

RECOVERY SKILLS ACADEMY

UNIT A

PILOT PROTOTYPE BINDER

10 lessons | 40 patient pages | 10 nurse teaching cards

Learn - Practice - Reflect - Recover

Recovery happens one skill at a time.



BINDER NAVIGATION

Contents

1	Getting Through Difficult Moments	Divider + 4 workbook pages + teaching card
2	Be Here Now	Divider + 4 workbook pages + teaching card
3	Finding Your Balance	Divider + 4 workbook pages + teaching card
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5	Calm Your Body	Divider + 4 workbook pages + teaching card
6	Comfort Through Your Senses	Divider + 4 workbook pages + teaching card
7	Understanding My Emotions	Divider + 4 workbook pages + teaching card
8	Thought or Fact?	Divider + 4 workbook pages + teaching card
9	Choose a Helpful Action	Divider + 4 workbook pages + teaching card
10	Ask for What You Need	Divider + 4 workbook pages + teaching card



STAFF GUIDE

Teach - Learn - Practice - Passport

1. TEACH

Use the matching Nurse Teaching Card. Keep the group simple and interactive.

2. LEARN

Patients read or listen to the workbook skill. Explain without pressure.

3. PRACTICE

Offer the activity, an eyes-open option, a pass, or private writing.

4. PASSPORT

Invite reflection and one small next step. Reinforce effort, not perfection.

5. DOCUMENT

Use the existing APeX Nursing Group Note and record only observed participation and response.

STAFF REMINDERS

Keep it simple. Use real-life examples. Encourage, do not force. Safety first. Offer support. Do not ask for trauma disclosure. Follow Unit A policies and the current treatment plan.

1

Getting Through Difficult Moments

Notice - Pause - Choose a skill - Try it - Ask for support

LESSON GOAL

Use five small steps to get through a hard moment safely.

Patient Workbook - 4 pages | Nurse Teaching Card

Getting Through Difficult Moments

MEET THE SKILL

Difficult Moments

In this lesson, I will learn to:

Use five small steps to get through a hard moment safely.

Five useful ideas

- 1 Notice what is happening inside and around you.
- 2 Pause before reacting.
- 3 Choose one safe coping skill.
- 4 Try it for a few minutes.
- 5 Ask staff or a support person for help.

REAL-LIFE EXAMPLE

You receive upsetting news and feel overwhelmed. You pause, place both feet on the floor, take slow breaths, and tell your nurse you need support.

You may participate, pass, write privately, or ask staff for help.

If distress feels hard to manage, tell a staff member now.

Getting Through Difficult Moments

LEARN THE SKILL

Difficult Moments

THE SKILL IN ONE LINE

Notice - Pause - Choose a skill - Try it - Ask for support

- 1 Notice what is happening inside and around you.
- 2 Pause before reacting.
- 3 Choose one safe coping skill.
- 4 Try it for a few minutes.
- 5 Ask staff or a support person for help.

HOW IT CAN LOOK

You receive upsetting news and feel overwhelmed. You pause, place both feet on the floor, take slow breaths, and tell your nurse you need support.

REMEMBER It does not mean you must handle everything alone.

Getting Through Difficult Moments

PRACTICE THE SKILL

Difficult Moments

GUIDED PRACTICE

Circle one safe choice: slow breathing / cold water on hands / quiet space / talk with staff.

TRY IT YOUR WAY

What I notice:

The safe skill or action I could try:

What could I try next time?

SUPPORT PLAN

If I need help using this skill, I can ask:

Choice: I may practice, pass, write privately, or ask for help.

Getting Through Difficult Moments

MY RECOVERY PASSPORT

Difficult Moments

My most useful takeaway:

The step I want to remember:

A situation where I may use this skill:

One person I can ask for support:

In my own words, this skill means:

During the next 24 hours, I will try:

MY CONFIDENCE

Before lesson: 1 2 3 4 5 After lesson: 1 2 3 4 5

Date: _____ Initials: _____

LESSON COMPLETE - ONE SKILL AT A TIME

Getting Through Difficult Moments

NURSE TEACHING CARD

Difficult Moments

GOAL Use five small steps to get through a hard moment safely.

TIME 10-15 minutes | Materials: workbook, pen/pencil

OPEN + TEACH

"Today we will practice Difficult Moments. You may participate, pass, or ask for help."

