it in the present and future?

1. Why is this ability important to you? Give as many reasons as you can think of.

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2. How does this ability apply to you?

- |                 |       |
|-----------------|-------|
| a. A great deal | _____ |
| b. Somewhat     | _____ |
| c. Not at all   | _____ |

3. Explain in detail how this ability applies to you.

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4. How did this ability develop in you? Explain in detail.

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5. When did you find out that you had this ability?

- |                         |       |                   |       |
|-------------------------|-------|-------------------|-------|
| a. In prekindergarten   | _____ | e. In high school | _____ |
| b. In kindergarten      | _____ | f. In college     | _____ |
| c. In elementary school | _____ | g. After college  | _____ |
| d. In middle school     | _____ |                   |       |

6. Explain in greater detail how you found out about this ability.

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7. How have you used this ability in the past? Explain in detail.

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8. How are you using this ability in the present? Explain in detail.

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9. How are you planning to use this ability in the future? Explain in detail.

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10. How do you feel about having this ability? Explain through your feelings rather than through your thinking.

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**Homework:** During the coming week, think more about how you could develop this ability. Jot down anything that comes to mind about this ability during the course of this week. At the end of the week, see whether you can put all these thoughts into one single plan to develop this ability even more than you have done in the past.



## Concluding Feedback Form

Name \_\_\_\_\_ Sex \_\_\_\_\_ Date \_\_\_\_\_

The purpose of this practice exercise is to review what you learned from working on selected practice exercises in this practice exercises.

- Below are listed all the abilities that are included in the practice exercises. Some of these abilities may not have been included in your practice exercises because you listed them as not being interesting to you. Perhaps you may have changed your mind. If so, feel free to rank-order them according to how important they are to you now. Rank as No. 1 the ability that you think is the most important to you, rank as No. 2 the ability that is second in importance to you, and so on, until you reach abilities that are not important to you, for which you can either write N/A or give a rank number if you think you can rank-order the abilities that do not apply to you.

<i>Ability</i>	<i>Rank-order</i>	<i>Ability</i>	<i>Rank-order</i>
a. Language	_____	i. Spiritual	_____
b. Logical-mathematical	_____	j. Existential	_____
c. Spatial	_____	k. Emotional	_____
d. Musical	_____	l. Practical	_____
e. Bodily-kinesthetic	_____	m. Analytical	_____
f. Interpersonal	_____	n. Creative	_____
g. Intrapersonal	_____	o. Sexual	_____
h. Naturalistic	_____		

- What did you learn from working on the practice exercises given to you? Please explain freely.

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- What did you like best about working on these practice exercises?

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4. What did you like the least about these practice exercise?

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5. How did this practice exercises help in reaching your goals? Check which answer applied to you:

- a. A lot \_\_\_\_\_ c. Not at all \_\_\_\_\_  
b. Somewhat \_\_\_\_\_

6. What suggestions could you make to improve this practice exercises?

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## Normative Experiences: Form AB5C

The purpose of this practice exercises is to help you understand the nature of your normal experiences. You will be asked to answer in writing many practice exercises containing a great many questions about the experiences that make up your normality. Participation in working on this practice exercises is completely voluntary, and you do not have to answer any questions or complete any practice exercise if you do not want to do it. It is completely up to you whether you want to learn more about yourself and whether you want professionals interested in your welfare to learn more about you. If you complete this practice exercise, it means that you do want to learn more about yourself and that you are interested in improving your condition.

### Practice Exercise 1. Understanding Your Normality

Name \_\_\_\_\_ Sex \_\_\_\_\_ Date \_\_\_\_\_

The purpose of this first practice exercise is to understand more about your normality and determine the best course of action to deal with it. To learn more about yourself, you will need to explain what the behaviors listed below mean to you. Each behavior, together with other behaviors, very likely makes up your personality.

Some behaviors may be hard for you to know or understand. Use a dictionary or ask relatives or friends for the meaning of behaviors you do not know or do not understand. Make sure to explain what each behavior means to you. For each behavior, give two concrete examples to make sure you understand what that behavior means.

<i>Behaviors and Definitions</i>	<i>Examples</i>
a. Dutifulness _____ _____ _____	Example 1 _____ _____ Example 2 _____ _____
b. Moderation _____ _____ _____	Example 1 _____ _____ Example 2 _____ _____
c. Morality _____ _____ _____	Example 1 _____ _____ Example 2 _____ _____
d. Impulse control _____ _____ _____	Example 1 _____ _____ Example 2 _____ _____
e. Happiness _____ _____ _____	Example 1 _____ _____ Example 2 _____ _____
f. Calmness _____ _____ _____	Example 1 _____ _____ Example 2 _____ _____
g. Cautiousness _____ _____ _____	Example 1 _____ _____ Example 2 _____ _____

h. Purposefulness \_\_\_\_\_ Example 1 \_\_\_\_\_

\_\_\_\_\_ Example 2 \_\_\_\_\_

i. Cooperation \_\_\_\_\_ Example 1 \_\_\_\_\_

\_\_\_\_\_ Example 2 \_\_\_\_\_

j. Tranquility \_\_\_\_\_ Example 1 \_\_\_\_\_

\_\_\_\_\_ Example 2 \_\_\_\_\_

k. Leadership \_\_\_\_\_ Example 1 \_\_\_\_\_

\_\_\_\_\_ Example 2 \_\_\_\_\_

l. Orderliness \_\_\_\_\_ Example 1 \_\_\_\_\_

\_\_\_\_\_ Example 2 \_\_\_\_\_

m. Stability \_\_\_\_\_ Example 1 \_\_\_\_\_

\_\_\_\_\_ Example 2 \_\_\_\_\_

n. Efficiency \_\_\_\_\_ Example 1 \_\_\_\_\_

\_\_\_\_\_ Example 2 \_\_\_\_\_

o. Imperturbability \_\_\_\_\_ Example 1 \_\_\_\_\_

\_\_\_\_\_ Example 2 \_\_\_\_\_

p. Nurturance \_\_\_\_\_ Example 1 \_\_\_\_\_

\_\_\_\_\_ Example 2 \_\_\_\_\_

q. Conscientiousness \_\_\_\_\_

Example 1 \_\_\_\_\_

\_\_\_\_\_

Example 2 \_\_\_\_\_

\_\_\_\_\_

r. Depth \_\_\_\_\_

Example 1 \_\_\_\_\_

\_\_\_\_\_

Example 2 \_\_\_\_\_

\_\_\_\_\_

s. Talkativeness \_\_\_\_\_

Example 1 \_\_\_\_\_

\_\_\_\_\_

Example 2 \_\_\_\_\_

\_\_\_\_\_

2. Now that you have explained the meaning of these behaviors, it is important to find out which behaviors you want to improve. Each behavior that you have just explained needs to be rank-ordered according to how much you want to improve that particular behavior. Rank as No. 1 the behavior that you want to improve the most, rank as No. 2 the behavior that you want to improve next, and so on; mark as N/A the behaviors that do not need any improvement.

Behaviors	Rank-order	Behaviors	Rank-order
a. Dutifulness	_____	k. Leadership	_____
b. Moderation	_____	l. Orderliness	_____
c. Morality	_____	m. Stability	_____
d. Impulse control	_____	n. Efficiency	_____
e. Happiness	_____	o. Imperturbability	_____
f. Calmness	_____	p. Nurturance	_____
g. Cautiousness	_____	q. Conscientiousness	_____
h. Purposefulness	_____	r. Depth	_____
i. Cooperation	_____	s. Talkativeness	_____
j. Tranquility	_____		

3. Write why you ranked these behaviors the way you did.

\_\_\_\_\_

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\_\_\_\_\_

4. Now that you have completed this practice exercise, check which of these answers indicates how you felt about it. There is also space for you to explain further, if you want to.
- a. I did not like this practice exercise at all. I want to quit this stupid practice exercises. \_\_\_\_\_
  - b. I did not like this practice exercise very much, but I want to go on with this practice exercises. \_\_\_\_\_
  - c. I liked this practice exercise and I want to go on with this practice exercises. \_\_\_\_\_
  - d. I liked this practice exercise a lot and I wish I had something like this practice exercises years ago. \_\_\_\_\_
  - e. I liked it so much that I wish all people with the same condition I have could get something like this practice exercises to work on. \_\_\_\_\_

**Homework:** During the next week, think more about the behaviors you rank-ordered and whether you want to change their rank-order.

## Concluding Follow-Up Form

Name \_\_\_\_\_ Sex \_\_\_\_\_ Date \_\_\_\_\_

The purpose of this form is to review whether this practice exercises was helpful to you or not.

1. Check the answer that best fits how you feel about this practice exercises:
  - a. I did not like working on this practice exercises at all. I wish I never saw it. \_\_\_\_\_
  - b. I did not like this practice exercises at all, but I am glad I got to work on it. \_\_\_\_\_
  - c. I am delighted I got a chance to work on this practice exercises. \_\_\_\_\_
  - d. I am not only delighted about working on this practice exercises, but I wish everybody had a chance to work on it. \_\_\_\_\_
2. How helpful was it to work on this practice exercises? Check the answer that applies to you.
 

a. Not helpful at all _____	c. Helpful _____
b. Somewhat helpful _____	d. Very helpful _____

3. Which practice exercise did you like best? Rank as No. 1 the one that you liked best, rank as No. 2 the one you liked next best, and so on; mark as N/A the ones you did not like at all or did not apply to you.

<i>Behaviors</i>	<i>Rank-order</i>	<i>Behaviors</i>	<i>Rank-order</i>
a. Dutifulness	_____	k. Leadership	_____
b. Moderation	_____	l. Orderliness	_____
c. Morality	_____	m. Stability	_____
d. Impulse control	_____	n. Efficiency	_____
e. Happiness	_____	o. Imperturbability	_____
f. Calmness	_____	p. Nurturance	_____
g. Cautiousness	_____	q. Conscientiousness	_____
h. Purposefulness	_____	r. Depth	_____
i. Cooperation	_____	s. Talkativeness	_____
j. Tranquility	_____		

4. Explain why you rank-ordered these behaviors the way you did.

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5. Sometimes what we like most is not necessarily the most helpful. Which practice exercise was the most helpful to you? Rank the practice exercises according to their helpfulness to you. Rank as No. 1 the most helpful, rank as No. 2 the next most helpful, and so on, down to the least helpful practice exercise; mark as N/A the practice exercises that did not apply to you.