1. Notice what is happening inside and around you.
2. Pause before reacting.
3. Choose one safe coping skill.
4. Try it for a few minutes.

EXAMPLE + DISCUSS

You receive upsetting news and feel overwhelmed. You pause, place both feet on the floor, take slow breaths, and tell your nurse you need support.

- What tells you a difficult moment is starting?
- Which safe skill feels easiest to try?

PRACTICE, TEACH-BACK & SAFETY

Circle one safe choice: slow breathing / cold water on hands / quiet space / talk with staff.

Teach-back: "Tell me one part of this skill in your own words."

Support response: "Thank you for noticing that. We can choose one small, safe step together."

Caution: It does not mean you must handle everything alone. Participation is voluntary; safety and clinical assessment come first.

APeX GROUP NOTE - ADAPTABLE LANGUAGE

Group topic: Getting Through Difficult Moments. Skill taught: Notice - Pause - Choose a skill - Try it - Ask for support. Patient participation/response: [document observed behavior]. Teach-back/understanding: [document observed response]. Support or reinforcement offered: [describe].



2

Be Here Now

Notice - Name - Return

LESSON GOAL

Bring attention gently back to the present moment.

Patient Workbook - 4 pages | Nurse Teaching Card

Be Here Now

MEET THE SKILL

Mindfulness

In this lesson, I will learn to:

Bring attention gently back to the present moment.

Five useful ideas

- 1 Notice five things you can see.
- 2 Notice four things you can feel.
- 3 Notice three things you can hear.
- 4 Take one slow, comfortable breath.
- 5 Return without judging yourself.

REAL-LIFE EXAMPLE

Your thoughts race during group. You notice your feet, the chair, three sounds, and then return attention to the speaker.

You may participate, pass, write privately, or ask staff for help.

If distress feels hard to manage, tell a staff member now.

Be Here Now

LEARN THE SKILL

Mindfulness

THE SKILL IN ONE LINE

Notice - Name - Return

- 1 Notice five things you can see.
- 2 Notice four things you can feel.
- 3 Notice three things you can hear.
- 4 Take one slow, comfortable breath.
- 5 Return without judging yourself.

HOW IT CAN LOOK

Your thoughts race during group. You notice your feet, the chair, three sounds, and then return attention to the speaker.

REMEMBER Mindfulness does not mean making thoughts disappear.

Be Here Now

PRACTICE THE SKILL

Mindfulness

GUIDED PRACTICE

Write or name: 3 things I see, 2 things I feel, and 1 thing I hear.

TRY IT YOUR WAY

What I notice:

The safe skill or action I could try:

What could I try next time?

SUPPORT PLAN

If I need help using this skill, I can ask:

Choice: I may practice, pass, write privately, or ask for help.

Be Here Now

MY RECOVERY PASSPORT

Mindfulness

My most useful takeaway:

The step I want to remember:

A situation where I may use this skill:

One person I can ask for support:

In my own words, this skill means:

During the next 24 hours, I will try:

MY CONFIDENCE

Before lesson: 1 2 3 4 5 After lesson: 1 2 3 4 5

Date: _____ Initials: _____

LESSON COMPLETE - ONE SKILL AT A TIME

Be Here Now

NURSE TEACHING CARD

Mindfulness

GOAL Bring attention gently back to the present moment.

TIME 10-15 minutes | Materials: workbook, pen/pencil

OPEN + TEACH

"Today we will practice Mindfulness. You may participate, pass, or ask for help."

1. Notice five things you can see.
2. Notice four things you can feel.
3. Notice three things you can hear.
4. Take one slow, comfortable breath.

EXAMPLE + DISCUSS

Your thoughts race during group. You notice your feet, the chair, three sounds, and then return attention to the speaker.

- What helps you return to the present?
- Would you rather practice with eyes open or lowered?

PRACTICE, TEACH-BACK & SAFETY

Write or name: 3 things I see, 2 things I feel, and 1 thing I hear.

Teach-back: "Tell me one part of this skill in your own words."

Support response: "Thank you for noticing that. We can choose one small, safe step together."

Caution: Mindfulness does not mean making thoughts disappear. Participation is voluntary; safety and clinical assessment come first.

APeX GROUP NOTE - ADAPTABLE LANGUAGE

Group topic: Be Here Now. Skill taught: Notice - Name - Return. Patient participation/response: [document observed behavior].
Teach-back/understanding: [document observed response]. Support or reinforcement offered: [describe].

3

Finding Your Balance

Emotion Mind + Reasonable Mind = Wise Mind

LESSON GOAL

Balance feelings and facts before making a choice.

Patient Workbook - 4 pages | Nurse Teaching Card

Finding Your Balance

MEET THE SKILL

Wise Mind

In this lesson, I will learn to:

Balance feelings and facts before making a choice.

Five useful ideas

- 1 Name the emotion.
- 2 List the facts you know.
- 3 Notice what each side is telling you.
- 4 Pause for your deeper sense of what helps.
- 5 Choose a balanced next step.

REAL-LIFE EXAMPLE

You feel ignored when someone does not answer. The fact is that you do not know why. Wise Mind suggests waiting, checking the facts, and asking calmly.

You may participate, pass, write privately, or ask staff for help.

If distress feels hard to manage, tell a staff member now.

Finding Your Balance

LEARN THE SKILL

Wise Mind

THE SKILL IN ONE LINE

Emotion Mind + Reasonable Mind = Wise Mind

- 1 Name the emotion.
- 2 List the facts you know.
- 3 Notice what each side is telling you.
- 4 Pause for your deeper sense of what helps.
- 5 Choose a balanced next step.

HOW IT CAN LOOK

You feel ignored when someone does not answer. The fact is that you do not know why. Wise Mind suggests waiting, checking the facts, and asking calmly.

REMEMBER Wise Mind does not mean ignoring emotions.

Finding Your Balance

PRACTICE THE SKILL

Wise Mind

GUIDED PRACTICE

Complete: I feel _____. The facts I know are _____. A balanced next step is _____.

TRY IT YOUR WAY

What I notice:

The safe skill or action I could try:

What could I try next time?

SUPPORT PLAN

If I need help using this skill, I can ask:

Choice: I may practice, pass, write privately, or ask for help.

Finding Your Balance

MY RECOVERY PASSPORT

Wise Mind

My most useful takeaway:

The step I want to remember:

A situation where I may use this skill:

One person I can ask for support:

In my own words, this skill means:

During the next 24 hours, I will try:

MY CONFIDENCE

Before lesson: 1 2 3 4 5 After lesson: 1 2 3 4 5

Date: _____ Initials: _____

LESSON COMPLETE - ONE SKILL AT A TIME

Finding Your Balance

NURSE TEACHING CARD

Wise Mind

GOAL Balance feelings and facts before making a choice.

TIME 10-15 minutes | Materials: workbook, pen/pencil

OPEN + TEACH

"Today we will practice Wise Mind. You may participate, pass, or ask for help."

1. Name the emotion.
2. List the facts you know.
3. Notice what each side is telling you.
4. Pause for your deeper sense of what helps.

EXAMPLE + DISCUSS

You feel ignored when someone does not answer. The fact is that you do not know why. Wise Mind suggests waiting, checking the facts, and asking calmly.

- What is Emotion Mind saying?
- What facts can Reasonable Mind add?

PRACTICE, TEACH-BACK & SAFETY

Complete: I feel _____. The facts I know are _____. A balanced next step is _____.

Teach-back: "Tell me one part of this skill in your own words."

Support response: "Thank you for noticing that. We can choose one small, safe step together."

Caution: Wise Mind does not mean ignoring emotions. Participation is voluntary; safety and clinical assessment come first.

APeX GROUP NOTE - ADAPTABLE LANGUAGE

Group topic: Finding Your Balance. Skill taught: Emotion Mind + Reasonable Mind = Wise Mind. Patient participation/response: [document observed behavior]. Teach-back/understanding: [document observed response]. Support or reinforcement offered: [describe].

4

Pause Before You Act

Stop - Take a step back - Observe - Proceed mindfully

LESSON GOAL

Create a pause between an urge and an action.

Patient Workbook - 4 pages | Nurse Teaching Card

Pause Before You Act

MEET THE SKILL

STOP

In this lesson, I will learn to:

Create a pause between an urge and an action.

Five useful ideas

- 1 Stop: do not act immediately.
- 2 Take a step back or stay still.
- 3 Observe thoughts, feelings, body, and surroundings.
- 4 Proceed with your goal and safety in mind.