<i>Behaviors</i>	<i>Rank-order</i>	<i>Behaviors</i>	<i>Rank-order</i>
a. Dutifulness	_____	k. Leadership	_____
b. Moderation	_____	l. Orderliness	_____
c. Morality	_____	m. Stability	_____
d. Impulse control	_____	n. Efficiency	_____
e. Happiness	_____	o. Imperturbability	_____
f. Calmness	_____	p. Nurturance	_____
g. Cautiousness	_____	q. Conscientiousness	_____
h. Purposefulness	_____	r. Depth	_____
i. Cooperation	_____	s. Talkativeness	_____
j. Tranquility	_____		

6. Explain why you rank-ordered these behaviors the way you did.

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7. Feel free to write any comments that might improve this practice exercises.

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## Normative Experiences: Form IPIP

The purpose of this practice exercise is to help you understand the nature of your normal experiences. You will be asked to answer in writing many practice exercises containing a great many questions about the many experiences that make up your personality. Of course, you do not have to answer any question or complete any practice exercise if you do not want to. Participation in working on this practice exercises is completely voluntary. It is completely up to you whether you want to learn more about yourself and whether you want professionals interested in your welfare to learn more about you. If you complete this practice exercise, it means that you do want to learn more about yourself and that you are interested in improving your condition.

### Practice Exercise 1. Understanding Your Normality

Name\_\_\_\_\_Sex\_\_\_\_\_Date\_\_\_\_\_

The purpose of this first practice exercise is to understand more about your normality and to determine the best course of action to deal with it. To learn more about yourself, explain what the behaviors listed below mean to you. Each behavior, together with other ones, very likely makes up your personality. To understand how each behavior applies to you, define each behavior and give two examples. Make sure to explain what each behavior means to you. Use a dictionary if you need one.



*Behavior and Definitions*

*Examples*

a. Stability	Example 1
	Example 2
b. Cooperation	Example 1
	Example 2
c. Temperance	Example 1
	Example 2
d. Dutifulness	Example 1
	Example 2
e. Self-control	Example 1
	Example 2
f. Calmness	Example 1
	Example 2
g. Happiness	Example 1
	Example 2
h. Satisfaction	Example 1
	Example 2
i. Impulse control	Example 1
	Example 2

j. Imagination _____	Example 1 _____
_____	_____
_____	Example 2 _____
_____	_____
k. Immoderation _____	Example 1 _____
_____	_____
_____	Example 2 _____
_____	_____

2. Now that you have explained the meaning of all these behaviors, it is important to find out how they apply to you. Each behavior that you have just explained needs to be rank-ordered according to how much that particular behavior applies to you. Rank as No. 1 the behavior that applies to you the most, rank as No. 2 the behavior that applies to you next, and so on; mark as N/A the behaviors that do not apply to you at all.

<i>Behaviors</i>	<i>Rank-order</i>	<i>Behaviors</i>	<i>Rank-order</i>
a. Stability	_____	g. Happiness	_____
b. Cooperation	_____	h. Satisfaction	_____
c. Temperance	_____	i. Impulse control	_____
d. Dutifulness	_____	j. Imagination	_____
e. Self-control	_____	k. Immoderation	_____
f. Calmness	_____		

3. Write why you ranked these behaviors the way you did.

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4. Now that you have completed this practice exercise, check which of these answers indicates how you felt about it. There is also space for you to explain further, if you want to.

- |  |       |
|--|-------|
| a. I did not like this practice exercise at all. I want to quit this stupid practice exercises.  | _____ |
| b. I did not like this practice exercise very much, but I want to go on with this practice exercises.                                    | _____ |
| c. I liked this practice exercise and I want to go on with this practice exercises.  | _____ |
| d. I liked this practice exercise a lot and I wish I had something like this practice exercises years ago.                               | _____ |
| e. I liked it so much that I wish all people with the same condition I have could get something like this practice exercises to work on. | _____ |

**Homework:** During the coming week, think more about the behaviors you ranked.

Concluding Follow-Up Form

Name \_\_\_\_\_ Sex \_\_\_\_\_ Date \_\_\_\_\_

The purpose of this form is to review whether this practice exercises was helpful to you or not.

1. Check the answer that best fits how you feel about this practice exercises:

a. I did not like working on this practice exercises at all.  
I wish I never saw it.

b. I did not like this practice exercises at all, but I am glad  
I got to work on it.

c. I am delighted I got a chance to work on this practice exercises.

d. I am not only delighted about working on this practice  
exercises, but I wish everybody had a chance to work on it.
2. How helpful was it to work on this practice exercises? Check the answer that  
applies to you.

a. Not helpful at all

b. Somewhat helpful

c. Helpful

d. Very helpful
3. Which practice exercise did you like best? Rank as No. 1 the one that you liked  
best, rank as No. 2 the one you liked next best, and so on; mark as N/A the ones  
you did not like at all or did not apply to you.

Behaviors	Rank-order	Behaviors	Rank-order
a. Stability		g. Happiness	
b. Cooperation		h. Satisfaction	
c. Temperance		i. Impulse control	
d. Dutifulness		j. Imagination	
e. Self-control		k. Immoderation	
f. Calmness			

4. Sometimes what we like most is not necessarily the most helpful. Which prac-  
tice exercise was the most helpful to you? Rank the practice exercises according  
to their helpfulness to you. Rank as No. 1 the most helpful, rank as No. 2 the  
next most helpful, and so on, down to the least helpful practice exercise; mark  
as N/A the practice exercises that did not apply to you.

<i>Behaviors</i>	<i>Rank-order</i>	<i>Behaviors</i>	<i>Rank-order</i>
a. Stability	_____	g. Happiness	_____
b. Cooperation	_____	h. Satisfaction	_____
c. Temperance	_____	i. Impulse control	_____
d. Dutifulness	_____	j. Imagination	_____
e. Self-control	_____	k. Immoderation	_____
f. Calmness	_____		

5. Explain why you rank-ordered these behaviors the way you did.

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6. Feel free to write any comments that might improve this practice exercises.

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## Normative Experiences: Form PSC

The purpose of this practice exercises is to help you understand the nature of your normal experiences. You will be asked to answer in writing many practice exercises containing a great many questions about the many experiences that make up your condition. Of course, you do not have to answer any question or complete any practice exercise. It is completely up to you whether you want to learn more about yourself and whether you want professionals interested in your welfare to learn more about you. If you complete this practice exercise, it means that you do want to learn more about yourself and that you are interested in improving your condition.

### Practice Exercise 1. Understanding Your Normality

Name\_\_\_\_\_Sex\_\_\_\_Date\_\_\_\_\_

The purpose of this first practice exercise is to understand more about your normality and to determine the best course of action to deal with it. To learn more about yourself, you will need to explain what the behaviors listed below mean to you. Each behavior, together with other behaviors, very likely makes up your

personality. To understand how each behavior applies to you, define each behavior and give two examples. Make sure to explain what each behavior means to you. Use a dictionary if you need one.

*Behaviors and Definitions**Examples*

- |   |  |
|---|--|
| a. Socialization _____<br>_____<br>_____        | Example 1 _____<br>_____<br>Example 2 _____<br>_____ |
| b. Reliability _____<br>_____<br>_____          | Example 1 _____<br>_____<br>Example 2 _____<br>_____ |
| c. Good impression _____<br>_____<br>_____      | Example 1 _____<br>_____<br>Example 2 _____<br>_____ |
| d. Prudence _____<br>_____<br>_____             | Example 1 _____<br>_____<br>Example 2 _____<br>_____ |
| e. Dutifulness _____<br>_____<br>_____          | Example 1 _____<br>_____<br>Example 2 _____<br>_____ |
| f. Self-control _____<br>_____<br>_____         | Example 1 _____<br>_____<br>Example 2 _____<br>_____ |
| g. Work orientation _____<br>_____<br>_____     | Example 1 _____<br>_____<br>Example 2 _____<br>_____ |
| h. Managerial potential _____<br>_____<br>_____ | Example 1 _____<br>_____<br>Example 2 _____<br>_____ |

i. Responsibility _____	Example 1 _____
_____	_____
_____	Example 2 _____
_____	_____
j. Enlightened second nature _____	Example 1 _____
_____	_____
_____	Example 2 _____
_____	_____
k. Abstractness _____	Example 1 _____
_____	_____
_____	Example 2 _____
_____	_____
l. Forgetfulness _____	Example 1 _____
_____	_____
_____	Example 2 _____
_____	_____
m. Impulsiveness _____	Example 1 _____
_____	_____
_____	Example 2 _____
_____	_____

2. Now that you have explained the meaning of all these behaviors, it is important to find out how they apply to you. Each behavior that you have just explained needs to be rank-ordered according to how much that particular behavior applies to you. Rank as No. 1 the behavior that applies to you the most, rank as No. 2 the behavior that applies to you next, and so on; mark as N/A the behaviors that do not apply to you at all.

<i>Behaviors</i>	<i>Rank-order</i>	<i>Behaviors</i>	<i>Rank-order</i>
a. Socialization	_____	h. Managerial potential	_____
b. Reliability	_____	i. Responsibility	_____
c. Good impression	_____	j. Enlightened second nature	_____
d. Prudence	_____	k. Abstractness	_____
e. Dutifulness	_____	l. Forgetfulness	_____
f. Self-control	_____	m. Impulsiveness	_____
g. Work orientation	_____		

3. Write why you ranked these items the way you did.

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4. Now that you have completed this practice exercise, check which of these answers indicates how you felt about it. There is also space for you to explain further, if you want to.

- a. I did not like this practice exercise at all. I want to quit this stupid practice exercises. \_\_\_\_\_
- b. I did not like this practice exercise very much, but I want to go on with this practice exercises. \_\_\_\_\_
- c. I liked this practice exercise and I want to go on with this practice exercises. \_\_\_\_\_
- d. I liked this practice exercise a lot and I wish I had something like this practice exercises years ago. \_\_\_\_\_
- e. I liked it so much that I wish all people with the same condition I have could get something like this practice exercises to work on. \_\_\_\_\_

**Homework:** During the coming week, think more about the items you rank-ordered and whether you want to change their rank-order.

## Concluding Follow-Up Form

Name \_\_\_\_\_ Sex \_\_\_\_\_ Date \_\_\_\_\_

The purpose of this form is to review whether this practice exercises was helpful to you or not.

1. Check the answer that best fits how you feel about this practice exercises:

- a. I did not like working on this practice exercises at all. I wish I never saw it. \_\_\_\_\_
- b. I did not like this practice exercises at all, but I am glad I got to work on it. \_\_\_\_\_
- c. I am delighted I got a chance to work on this practice exercises. \_\_\_\_\_
- d. I am not only delighted about working on this practice exercises, but I wish everybody had a chance to work on it. \_\_\_\_\_

2. How helpful was it to work on this practice exercises? Check the answer that applies to you:
- a. Not helpful at all \_\_\_\_\_ c. Helpful \_\_\_\_\_  
 b. Somewhat helpful \_\_\_\_\_ d. Very helpful \_\_\_\_\_
3. Which practice exercise did you like best? Rank as No. 1 the one that you liked best, rank as No. 2 the one you liked next best, and so on; mark as N/A the ones you did not like at all or did not apply to you.

<i>Behaviors</i>	<i>Rank-order</i>	<i>Behaviors</i>	<i>Rank-order</i>
a. Socialization	_____	h. Managerial potential	_____
b. Reliability	_____	i. Responsibility	_____
c. Good impression	_____	j. Enlightened second nature	_____
d. Prudence	_____	k. Abstractness	_____
e. Dutifulness	_____	l. Forgetfulness	_____
f. Self-control	_____	m. Impulsiveness	_____
g. Work orientation	_____		

4. Sometimes what we like most is not necessarily the most helpful. Which practice exercise was the most helpful to you? Rank the practice exercises according to their helpfulness to you. Rank as No. 1 the most helpful, rank as No. 2 the next most helpful, and so on, down to the least helpful practice exercise; mark as N/A the practice exercises that did not apply to you.

<i>Behaviors</i>	<i>Rank-order</i>	<i>Behaviors</i>	<i>Rank-order</i>
a. Socialization	_____	h. Managerial potential	_____
b. Reliability	_____	i. Responsibility	_____
c. Good impression	_____	j. Enlightened second nature	_____
d. Prudence	_____	k. Abstractness	_____
e. Dutifulness	_____	l. Forgetfulness	_____
f. Self-control	_____	m. Impulsiveness	_____
g. Work orientation	_____		

5. Explain why you rank-ordered these item the way you did.

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6. Feel free to write any comments that might improve this practice exercises.

Priorities

The purpose of these practice exercises is to help participants become more aware of their priorities, that is, goals that in some way or another determine how one behaves and self-regulates in relationship with oneself and with important others. Priorities are goals that have been ranked according to a specific stage of the life cycle, as well as their importance, urgency, temporal perspective, and reality

There are three types of priorities considered in these practice exercises: (1) self-oriented; (2) others oriented; and (3) general, abstract or concrete ones. These priorities change developmentally from one stage of the life cycle to another. That is the reason for having different practice exercises for different stages of the life cycle.

Elementary-School Age

The purpose of this practice exercises is to help you become more aware of your priorities. Priorities are goals that in some way or another determine how you behave in relationship to yourself and to important others. There are three types of priorities (1) self-oriented, (2) others oriented, and (3) general.

Practice Exercise 1. Priorities

NameSexAgeDate

Please rank-order the self-priorities from the most important (1) to the least important (10), according to how important these priorities are to you.

<i>Self-Oriented</i>	<i>Rank-order</i>	<i>Self-Oriented</i>	<i>Rank-order</i>
a. School grades	<div></div>	f. Sense of humor	<div></div>
b. Physical	<div></div>	g. Intelligence	<div></div>
c. Attractiveness	<div></div>	h. Self-worth	<div></div>
d. Sports success	<div></div>	i. Other characteristic that	<div></div>
e. School conduct	<div></div>	is important to you: write	
		it down: ( <div></div> )	

Please rank-order the others-oriented priorities from the most important (1) to the least important (8), according to how important these priorities are to you.

*Others Oriented**Rank-order*

- a. Close friends
- b. Boy/girlfriend
- c. Mother or mother substitute (see Footnote 1)
- d. Father or father substitute (see Footnote 2)
- e. Brothers/sisters
- f. Other relatives
- g. Teachers
- h. Write the name of anybody else who makes you feel important (\_\_\_\_\_)

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Please rank-order the general priorities listed below according to how important they are to you. Rank as No. 1 the most important priority, rank as No. 2 the second most important, and so on, until you have ranked all the priorities in this list.

*General Priorities**Rank-order*

- a. Being sociable
- b. Being smart
- c. Talking with others
- d. Being close to others
- e. Being physically strong
- f. Being clean
- g. Being in good health
- h. Being attractive
- i. Having lots of things
- j. Being happy
- k. Being honest
- l. Being independent
- m. Having lots of money
- n. Being popular
- o. Feeling important
- p. Having many friends
- q. Becoming a champion in sports
- r. Becoming a great scientist
- s. Make up your own priority: what is it? (.....)
- t. Make up your own priority: what is it? (.....)

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Explain why you ordered the priorities listed above in the way that you did.

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## Middle-School Age

The purpose of this practice exercises is to help you become more aware of your priorities, that is, goals that in some way or another determine how you behave in relationship to yourself and to others.

### Practice Exercise 1. Priorities

Name \_\_\_\_\_ Sex \_\_\_\_\_ Age \_\_\_\_\_ Date \_\_\_\_\_

Please rank-order the self-priorities from the most important (1) to the least important (9), according to how important these priorities are to you.

<i>Self-Oriented</i>	<i>Rank-order</i>
a. School grades	_____
b. Physical attractiveness	_____
c. Sports	_____
d. School conduct	_____
e. Sense of humor	_____
f. Intelligence	_____
g. Self-worth	_____
h. Write any other self characteristic that makes you feel important: (_____)	_____
i. Write any other self characteristic that makes you feel important: (_____)	_____

Please rank-order these others-oriented priorities from the most important (1) to the least important (8), according to how important these persons are to you.

<i>Others Oriented</i>	<i>Rank-order</i>
a. Close friend	_____
b. Boy/girlfriend	_____
c. Mother or mother substitute (see Footnote 1)	_____
d. Father or father substitute (see Footnote 2)	_____
e. Brothers/sisters	_____
f. Other relatives	_____
g. Teachers	_____
h. Write the name of anybody else who makes you feel important (_____)	_____

Please rank-order the priorities listed below according to how important they are to you. Start with the most important priority as No. 1, then to the second most important No. 2, and so on until you have ranked all the priorities in this list.

*General Priorities**Rank-order*

- |   |       |
|---|-------|
| a. Being sociable                                 | _____ |
| b. Being smart                                    | _____ |
| c. Sharing with others                            | _____ |
| d. Being close to others                          | _____ |
| e. Being physically strong                        | _____ |
| f. Being clean                                    | _____ |
| g. Being in good health                           | _____ |
| h. Being attractive                               | _____ |
| i. Having lots of things                          | _____ |
| j. Being happy                                    | _____ |
| k. Being honest                                   | _____ |
| l. Being independent                              | _____ |
| m. Having lots of money                           | _____ |
| n. Being popular                                  | _____ |
| o. Feeling important                              | _____ |
| p. Having many friends                            | _____ |
| q. Becoming a champion in sports                  | _____ |
| r. Becoming a great scientist                     | _____ |
| s. Make up your own priority: what is it? (.....) | _____ |
| t. Make up your own priority: what is it? (.....) | _____ |

Explain why you ranked-ordered the general priorities as you did.

## High-School Age

The purpose of this practice exercises is to help you become more aware of your priorities, that is, goals that in some way or another determine how you behave in relationship to yourself and to others. There are three types of priorities: (1) self-priorities, (2) others priorities, and (3) general priorities.

### Practice Exercise 1. Priorities

Name \_\_\_\_\_ Sex \_\_\_\_\_ Age \_\_\_\_\_ Date \_\_\_\_\_

Please rank-order the self-oriented priorities from the most important (1) to the least important (10), according to how important these priorities are to you.

*Self-Oriented**Rank-order*

- |                            |       |
|----------------------------|-------|
| a. School grades           | _____ |
| b. Physical attractiveness | _____ |
| c. Sports success          | _____ |
| d. School conduct          | _____ |

- e. Popularity with peers \_\_\_\_\_
- f. Sense of humor \_\_\_\_\_
- g. Intelligence \_\_\_\_\_
- h. Job or work competence \_\_\_\_\_
- i. Self-worth \_\_\_\_\_
- j. Write any other self characteristic that makes you  
feel important: (\_\_\_\_\_)

Please rank-order the others-oriented priorities from the most important (1) to the least important (8), according to how important these persons are to you.

- | <i>Others Oriented</i>   | <i>Rank-order</i> |
|--|-------------------|
| a. Close friends   | _____             |
| b. Boy/girlfriend  | _____             |
| c. Mother or mother substitute (see Footnote 1)                            | _____             |
| d. Father or father substitute (see Footnote 2)                            | _____             |
| e. Brothers/sisters  | _____             |
| f. Other relatives   | _____             |
| g. Teachers  | _____             |
| h. Write the name of anybody else who makes you feel important:<br>(_____) | _____             |

Please rank-order the general priorities listed below according to how important they are to you. Start with the most important priority as No. 1, then to the second most important No. 2, and so on until you have ranked all the priorities in this list.