REAL-LIFE EXAMPLE

A comment feels disrespectful. You stop, step back, notice anger and tight shoulders, then ask staff for help instead of arguing.

You may participate, pass, write privately, or ask staff for help.

If distress feels hard to manage, tell a staff member now.

Pause Before You Act

LEARN THE SKILL

STOP

THE SKILL IN ONE LINE

Stop - Take a step back - Observe - Proceed mindfully

- 1 Stop: do not act immediately.
- 2 Take a step back or stay still.
- 3 Observe thoughts, feelings, body, and surroundings.
- 4 Proceed with your goal and safety in mind.

HOW IT CAN LOOK

A comment feels disrespectful. You stop, step back, notice anger and tight shoulders, then ask staff for help instead of arguing.

REMEMBER STOP is a pause, not permission for others to mistreat you.

Pause Before You Act



PRACTICE THE SKILL

STOP

GUIDED PRACTICE

Scenario: someone cuts ahead of you. Write one STOP step you could use first.

TRY IT YOUR WAY

What I notice:

The safe skill or action I could try:

What could I try next time?

SUPPORT PLAN

If I need help using this skill, I can ask:

Choice: I may practice, pass, write privately, or ask for help.

Pause Before You Act



MY RECOVERY PASSPORT

STOP

My most useful takeaway:

The step I want to remember:

A situation where I may use this skill:

One person I can ask for support:

In my own words, this skill means:

During the next 24 hours, I will try:

MY CONFIDENCE

Before lesson: 1 2 3 4 5 After lesson: 1 2 3 4 5

Date: _____ Initials: _____

LESSON COMPLETE - ONE SKILL AT A TIME

Pause Before You Act

NURSE TEACHING CARD

STOP

GOAL Create a pause between an urge and an action.

TIME 10-15 minutes | Materials: workbook, pen/pencil

OPEN + TEACH

"Today we will practice STOP. You may participate, pass, or ask for help."

1. Stop: do not act immediately.
2. Take a step back or stay still.
3. Observe thoughts, feelings, body, and surroundings.
4. Proceed with your goal and safety in mind.

EXAMPLE + DISCUSS

A comment feels disrespectful. You stop, step back, notice anger and tight shoulders, then ask staff for help instead of arguing.

- Which STOP step is hardest?
- What safe action could follow the pause?

PRACTICE, TEACH-BACK & SAFETY

Scenario: someone cuts ahead of you. Write one STOP step you could use first.

Teach-back: "Tell me one part of this skill in your own words."

Support response: "Thank you for noticing that. We can choose one small, safe step together."

Caution: STOP is a pause, not permission for others to mistreat you. Participation is voluntary; safety and clinical assessment come first.

APeX GROUP NOTE - ADAPTABLE LANGUAGE

Group topic: Pause Before You Act. Skill taught: Stop - Take a step back - Observe - Proceed mindfully. Patient participation/response: [document observed behavior]. Teach-back/understanding: [document observed response]. Support or reinforcement offered: [describe].

5

Calm Your Body

Temperature - Intense movement - Paced breathing - Paired muscle relaxation

LESSON GOAL

Lower body arousal with safe, staff-approved strategies.

Patient Workbook - 4 pages | Nurse Teaching Card

Calm Your Body

MEET THE SKILL

TIPP

In this lesson, I will learn to:

Lower body arousal with safe, staff-approved strategies.

Five useful ideas

- 1 Use a cool cloth or cool water on hands if approved.
- 2 Try brief seated or low-impact movement if safe.
- 3 Let the exhale be a little longer than the inhale.
- 4 Tense gently, then relax one muscle group.

REAL-LIFE EXAMPLE

Your heart is racing. After checking with staff, you sit, use a cool cloth, breathe comfortably, and relax your shoulders.

You may participate, pass, write privately, or ask staff for help.

If distress feels hard to manage, tell a staff member now.

Calm Your Body

LEARN THE SKILL

TIPP

THE SKILL IN ONE LINE

Temperature - Intense movement - Paced breathing - Paired muscle relaxation

- 1 Use a cool cloth or cool water on hands if approved.
- 2 Try brief seated or low-impact movement if safe.
- 3 Let the exhale be a little longer than the inhale.
- 4 Tense gently, then relax one muscle group.