- | <i>General Priorities</i>        | <i>Rank-order</i> |
|----------------------------------|-------------------|
| a. Being sociable                | _____             |
| b. Being smart                   | _____             |
| c. Sharing with others           | _____             |
| d. Being close to others         | _____             |
| e. Being physically strong       | _____             |
| f. Being clean                   | _____             |
| g. Being in good health          | _____             |
| h. Being attractive              | _____             |
| i. Having lots of things         | _____             |
| j. Being happy                   | _____             |
| k. Being honest                  | _____             |
| l. Being independent             | _____             |
| m. Having lots of money          | _____             |
| n. Being popular                 | _____             |
| o. Feeling important             | _____             |
| p. Having many friends           | _____             |
| q. Becoming a champion in sports | _____             |

- r. Becoming a great scientist \_\_\_\_\_
- s. Make up your own priority: what is it? (.....) \_\_\_\_\_
- t. Make up your own priority: what is it? (.....) \_\_\_\_\_

Explain why you ranked-ordered the general priorities as you did.

## College Age

The purpose of this practice exercises is to help you become more aware of your priorities, that is, goals that in some way or another determine how you behave in relationship to yourself and others. There are three types of priorities (1) self-priorities, (2) others-priorities, and (3) general.

### Practice Exercise 1. Priorities

Name \_\_\_\_\_ Sex \_\_\_\_\_ Age \_\_\_\_\_ Date \_\_\_\_\_

Please rank-order the self-priorities from the most important (1) to the least important (10), according to how important these priorities are to you.

<i>Self-Oriented</i>	<i>Rank-order</i>
a. School achievement	_____
b. Physical attractiveness	_____
c. Sports success	_____
d. Intelligence	_____
e. Creativity	_____
f. Sense of humor	_____
g. Popularity	_____
h. Morality	_____
i. Self-worth or self-esteem	_____
j. Any other characteristic that makes you feel important: (_____) _____	

Please rank-order the others-oriented priorities listed below from the most important (1) to the least important (9), according to how important these priorities are to you.

<i>Others Oriented</i>	<i>Rank-order</i>
a. Close friendships	_____
b. Romantic relationships	_____
c. School/job/career	_____
d. Mother or mother substitute (see Footnote 1)	_____
e. Father or father substitute (see Footnote 2)	_____
f. Siblings	_____

- g. Relatives \_\_\_\_\_
- h. Teachers/mentors \_\_\_\_\_
- i. Other person that makes you feel important (.....) \_\_\_\_\_

Please rank-order the general priorities listed below according to how important they are to you. Start with the most important priority as No. 1, then to the second most important as No. 2, and so on until you have ranked all the priorities in this list.

<i>General Priorities</i>	<i>Rank-order</i>
a. Being sociable	_____
b. Being smart	_____
c. Sharing with others	_____
d. Being close to others	_____
e. Being physically strong	_____
f. Being clean	_____
g. Being in good health	_____
h. Being attractive	_____
i. Having lots of things	_____
j. Being happy	_____
k. Being honest	_____
l. Being independent	_____
m. Having lots of money	_____
n. Being popular	_____
o. Feeling important	_____
p. Having many friends	_____
q. Becoming a champion in sports	_____
r. Becoming a great scientist	_____
s. Make up your own priority: what is it? (.....)	_____
t. Make up your own priority: what is it? (.....)	_____

Explain why you ranked-ordered the general priorities as you did.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

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\_\_\_\_\_

Adulthood

The purpose of this practice exercises is to help you become more aware of your priorities, that is, goals that in some way or another determine how you behave in relationship to yourself and to others. There are at least three types of priorities (1) self-priorities, (2) others priorities, and (3) general priorities.

**Practice Exercise 1. Priorities**

Name\_\_\_\_\_Age\_\_\_\_\_Sex\_\_\_\_\_Date\_\_\_\_\_

Please rank-order the self-priorities from the most important (1) to the least important (9), according to how important these priorities are to you.

<i>Self-Oriented</i>	<i>Rank-order</i>
a. Intelligence	_____
b. Physical attractiveness	_____
c. Sports success	_____
d. Sense of humor	_____
e. Job competence	_____
f. Sociability	_____
g. Morality	_____
h. Self-worth or self-esteem	_____
i. Any other self-oriented priority not listed above (_____)	_____

Please rank-order the others-oriented priorities listed below from the most important (1) to the least important (12), according to how important these priorities are to you.

<i>Others Oriented</i>	<i>Rank-order</i>
a. Partner/mate or boy/girlfriend	_____
b. Children (if applicable)	_____
c. Mother or mother substitute (see Footnote 1)	_____
d. Father or father substitute (see Footnote 2)	_____
e. In-laws (if applicable)	_____
f. Siblings	_____
g. Friends	_____
h. Coworkers	_____
i. Neighbors	_____
j. Relatives	_____
k. Teachers/mentors	_____
l. Any other others-oriented priority not listed above (_____)	_____

Please rank-order the priorities listed below according to how important they are to you. Start with the most important priority as No. 1, then the second most important as No. 2, and so on until you have ranked all the priorities in this list.

<i>General Priorities</i>	<i>Rank-order</i>
a. Being sociable	_____
b. Being smart	_____
c. Sharing with others	_____
d. Being close to others	_____
e. Being physically strong	_____



- f. Being clean \_\_\_\_\_
- g. Being in good health \_\_\_\_\_
- h. Being attractive \_\_\_\_\_
- i. Having lots of things \_\_\_\_\_
- j. Being happy \_\_\_\_\_
- k. Being honest \_\_\_\_\_
- l. Being independent \_\_\_\_\_
- m. Having lots of money \_\_\_\_\_
- n. Being popular \_\_\_\_\_
- o. Feeling important \_\_\_\_\_
- p. Having many friends \_\_\_\_\_
- q. Becoming a champion in sports \_\_\_\_\_
- r. Becoming a great scientist \_\_\_\_\_
- s. Make up your own priority: what is it? (.....) \_\_\_\_\_
- t. Make up your own priority: what is it? (.....) \_\_\_\_\_

Explain why you rank-ordered the general priorities as you did.

Instructions to the Professional Administrator for Standard Practice Exercises for Priorities practice exercise

From the rank-orders given in the first practice exercise, administer standard practice exercises for priorities according to the rank-orders given there. The priority given first place should be numbered and written down for self-oriented, others-oriented, and general priorities. After this practice exercise is completed, just follow the rank-orders given in the first practice exercise – No. 2, No. 3, and so on – until the agreed-upon number of standard practice exercises that was decided beforehand is completed.

## Standard Practice Exercise for Priorities

Self-Priority No. \_\_\_\_ Title of Priority \_\_\_\_\_

Name \_\_\_\_\_ Age \_\_\_\_\_ Sex \_\_\_\_\_ Date \_\_\_\_\_

The purpose of this practice exercise is to understand more about the self-priority listed above in the title.

1. How does this priority apply to you? Please explain in detail.

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2. How often do you think about this priority?

- |                              |       |                         |       |
|------------------------------|-------|-------------------------|-------|
| a. Practically every day     | _____ | e. Once every 6 months  | _____ |
| b. Once a week               | _____ | f. Once a year          | _____ |
| c. A couple of times a month | _____ | g. Once every few years | _____ |
| d. Once a month              | _____ |                         |       |

3. Please explain further:

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4. How did this priority come about? Do you remember when you started to think about it? Check which answer fits best:

- |   |       |
|---|-------|
| a. When I was a child (younger than 5 years of age) | _____ |
| b. When I was in elementary school                  | _____ |
| c. When I was in middle school                      | _____ |
| d. When I was in high school                        | _____ |
| e. Any other time                                   | _____ |

5. Please explain further:

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6. How acceptable or unacceptable is this priority to your family?

- a. Why was it acceptable? Please explain.

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b. Why was it unacceptable? Please explain.

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7. Give three specific examples of how this priority affects you.

Example 1:

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Example 2:

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Example 3:

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8. Give three specific examples of how this priority affects others.

Example 1:

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Example 2:

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Example 3:

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Others-Priority No. \_\_\_\_ Name of Other Person \_\_\_\_\_

The purpose of this practice exercise is to understand more about the person listed above as being important to you.

1. How does this person relate to you? Please explain in detail.

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2. How often do you see this person?

- |                              |       |                         |       |
|------------------------------|-------|-------------------------|-------|
| a. Practically every day     | _____ | e. Once every 6 months  | _____ |
| b. Once a week               | _____ | f. Once a year          | _____ |
| c. A couple of times a month | _____ | g. Once every few years | _____ |
| d. Once a month              | _____ |                         |       |

3. Please explain further:

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4. Do you remember when you started to consider this person as being important to you? Check which answer fits best:

- a. When I was a child (younger than 5 years of age) \_\_\_\_\_
- b. When I was in elementary school \_\_\_\_\_
- c. When I was in middle school \_\_\_\_\_
- d. When I was in high school \_\_\_\_\_
- e. Any other time \_\_\_\_\_

5. Please explain further:

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6. Give three specific examples of how this person affects you.

Example 1:

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Example 2:

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Example 3:

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7. Give three specific examples of how this person affects others.

Example 1:

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Example 2:

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Example 3:

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General Priority No. \_\_\_\_\_ Title of Priority \_\_\_\_\_

The purpose of this practice exercise is to understand more about the general priority listed above.

1. How does this general priority apply to you? Please explain in detail.

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2. How often do you think about this priority?

- |                              |       |                         |       |
|------------------------------|-------|-------------------------|-------|
| a. Practically every day     | _____ | e. Once every 6 months  | _____ |
| b. Once a week               | _____ | f. Once a year          | _____ |
| c. A couple of times a month | _____ | g. Once every few years | _____ |
| d. Once a month              | _____ |                         |       |

3. Please explain further:

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4. How did this priority come about? Do you remember when you started thinking about it? Check which answer fits best:

- a. When I was a child (younger than 5 years of age) \_\_\_\_\_
- b. When I was in elementary school \_\_\_\_\_
- c. When I was in middle school \_\_\_\_\_
- d. When I was in high school \_\_\_\_\_
- e. Any other time \_\_\_\_\_

5. Please explain further:

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6. Is this priority acceptable or unacceptable to your family?

- a. Why was it acceptable? Please explain.

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- b. Why was it unacceptable? Please explain.

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7. Give three specific examples of how this priority affects you.

Example 1:

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Example 2:

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Example 3:

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8. Give three specific examples of how this priority affects others.

Example 1:

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Example 2:

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Example 3:

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Check which of the following indicates how you feel about this practice exercise:

- |                       |       |                     |       |
|-----------------------|-------|---------------------|-------|
| a. Completely useless | _____ | d. Somewhat useful  | _____ |
| b. Somewhat useless   | _____ | e. Extremely useful | _____ |
| c. So-so              | _____ |                     |       |

Explain in greater detail how you feel about this practice exercise and what you got out of it.

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## Concluding Feedback Form for Priorities Practice exercises

Name \_\_\_\_\_ Sex \_\_\_\_\_ Age \_\_\_\_\_ Date \_\_\_\_\_

The purpose of this form is to review whether this practice exercises was helpful to you or not.

- Check the answer that best fits how you feel about this practice exercises:
  - I did not like working on this practice exercises at all.  
I wish I never saw it. \_\_\_\_\_
  - I did not like this practice exercises at all, but I am glad I got to work on it. \_\_\_\_\_
  - I am delighted I got a chance to work on this practice exercises. \_\_\_\_\_
  - I am not only delighted about working on this practice exercises, but I wish everybody had a chance to work on it. \_\_\_\_\_
- How helpful was it to work on this practice exercises? Check the answer that applies to you:
 

a. Not helpful at all	_____	c. Helpful	_____
b. Somewhat helpful	_____	d. Very helpful	_____

3. Which practice exercise did you like best? Rank as No. 1 the one that you liked best, rank as No. 2 the one you liked next best, and so on; mark as N/A the ones you did not like at all or did not apply to you.

<i>General Priorities</i>	<i>Rank-order</i>
a. Being sociable	_____
b. Being smart	_____
c. Sharing with others	_____
d. Being close to others	_____
e. Being physically strong	_____
f. Being clean	_____
g. Being in good health	_____
h. Being attractive	_____
i. Having lots of things	_____
j. Being happy	_____
k. Being honest	_____
l. Being independent	_____
m. Having lots of money	_____
n. Being popular	_____
o. Feeling important	_____
p. Having many friends	_____
q. Becoming a champion in sports	_____
r. Becoming a great scientist	_____
s. Make up your own priority: what is it? (.....)	_____
t. Make up your own priority: What is it? (.....)	_____

3. Sometimes what we like most is not necessarily the most helpful. Rank the practice exercises according to their helpfulness to you. Rank as No. 1 the most helpful, rank as No. 2 the next most helpful, and so on, down to the least helpful practice exercise; mark as N/A the practice exercises that did not apply to you.

<i>General Priorities</i>	<i>Rank-order</i>
a. Being sociable	_____
b. Being smart	_____
c. Sharing with others	_____
d. Being close to others	_____
e. Being physically strong	_____
f. Being clean	_____
g. Being in good health	_____
h. Being attractive	_____
i. Having lots of things	_____
j. Being happy	_____
k. Being honest	_____
l. Being independent	_____

- m. Having lots of money \_\_\_\_\_
- n. Being popular \_\_\_\_\_
- o. Feeling important \_\_\_\_\_
- p. Having many friends \_\_\_\_\_
- q. Becoming a champion in sports \_\_\_\_\_
- r. Becoming a great scientist \_\_\_\_\_
- s. Make up your own priority: what is it? (.....) \_\_\_\_\_
- t. Make up your own priority: what is it? (.....) \_\_\_\_\_

5. Please explain why you rank-ordered the practice exercises the way you did.

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6. Feel free to write any comments that might improve this practice exercises.

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## Enhancing Self-Awareness

The purpose of this practice exercise is to improve mental and emotional functioning and one's self-awareness. The practice exercises must be followed to the letter. Think of the mind as a never-ending tape that is continuously running, made up of various thoughts, one running into another, such as sad and happy thoughts. These thoughts can consist of experiences that range from happy, enjoyable comedies to very sad, painful tragedies. If there are pleasant and happy thoughts, the tape keeps on running. If there are unhappy and painful thoughts, the tape slows down and may even stop running, as in the case of limited self-awareness. Hence, this practice exercises was designed to help the tape of your mind to run more smoothly than has been the case in the past.

This practice exercises consists of 12 homework practice exercises. The first practice exercise consists of an introduction to this practice exercises, setting up appointment times for when you want to work on it, and choosing how you want to work on it. You may have a choice about the order in which to work on the practice exercises; ask the mental health professional that is helping you. However, all of the practice exercises should be completed to fulfill the purpose of this practice exercises. A 12th practice exercise seeks your feedback about this practice exercises.

**Practice Exercise 1.** Setting Appointment Times and Choosing the Order of Administration

Name\_\_\_\_\_Sex\_\_\_\_\_Date\_\_\_\_\_Time\_\_\_\_\_

The purpose of this practice exercise is to set times and choose the order of administration for all future practice exercises.

1. Set appointments first: Before you start working on this practice exercises, you must decide on a work schedule. This schedule will consist of prearranged, predetermined appointment times when you will be working on this practice exercises for no longer than 1 h at one time. These appointments could take place once, twice, or three times a day, or once, two, or three times a week, unless the mental health professional who is administering this practice exercises suggests a different schedule. You must sign an informed consent form before starting the practice exercises.

It is important that you choose the specific times on which you are going to work on this practice exercises beforehand (e.g., Monday at 9 a.m.), and that you stick to those preset times no matter what. If, for whatever reason, you are unable to work at the time you have chosen beforehand, make an appointment with yourself at least 24 h ahead. Never work on this practice exercises on the spur of the moment, but work on it always by appointment at least 24 h ahead of time.

2. Defining the contents of your thoughts: These practice exercises are composed of at least ten types of thoughts:

(T1) Extremely painful tragedies are extremely sad experiences and events of great intensity to you that did not allow any escape or solution, such as great losses, terrible traumas, and major hurts and defeats. These experiences may have produced and provoked intense feelings of shame and guilt in you, and may have taught you to become aware of errors and mistakes in your life, influencing your mood very negatively.

(T2) Very painful tragedies are experiences or events whose intensity is minor compared to the intensity of extremely painful experiences (T1). You were not dealing with total darkness here; there was a light at the end of the tunnel. The themes may be the same, that is, errors, painful experiences, humiliations, losses, defeats, etc. However, these experiences or events were of lesser importance to you than extremely painful tragedies. Nonetheless, these tragedies did influence your mood negatively.

(T3) Somewhat painful tragedies were experiences that, although of lesser importance to you than extremely painful and very painful ones, are still somewhat vivid in your mind, including minor losses, small errors, slights and humiliations of lower intensity than the two previous types of tragedies, having little if any effect on your mood.

- (C1) Extremely enjoyable comedies were extremely funny experiences and events in your life that can still make you laugh uproariously and keep you always in a very good mood.
- (C2) Very enjoyable comedies are different from extremely funny experiences because, even though they may keep you in a good mood, they do not make you laugh.
- (C3) Somewhat enjoyable comedies consist of enjoyable experiences or events that were pleasant, but did not make you laugh or kept you in a good mood.
- (TD) Things you need to do, such as going to the grocery store, calling a friend, or paying an overdue bill, to deal with practical matters that are necessary for daily living.
- (TT) Thoughts about triumphs relate to events or experiences in which you felt victorious and proud of your achievement; you felt indestructible, invincible, and positively full of yourself, making you feel on top of the world.
- (MP) Memories from the past that do not fit into the previous categories of thoughts or memories that are neither tragic nor comedic but that, nevertheless, represent simple memories of rather simple events or experiences in your life.
- (DF) Dreams about the future consist of daydreams, fantasies, aspirations, and hopes for the future, such as what you would like to see happen in your life to make you feel happier and in a better mood.

3. Choosing the order of practice exercises: Now choose in which order you want to work on the homework practice exercises defined above. Below, rank-order which practice exercise you want to work on first by writing 1 for the rank-order, which practice exercise you want to work on second by writing 2 for the rank-order, and so on, until the last practice exercise is ranked 10.

<i>Title of Practice Exercise</i>	<i>Rank-order</i>
(T1) Extremely painful tragedies	_____
(T2) Very painful tragedies	_____
(T3) Somewhat painful tragedies	_____
(C1) Extremely enjoyable comedies	_____
(C2) Very enjoyable comedies	_____
(C3) Somewhat enjoyable comedies	_____
(TD) Things you need to do	_____
(TT) Thoughts about triumphs	_____
(MP) Memories from the past	_____
(DF) Dreams about the future	_____

**Practice Exercise (T1).** Extremely Painful Tragedies

Name \_\_\_\_\_ Sex \_\_\_\_\_ Date \_\_\_\_\_ Time \_\_\_\_\_

These tragedies are made up of extremely sad and painful experiences and events of great intensity to you that did not allow any escape or solution, such as great losses, terrible traumas, and major hurts and defeats. These experiences may have produced and provoked intense feelings of shame and guilt in you, and may have taught you to become aware of errors and mistakes in your life, influencing your mood very negatively.

Write in great detail about experiences and events in your life that fit into the definition given above. Write about these experiences even if you have not discussed them with anybody, for whatever reason.

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**Practice Exercise (T2).** Very Painful Tragedies

Name \_\_\_\_\_ Sex \_\_\_\_\_ Date \_\_\_\_\_ Time \_\_\_\_\_

This type of experiences or events is of lesser intensity than extremely painful experiences or events. You are not dealing with complete darkness here. There was a light at the end of the tunnel. The themes may be the same, that is, errors, painful experiences, humiliations, losses, defeats, etc. However, these experiences or events were of lesser importance to you than extremely painful tragedies, but, nonetheless, these tragedies did influence your mood negatively.

Write in great detail about experiences and events in your life that fit into the definition given above. Write about these experiences even if you have not discussed them with anybody, for whatever reason.

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**Practice Exercise (T3).** Somewhat Painful Tragedies

Name\_\_\_\_\_Sex\_\_\_\_\_Date\_\_\_\_\_Time\_\_\_\_\_

These are experiences that, although of lesser importance to you than extremely painful and very painful ones, are still somewhat vivid in your mind, including minor losses, small errors, slights and humiliations of lower intensity than the two previous types of tragedies, having little if any effect on your mood.