HOW IT CAN LOOK

Your heart is racing. After checking with staff, you sit, use a cool cloth, breathe comfortably, and relax your shoulders.

REMEMBER TIPP is not extreme cold, breath-holding, or strenuous exercise.

Calm Your Body



PRACTICE THE SKILL

TIPP

GUIDED PRACTICE

Choose one: cool cloth / seated marching / paced breathing / shoulder release. Ask staff before temperature or movement.

TRY IT YOUR WAY

What I notice:

The safe skill or action I could try:

What could I try next time?

SUPPORT PLAN

If I need help using this skill, I can ask:

Choice: I may practice, pass, write privately, or ask for help.

Calm Your Body



MY RECOVERY PASSPORT

TIPP

My most useful takeaway:

The step I want to remember:

A situation where I may use this skill:

One person I can ask for support:

In my own words, this skill means:

During the next 24 hours, I will try:

MY CONFIDENCE

Before lesson: 1 2 3 4 5 After lesson: 1 2 3 4 5

Date: _____ Initials: _____

LESSON COMPLETE - ONE SKILL AT A TIME

Calm Your Body

NURSE TEACHING CARD

TIPP

GOAL Lower body arousal with safe, staff-approved strategies.

TIME 10-15 minutes | Materials: workbook, pen/pencil

OPEN + TEACH

"Today we will practice TIPP. You may participate, pass, or ask for help."

1. Use a cool cloth or cool water on hands if approved.
2. Try brief seated or low-impact movement if safe.
3. Let the exhale be a little longer than the inhale.
4. Tense gently, then relax one muscle group.

EXAMPLE + DISCUSS

Your heart is racing. After checking with staff, you sit, use a cool cloth, breathe comfortably, and relax your shoulders.

- Which option fits your body today?
- What medical or mobility concern should staff know?

PRACTICE, TEACH-BACK & SAFETY

Choose one: cool cloth / seated marching / paced breathing / shoulder release. Ask staff before temperature or movement.

Teach-back: "Tell me one part of this skill in your own words."

Support response: "Thank you for noticing that. We can choose one small, safe step together."

Caution: TIPP is not extreme cold, breath-holding, or strenuous exercise. Participation is voluntary; safety and clinical assessment come first.

APeX GROUP NOTE - ADAPTABLE LANGUAGE

Group topic: Calm Your Body. Skill taught: Temperature - Intense movement - Paced breathing - Paired muscle relaxation. Patient participation/response: [document observed behavior]. Teach-back/understanding: [document observed response]. Support or reinforcement offered: [describe].

6

Comfort Through Your Senses

Sight - Sound - Smell - Taste - Touch

LESSON GOAL

Use safe sensory experiences to offer comfort.

Patient Workbook - 4 pages | Nurse Teaching Card

Comfort Through Your Senses

MEET THE SKILL

Self-Soothe

In this lesson, I will learn to:

Use safe sensory experiences to offer comfort.

Five useful ideas

- 1 Look at a calming image or color.
- 2 Listen to quiet music or steady sounds.
- 3 Notice a safe, pleasant scent if permitted.
- 4 Sip water or notice a meal flavor.
- 5 Feel a soft blanket or warm mug if allowed.

REAL-LIFE EXAMPLE

You feel lonely in the evening. You look at a nature picture, sip water slowly, and hold a soft blanket while breathing.

You may participate, pass, write privately, or ask staff for help.

If distress feels hard to manage, tell a staff member now.

Comfort Through Your Senses

LEARN THE SKILL

Self-Soothe

THE SKILL IN ONE LINE

Sight - Sound - Smell - Taste - Touch

- 1 Look at a calming image or color.
- 2 Listen to quiet music or steady sounds.
- 3 Notice a safe, pleasant scent if permitted.
- 4 Sip water or notice a meal flavor.
- 5 Feel a soft blanket or warm mug if allowed.

HOW IT CAN LOOK

You feel lonely in the evening. You look at a nature picture, sip water slowly, and hold a soft blanket while breathing.

REMEMBER Self-soothing supports coping; it does not avoid every problem.

Comfort Through Your Senses



PRACTICE THE SKILL

Self-Soothe

GUIDED PRACTICE

Choose one unit-approved comfort for each sense you want to use.