Write in great detail about experiences and events in your life that fit into the definition given above. Write about these experiences even if you have not discussed them with anybody, for whatever reason.

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**Practice Exercise (C1).** Extremely Enjoyable Comedies

Name\_\_\_\_\_Sex\_\_\_\_\_Date\_\_\_\_\_Time\_\_\_\_\_

These are very funny experiences and events in your life that can still make you laugh uproariously and keep you always in a good mood.

Write in great detail about experiences and events in your life that fit into the definition given above. Write about these experiences even if you have not discussed them with anybody, for whatever reason.

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**Practice Exercise (C2).** Very Enjoyable Comedies

Name\_\_\_\_\_Sex\_\_\_\_\_Date\_\_\_\_\_Time\_\_\_\_\_

These are funny experiences or events that are different from extremely enjoyable experiences because, even though they may keep you in a good mood, they do not make you laugh.

Write in great detail about experiences and events in your life that fit into the definition given above. Write about these experiences even if you have not discussed them with anybody, for whatever reason.

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**Practice Exercise (C3).** Somewhat Enjoyable Comedies

Name\_\_\_\_\_Sex\_\_\_\_\_Date\_\_\_\_\_Time\_\_\_\_\_

These comedies consist of experiences or events that were enjoyable and pleasant, but did not make you laugh or kept you in a good mood.

Write in great detail about experiences and events in your life that fit into the definition given above. Write about these experiences even if you have not discussed them with anybody, for whatever reason.

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**Practice Exercise (TD).** Things You Need to Do

Name\_\_\_\_\_Sex\_\_\_\_\_Date\_\_\_\_\_Time\_\_\_\_\_

These are thoughts about what you need to do, including chores and “to-do” list items, such as going to the grocery store, calling a friend, or paying an overdue bill, to deal with practical matters that are necessary for daily living.

Write in great detail about experiences and events in your life that fit into the definition given above. Write about these experiences even if you have not discussed them with anybody, for whatever reason.

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**Practice Exercise (TT).** Thoughts About Triumphs

Name\_\_\_\_\_Sex\_\_\_\_\_Date\_\_\_\_\_Time\_\_\_\_\_

Triumphs are events or experiences in which you felt victorious and proud of your achievement, when you felt indestructible, invincible, and positively full of yourself, making you feel on top of the world.

Write in great detail about experiences and events in your life that fit into the definition given above. Write about these experiences even if you have not discussed them with anybody, for whatever reason.

**Practice Exercise (MP).** Memories from the Past

Name\_\_\_\_\_Sex\_\_\_\_\_Date\_\_\_\_\_Time\_\_\_\_\_

These memories from the past may not fit into of the previous categories of thoughts. They may be memories that are neither tragic nor comedic but that, nevertheless, represent simple memories of rather simple events or experiences in your life that do not affect your mood.

Write in great detail about experiences and events in your life that fit into the definition given above. Write about these experiences even if you have not discussed them with anybody, for whatever reason.

**Practice Exercise (DF).** Dreams About the Future

Name\_\_\_\_\_Sex\_\_\_\_\_Date\_\_\_\_\_Time\_\_\_\_\_

This practice exercise consists of daydreams, fantasies, aspirations, and hopes for the future, about what you would like to see happen in your life to make you feel happier and keep you in a better mood.

Write in great detail about experiences and events in your life that fit into the definition given above. Write about these experiences even if you have not discussed them with anybody, for whatever reason.

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**Feedback Practice Exercise About Self-Awareness**

Name\_\_\_\_\_Sex\_\_\_\_\_Date\_\_\_\_\_Time\_\_\_\_\_

During this appointment time, it is important to write about what you think or feel about this practice exercises. Please rank the practice exercises of this practice exercises according to how much you liked them and how useful and helpful they were to you. Write 1 for the one you liked best and also for the one that was the most useful; these can be different practice exercises. Write 2 for the one you liked next and for the one that was the next most useful, and so on, until you reach the last practice exercises, which are ranked 10 for liking and 10 for usefulness to you.

Title of Practice Exercises		Rank-orders Liking	Usefulness
(T1)	Extremely painful tragedies	_____	_____
(T2)	Very painful tragedies	_____	_____
(T3)	Somewhat painful tragedies	_____	_____
(C1)	Extremely enjoyable comedies	_____	_____
(C2)	Very enjoyable comedies	_____	_____
(C3)	Somewhat enjoyable comedies	_____	_____
(TD)	Things you need to do	_____	_____
(TT)	Thoughts about triumphs	_____	_____
(MP)	Memories from the past	_____	_____
(DF)	Dreams about the future	_____	_____

Your feedback about this practice exercises is very important to us. Please write your reactions about it as directly and honestly as you can. Write as much and as long as you want. We need your honest opinion in order to improve this practice exercises. Do not hold back any negative reactions that you may have about it. How could we change it? How could we improve it?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Who Am I? Aspects of Identity Formation**

This practice exercises aims at identifying which aspects of your identity are more important to you than other aspects.

**Practice Exercise 1.** Aspects of Identity Formation

Name\_\_\_\_\_Sex\_\_\_\_\_Date\_\_\_\_\_

We are all the products of many identities acquired since and before birth. The purpose of this practice exercise is to expand on various aspects of these many identities.

1. Below you will find many aspects of identity. For each aspect explain what it is and what it means to you is. Define each aspect and give two examples of how that identity is applied either in your life experience or in general.

*Aspects of Identity and Definitions**Examples*

a. Gender \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

Example 1 \_\_\_\_\_  
 \_\_\_\_\_  
 Example 2 \_\_\_\_\_  
 \_\_\_\_\_

b. Sexual orientation/preference  
 \_\_\_\_\_  
 \_\_\_\_\_

Example 1 \_\_\_\_\_  
 \_\_\_\_\_  
 Example 2 \_\_\_\_\_  
 \_\_\_\_\_

c. Body: no examples necessary; just supply this information:  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

Shape \_\_\_\_\_ Size \_\_\_\_\_ Height \_\_\_\_\_  
 Weight \_\_\_\_\_  
 Any other body characteristics?  
 \_\_\_\_\_

d. Geographical (where you were born) \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

Example 1 \_\_\_\_\_  
 \_\_\_\_\_  
 Example 2 \_\_\_\_\_  
 \_\_\_\_\_

e. Geographical (where you have lived the longest)  
 \_\_\_\_\_  
 \_\_\_\_\_

Example 1 \_\_\_\_\_  
 \_\_\_\_\_  
 Example 2 \_\_\_\_\_  
 \_\_\_\_\_

f. Geographical (where your heart is)  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

Example 1 \_\_\_\_\_  
 \_\_\_\_\_  
 Example 2 \_\_\_\_\_  
 \_\_\_\_\_

g. Son/daughter  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

Example 1 \_\_\_\_\_  
 \_\_\_\_\_  
 Example 2 \_\_\_\_\_  
 \_\_\_\_\_

h. Brother/sister  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

Example 1 \_\_\_\_\_  
 \_\_\_\_\_  
 Example 2 \_\_\_\_\_  
 \_\_\_\_\_

i. Partner	Example 1 _____
_____	_____
_____	Example 2 _____
_____	_____
j. Parent	Example 1 _____
_____	_____
_____	Example 2 _____
_____	_____
k. Caregiver	Example 1 _____
_____	_____
_____	Example 2 _____
_____	_____
l. Homemaker	Example 1 _____
_____	_____
_____	Example 2 _____
_____	_____
m. Provider	Example 1 _____
_____	_____
_____	Example 2 _____
_____	_____
n. Grandparent	Example 1 _____
_____	_____
_____	Example 2 _____
_____	_____
o. Ethnic/cultural	Example 1 _____
_____	_____
_____	Example 2 _____
_____	_____
p. Religion/spirituality	Example 1 _____
_____	_____
_____	Example 2 _____
_____	_____
q. Educational	Example 1 _____
_____	_____
_____	Example 2 _____
_____	_____

r.	Occupational/work/job	Example 1	_____
	_____		_____
	_____	Example 2	_____
	_____		_____
s.	Political affiliation or ideology	Example 1	_____
	_____		_____
	_____	Example 2	_____
	_____		_____
t.	Leisure time activities	Example 1	_____
	_____		_____
	_____	Example 2	_____
	_____		_____
u.	Sports fan	Example 1	_____
	_____		_____
	_____	Example 2	_____
	_____		_____
v.	Sports activities	Example 1	_____
	_____		_____
	_____	Example 2	_____
	_____		_____
w.	Military experience and identity	Example 1	_____
	_____		_____
	_____	Example 2	_____
	_____		_____
x.	Membership in fraternal/social or similar organizations (Elks, Rotary, Masons, etc.)	Example 1	_____
	_____		_____
	_____	Example 2	_____
	_____		_____
y.	Any other identity not mentioned above that is important to you. Write what it is	Example 1	_____
	_____		_____
	_____	Example 2	_____
	_____		_____
z.	Any other identity not mentioned above that is important to you. Write what it is.	Example 1	_____
	_____		_____
	_____	Example 2	_____
	_____		_____

2. Now that you have defined various aspects of your identity, rank them according to how much each aspect is important to you. Rank as No. 1 the most important aspect, rank as No. 2 the next most important aspect, and so on, giving a rank-order to each aspect; mark as N/A the aspects that do not apply to you at all.

<i>Aspects of Identity</i>	<i>Rank-order</i>
a. Gender	_____
b. Sexual orientation/preference	_____
c. Body	_____
d. Geographical (where you were born)	_____
e. Geographical (where you have lived the longest)	_____
f. Geographical (where your heart is)	_____
g. Son/daughter	_____
h. Brother/sister	_____
i. Partner	_____
j. Parent	_____
k. Caregiver	_____
l. Homemaker	_____
m. Provider	_____
n. Grandparent	_____
o. Ethnic/cultural	_____
p. Religion/spirituality	_____
q. Educational	_____
r. Occupational/work/job	_____
s. Political affiliation or ideology	_____
t. Leisure time activities	_____
u. Sports fan	_____
v. Sports activities	_____
w. Military	_____
x. Fraternal organizations	_____
y. Any other identity not mentioned above that is important to you; write what it is	_____
z. Any other identity not mentioned above that is important to you; write what it is	_____

**Homework:** During the next week, think about how you have rank-ordered your many identities and whether you need to change the rank-order you have completed. Feel free to make whatever changes you want to make to the rank-order.

Standard Practice Exercise No. \_\_\_\_\_

Aspect of Identity \_\_\_\_\_

Name \_\_\_\_\_ Sex \_\_\_\_\_ Date \_\_\_\_\_

The purpose of this and future practice exercises is to expand on aspects of your identity that are most important to you. Above write the aspect of your identity that you have ranked as No. \_\_\_\_\_

1. How does this aspect apply to you? Please explain in detail.

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2. How often do you identify yourself in this way?

- |                              |       |                         |       |
|------------------------------|-------|-------------------------|-------|
| a. Practically every day     | _____ | e. Once every 6 months  | _____ |
| b. Once a week               | _____ | f. Once a year          | _____ |
| c. A couple of times a month | _____ | g. Once every few years | _____ |
| d. Once a month              | _____ |                         |       |

3. Please explain further:

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4. How did this aspect of your identity come about? Do you remember when you started to identify yourself in this way? Check which answer best fits this aspect of your identity:

- |   |       |
|---|-------|
| a. When I was a child (younger than 5 years of age) | _____ |
| b. When I was in elementary school                  | _____ |
| c. When I was in middle school                      | _____ |
| d. When I was in high school                        | _____ |
| e. After high school                                | _____ |
| f. Any other time                                   | _____ |

5. Please explain further:

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6. Was this aspect of your identity acceptable or unacceptable? Why? Please explain.

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7. Give three specific examples of how this aspect affects you.

Example 1:

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Example 2:

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Example 3:

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**Homework:** The purpose of this homework is to help you achieve greater control over the aspect of your identity completed in this practice exercise. Next week, plan to focus on this aspect at preset times (for instance, at 8 a.m., 12 noon, 4 or 7 p.m.) on at least 3 days (Monday, Wednesday, and Friday, or Tuesday, Thursday, and Saturday). During this focus time, answer in writing the following questions:

- a. How much does this aspect of identity mean to you?
- b. Why does it mean so much to you?
- c. What would you do if you did not have it?
- d. Do you want to keep it or abandon it?
- e. Why do you want to keep it or abandon it?

Time 1 (write the time you started\_\_\_\_\_)

- a. \_\_\_\_\_  
\_\_\_\_\_
- b. \_\_\_\_\_  
\_\_\_\_\_
- c. \_\_\_\_\_  
\_\_\_\_\_
- d. \_\_\_\_\_  
\_\_\_\_\_
- e. \_\_\_\_\_  
\_\_\_\_\_

Time 2 (write the time you started\_\_\_\_\_)

- a. \_\_\_\_\_  
\_\_\_\_\_
- b. \_\_\_\_\_  
\_\_\_\_\_
- c. \_\_\_\_\_  
\_\_\_\_\_
- d. \_\_\_\_\_  
\_\_\_\_\_

e. \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

Time 3 (write the time you started \_\_\_\_\_)

a. \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

b. \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

c. \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

d. \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

e. \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

Check which of the following indicates how you feel about this practice exercise:

a. Completely useless	_____	d. Somewhat useful	_____
b. Somewhat useless	_____	e. Extremely useful	_____
c. So-so	_____		

Explain in greater detail how you feel about this practice exercise and what you got out of it.

\_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

**Note:** Use the same format of this practice exercise for all future practice exercises that cover aspects of your identity according to the rank-order given in the first practice exercise.

## Concluding Follow-Up Form

Name \_\_\_\_\_ Sex \_\_\_\_\_ Date \_\_\_\_\_

The purpose of this form is to review whether this practice exercises was helpful to you or not.

1. Check the answer that best fits how you feel about this practice exercises:
  - a. I did not like working on this practice exercises at all.  
I wish I never saw it. \_\_\_\_\_
  - b. I did not like this practice exercises at all, but I am glad I got to work on it. \_\_\_\_\_
  - c. I am delighted I got a chance to work on this practice exercises. \_\_\_\_\_
  - d. I am not only delighted about working on this practice exercises, but I wish all people had a chance to work on it. \_\_\_\_\_
2. How helpful was it to work on this practice exercises? Check the answer that applies to you:
 

a. Not helpful at all	_____	c. Helpful	_____
b. Somewhat helpful	_____	d. Very helpful	_____
3. Which practice exercise did you like best? Rank as No. 1 the one that you liked best, rank as No. 2 the one you liked next best, and so on; mark as N/A the ones you did not like at all or did not apply to you.

### *Aspects of Identities*

### *Rank-order*

- |  |       |
|--|-------|
| a. Gender  | _____ |
| b. Sexual orientation/preference                   | _____ |
| c. Body  | _____ |
| d. Geographical (where you were born)              | _____ |
| e. Geographical (where you have lived the longest) | _____ |
| f. Geographical (where your heart is)              | _____ |
| g. Son/daughter                                    | _____ |
| h. Brother/sister                                  | _____ |
| i. Partner   | _____ |
| j. Parent  | _____ |
| k. Caregiver                                       | _____ |
| l. Homemaker                                       | _____ |
| m. Provider  | _____ |
| n. Grandparent                                     | _____ |
| o. Ethnic/cultural                                 | _____ |
| p. Religion/spirituality                           | _____ |
| q. Educational                                     | _____ |

- r. Occupational/work/job \_\_\_\_\_
- s. Political affiliation or ideology \_\_\_\_\_
- t. Leisure time activities \_\_\_\_\_
- u. Sports fan \_\_\_\_\_
- v. Sports activities \_\_\_\_\_
- w. Military \_\_\_\_\_
- x. Fraternal organizations \_\_\_\_\_
- y. Any other identity not mentioned above  
that is important to you; write what it is \_\_\_\_\_
- z. Any other identity not mentioned above  
that is important to you; write what it is \_\_\_\_\_

4. Please explain why you rank-ordered aspects of your identity the way you did.

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5. Sometimes what we like most is not necessarily the most helpful. Which practice exercise was the most helpful to you? Rank the practice exercises according to their helpfulness to you. Rank as No. 1 the most helpful, rank as No. 2 the next most helpful, and so on, until the least helpful practice exercise; mark as N/A the practice exercises that did not apply to you.

<i>Aspects of Your Identity</i>	<i>Rank-order</i>
a. Gender	_____
b. Sexual orientation/preference	_____
c. Body	_____
d. Geographical (where you were born)	_____
e. Geographical (where you have lived the longest)	_____
f. Geographical (where your heart is)	_____
g. Son/daughter	_____
h. Brother/sister	_____
i. Partner	_____
j. Parent	_____
k. Caregiver	_____
l. Homemaker	_____
m. Provider	_____
n. Grandparent	_____
o. Ethnic/cultural	_____
p. Religion/spirituality	_____
q. Educational	_____
r. Occupational/work/job	_____

- s. Political affiliation or ideology \_\_\_\_\_
  - t. Leisure time activities \_\_\_\_\_
  - u. Sports fan \_\_\_\_\_
  - v. Sports activities \_\_\_\_\_
  - w. Military \_\_\_\_\_
  - x. Fraternal organizations \_\_\_\_\_
  - y. Any other identity not mentioned above that is  
important to you; write what it is \_\_\_\_\_
  - z. Any other identity not mentioned above that is important  
to you; write what it is \_\_\_\_\_
6. Explain why you rank-ordered these behaviors the way you did.

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7. Feel free to write any comments that might improve this practice exercises.

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## Speak Up for Yourself!

The purpose of this practice exercises is to help you learn how to speak up for yourself instead of speaking down to yourself or to others. To communicate helpfully, we need to become more aware of the errors (and horrors!) of hurtful, abusive communication by increasing our sensitivity to these errors and leaving them behind. When we become fully aware of how painful and hurtful these errors are, we will be better able to give them up. These errors should be replaced by the secrets of successful, helpful communication, by being proactive rather than behaving reactively.

To communicate better, we need to become aware of all the hurts we have accumulated in our lives and discuss them, reciprocally, with those we love and who love us. Discussing hurts is another skill that can facilitate successful communication and emotional intimacy. Couples or families may meet at home at a prearranged, preset times to exchange and discuss their practice exercises. If we do not discuss hurts, there cannot be full discussing of joys. Once they become aware of these hurts and are able to discuss them, partners can learn to communicate in helpful ways and give up hurtful, defensive patterns.

Helpful and successful communication is based on the use of three small core words that are critical to speaking up for oneself: “I,” “It,” and “We.”

### “I” Statements

Many people are trained to avoid speaking up for themselves. As a result, they grow up without any awareness of their own selves and with an inadequate, incomplete sense of self-importance. If we do not speak up for ourselves, who will? If not now, when?

### “It” Statements

When it is necessary to address a negative behavior (after use of the “You” pronoun is given up), we need to speak about the noxious or unpleasant behavior (“It”) rather than about the person. We must learn to speak in a nonjudgmental, impersonal (rather than personal) manner. This is a much more difficult undertaking. It requires that one learn to discriminate between what we do (performance) and what we are (person). Sometimes even perfectly wonderful people make errors of omission and commission that impact others unpleasantly or even hurtfully. We need to learn to speak about this (mis)behavior in a way that enhances both ourselves and the other. Rather than debasing self and other, using “It” statements makes the process less threatening and more constructive.

We need to address the behavior that upsets us in ways that eliminate blame, judgment, and punishment. “I feel very bad about forgetting to check the answering machine before attacking you. I should have known better. You are very good about letting me know when you are late. From now on I will check the answering machine before I jump the gun. Please forgive me.” Exercise No. 3 deals with this issue.

### “We” Statements

If you live with others, whatever affects one person will affect everybody else who lives under the same roof. If this relationship is important, we learn to assert the importance of the relationship by speaking about “Us” rather than “Them,” and “We” rather than “You.” For instance, “I thought we agreed together that we would always check our answering machines before calling. Isn’t that right?” By jumping from the specific behavior itself to the overall issues of whether agreements should be honored, and whether further consideration of an agreement is in order, puts the whole situation in a different perspective. Hence, the unpleasant or obnoxious behavior is put within the greater context of honoring agreements and possibly renegotiating agreements, rather than just being on time.

**Practice Exercise 1.** Practicing “I” Statements

Name \_\_\_\_\_ Sex \_\_\_\_\_ Date \_\_\_\_\_ Time \_\_\_\_\_

The purpose of this practice exercise is to learn to speak up for yourself. Learning to speak up for oneself begins with speaking about how one feels, thinks, and acts. Many people think that using the personal pronoun “I” indicates selfishness. Nothing could be further from the truth. Speaking and standing up for one self shows that we are admitting and acknowledging personal responsibility rather than blaming the other (partner, mate, parent, friend). Taking personal responsibility and speaking for oneself is shown by the pronoun “I” and using “I” statements. The sentence completions in the following three practice exercises show how to speak up for oneself rather than speaking about another person. It is easier to speak about the shortcomings of others than about one’s shortcomings.

Complete the following sentences ten times. Complete them with different persons and/or objects.

## a. “I like”:

1. I \_\_\_\_\_
2. I \_\_\_\_\_
3. I \_\_\_\_\_
4. I \_\_\_\_\_
5. I \_\_\_\_\_
6. I \_\_\_\_\_
7. I \_\_\_\_\_
8. I \_\_\_\_\_
9. I like \_\_\_\_\_
10. I like \_\_\_\_\_

## B. “I want”:

1. I want \_\_\_\_\_
2. I want \_\_\_\_\_
3. I want \_\_\_\_\_
4. I want \_\_\_\_\_
5. I want \_\_\_\_\_
6. I want \_\_\_\_\_
7. I want \_\_\_\_\_
8. I want \_\_\_\_\_
9. I want \_\_\_\_\_
10. I want \_\_\_\_\_

## C. “I need”:

1. I need \_\_\_\_\_
2. I \_\_\_\_\_
3. I \_\_\_\_\_
4. I \_\_\_\_\_
5. I \_\_\_\_\_

6. I \_\_\_\_\_
7. I \_\_\_\_\_
8. I need \_\_\_\_\_
9. I need \_\_\_\_\_
10. I need \_\_\_\_\_

D. "I am":

1. I am \_\_\_\_\_
2. I am \_\_\_\_\_
3. I am \_\_\_\_\_
4. I am \_\_\_\_\_
5. I am \_\_\_\_\_
6. I am \_\_\_\_\_
7. I am \_\_\_\_\_
8. I am \_\_\_\_\_
9. I am \_\_\_\_\_
10. I am \_\_\_\_\_

**Homework:** During the next week, become aware of how you feel when you speak about yourself and when you speak about another. Write down in great detail whatever you feel and experience during this week.

### Practice Exercise 2. Practicing Feelings Statements

Name \_\_\_\_\_ Sex \_\_\_\_\_ Date \_\_\_\_\_ Time \_\_\_\_\_

The purpose of this practice exercise is to become aware of one's feelings and especially hurts that have been kept hidden from yourself and from those you love and who love you.

Complete the following sentence stems in writing. Repeat each stem ten times with different completions for each time.

**Note:** It may take more than 1 day to complete all these stems. Therefore, it is okay to complete this practice exercise over a period of time.

I hurt when ...

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_
9. \_\_\_\_\_
10. \_\_\_\_\_

I fear ...

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_
9. \_\_\_\_\_
10. \_\_\_\_\_



I am disappointed ...

- 1. \_\_\_\_\_
- 2. \_\_\_\_\_
- 3. \_\_\_\_\_
- 4. \_\_\_\_\_
- 5. \_\_\_\_\_
- 6. \_\_\_\_\_
- 7. \_\_\_\_\_
- 8. \_\_\_\_\_
- 9. \_\_\_\_\_
- 10. \_\_\_\_\_

I feel sad when ...

- 1. \_\_\_\_\_
- 2. \_\_\_\_\_
- 3. \_\_\_\_\_
- 4. \_\_\_\_\_
- 5. \_\_\_\_\_
- 6. \_\_\_\_\_
- 7. \_\_\_\_\_
- 8. \_\_\_\_\_
- 9. \_\_\_\_\_
- 10. \_\_\_\_\_

I feel scared when ...

- 1. \_\_\_\_\_
- 2. \_\_\_\_\_
- 3. \_\_\_\_\_
- 4. \_\_\_\_\_
- 5. \_\_\_\_\_
- 6. \_\_\_\_\_
- 7. \_\_\_\_\_
- 8. \_\_\_\_\_
- 9. \_\_\_\_\_
- 10. \_\_\_\_\_

I feel disappointed when ...

- 1. \_\_\_\_\_
- 2. \_\_\_\_\_
- 3. \_\_\_\_\_
- 4. \_\_\_\_\_
- 5. \_\_\_\_\_

I feel bad when ...

- 1. \_\_\_\_\_
- 2. \_\_\_\_\_
- 3. \_\_\_\_\_
- 4. \_\_\_\_\_
- 5. \_\_\_\_\_
- 6. \_\_\_\_\_
- 7. \_\_\_\_\_
- 8. \_\_\_\_\_
- 9. \_\_\_\_\_
- 10. \_\_\_\_\_

I feel frustrated when ...

- 1. \_\_\_\_\_
- 2. \_\_\_\_\_
- 3. \_\_\_\_\_
- 4. \_\_\_\_\_
- 5. \_\_\_\_\_
- 6. \_\_\_\_\_
- 7. \_\_\_\_\_
- 8. \_\_\_\_\_
- 9. \_\_\_\_\_
- 10. \_\_\_\_\_

I feel angry when ...

- 1. \_\_\_\_\_
- 2. \_\_\_\_\_
- 3. \_\_\_\_\_
- 4. \_\_\_\_\_
- 5. \_\_\_\_\_
- 6. \_\_\_\_\_
- 7. \_\_\_\_\_
- 8. \_\_\_\_\_
- 9. \_\_\_\_\_
- 10. \_\_\_\_\_

- 6. \_\_\_\_\_
- 7. \_\_\_\_\_
- 8. \_\_\_\_\_
- 9. \_\_\_\_\_
- 10. \_\_\_\_\_

**Homework:** For four consecutive days, write for 15–20 minute about all the hurts that you have experienced in your life. Make appointments with yourself to write at preset, predetermined times (e.g., 8 a.m., 1 p.m., and 7 p.m.). If you have an appointment book, write down the times you will use to complete this homework practice exercise. Include also hurts that you have not discussed with anyone until now. If possible discuss these hurts with your partner or family members, provided they have completed the same lessons and are willing to discuss them with you.

After you have finished writing about your hurts, practice expressing them in a positive way with those you love and who love you. Do not allow anyone to put down your hurts. You hurts are yours and they are important. If anyone puts your feelings down, they are putting you down. Do not allow it under any conditions. Love means accepting one's feelings. Your feelings are very important because they are yours, and you are very important. If we do not assert our importance through our feelings, no one is going to assert it for us.

### Practice Exercise 3. Discussing Hurts

Name \_\_\_\_\_ Sex \_\_\_\_\_ Date \_\_\_\_\_ Time \_\_\_\_\_

The purpose of this practice exercise is to learn to discuss your hurts with those who discuss their hurts with you. Discuss your hurts only with those who discuss theirs with you. This is one way to find out whether we love them and whether they love us. Even though this may be a brief practice exercise, it is an important one.

**Instructions:** Complete the following sentences ten times:

I hurt when ...

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_
9. \_\_\_\_\_
10. \_\_\_\_\_

It hurts me when ...

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_
9. \_\_\_\_\_
10. \_\_\_\_\_

It is very hurtful for me to ...

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_
9. \_\_\_\_\_
10. \_\_\_\_\_

**Homework:** During the next week, make sure to complete all the sentences that you have not yet completed.

**Practice Exercise 4.** Practicing “It” Statements

Name\_\_\_\_\_Sex\_\_\_\_\_Date\_\_\_\_\_Time\_\_\_\_\_

The purpose of this practice exercise is for you to learn to talk about a person’s (mis)behavior in an impersonal rather than personal fashion. Instead of speaking about the person, speak about the behavior, as in: “I cannot accept cigarette smoke because smoking is bad for everybody. I know smoking is extremely dangerous and I am extremely uncomfortable about it. I would appreciate it if you smoked outside the home. I do not appreciate being the victim of second-hand smoke.”

Think of at least ten offending behaviors that affect you and write about these behaviors using the personal pronoun “I.” Write how the offending behavior makes you feel. Remember that “It” is the offending behavior.

Hint: Use “I appreciate” and “I do not appreciate” to begin your sentences. Write down what you want to say before saying it. Discuss these statements with your partner or family member after they have completed the same practice exercise.

**Practice Exercise 5.** Practicing “We” Statements

Name\_\_\_\_\_Sex\_\_\_\_\_Date\_\_\_\_\_Time\_\_\_\_\_

The purpose of this practice exercise is to learn to speak about the relationship (“We”) rather than the person or personality of another one (“You”).

1. Write down at least ten issues or problem situations between you and your partner (or intimate other) in which you both were equally involved. For instance: “We will need to talk about the checkbook because we need to record exactly what we spend in order to keep track of whether we are within our budget or not.” Write down these statements before saying them. After each partner has written down these statements, discuss them with each other and talk about them.
2. Write about the following statements by giving at least two examples of how they apply to you and your relationship. Discuss your examples with your partner, family members, or friend. Make sure you write down what everybody says during these discussions.

“One of us cannot win at the expense of the other.”

Example 1:

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Example 2:

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“We both win, or if one of us loses we both lose.”

Example 1:

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Example 2:

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“I cannot win at your expense and neither can you.”

Example 1:

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Example 2:

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“We either hang together or we hang.”

Example 1:

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Example 2:

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“If we both win, we will go forward in our relationship.”

Example 1:

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Example 2:

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“If we both lose, we will stay put or go back, but we will not go forward in our relationship.”

Example 1:

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Example 2:

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**Homework:** If you have trouble standing up for yourself, you may need personal, face-to-face help from a professional. Remember, that it takes a lot of strength to ask for help. Very weak people are unable to ask for it. Asking for help is another way of standing up for oneself.