TRY IT YOUR WAY

What I notice:

The safe skill or action I could try:

What could I try next time?

SUPPORT PLAN

If I need help using this skill, I can ask:

Choice: I may practice, pass, write privately, or ask for help.

Comfort Through Your Senses

MY RECOVERY PASSPORT

Self-Soothe

My most useful takeaway:

The step I want to remember:

A situation where I may use this skill:

One person I can ask for support:

In my own words, this skill means:

During the next 24 hours, I will try:

MY CONFIDENCE

Before lesson: 1 2 3 4 5 After lesson: 1 2 3 4 5

Date: _____ Initials: _____

LESSON COMPLETE - ONE SKILL AT A TIME

Comfort Through Your Senses

NURSE TEACHING CARD

Self-Soothe

GOAL Use safe sensory experiences to offer comfort.

TIME 10-15 minutes | Materials: workbook, pen/pencil

OPEN + TEACH

"Today we will practice Self-Soothe. You may participate, pass, or ask for help."

1. Look at a calming image or color.
2. Listen to quiet music or steady sounds.
3. Notice a safe, pleasant scent if permitted.
4. Sip water or notice a meal flavor.

EXAMPLE + DISCUSS

You feel lonely in the evening. You look at a nature picture, sip water slowly, and hold a soft blanket while breathing.

- Which sense feels most calming?
- Which items are allowed on Unit A?

PRACTICE, TEACH-BACK & SAFETY

Choose one unit-approved comfort for each sense you want to use.

Teach-back: "Tell me one part of this skill in your own words."

Support response: "Thank you for noticing that. We can choose one small, safe step together."

Caution: Self-soothing supports coping; it does not avoid every problem. Participation is voluntary; safety and clinical assessment come first.

APeX GROUP NOTE - ADAPTABLE LANGUAGE

Group topic: Comfort Through Your Senses. Skill taught: Sight - Sound - Smell - Taste - Touch. Patient participation/response: [document observed behavior]. Teach-back/understanding: [document observed response]. Support or reinforcement offered: [describe].

7

Understanding My Emotions

Name it - Notice body - Notice urge - Choose what helps

LESSON GOAL

Understand an emotion without automatically acting on it.

Patient Workbook - 4 pages | Nurse Teaching Card

Understanding My Emotions

MEET THE SKILL

My Emotions

In this lesson, I will learn to:

Understand an emotion without automatically acting on it.

Five useful ideas

- 1 Name the emotion as closely as you can.
- 2 Notice where it appears in your body.
- 3 Notice the action urge.
- 4 Check what the situation needs.
- 5 Choose a safe, helpful response.

REAL-LIFE EXAMPLE

You feel anxious, notice a tight chest, and want to leave. You ask for a short break and return when ready.

You may participate, pass, write privately, or ask staff for help.

If distress feels hard to manage, tell a staff member now.

Understanding My Emotions

LEARN THE SKILL

My Emotions

THE SKILL IN ONE LINE

Name it - Notice body - Notice urge - Choose what helps

- 1 Name the emotion as closely as you can.
- 2 Notice where it appears in your body.
- 3 Notice the action urge.
- 4 Check what the situation needs.
- 5 Choose a safe, helpful response.

HOW IT CAN LOOK

You feel anxious, notice a tight chest, and want to leave. You ask for a short break and return when ready.

REMEMBER An emotion is real, but it does not have to control an action.

Understanding My Emotions

PRACTICE THE SKILL

My Emotions

GUIDED PRACTICE

Complete: I might feel _____. My body may _____. My urge may be _____. A helpful action is _____.

TRY IT YOUR WAY

What I notice:

The safe skill or action I could try:

What could I try next time?

SUPPORT PLAN

If I need help using this skill, I can ask:

Choice: I may practice, pass, write privately, or ask for help.

Understanding My Emotions

MY RECOVERY PASSPORT

My Emotions

My most useful takeaway:

The step I want to remember:

A situation where I may use this skill:

One person I can ask for support:

In my own words, this skill means:

During the next 24 hours, I will try:

MY CONFIDENCE

Before lesson: 1 2 3 4 5 After lesson: 1 2 3 4 5

Date: _____ Initials: _____

LESSON COMPLETE - ONE SKILL AT A TIME

Understanding My Emotions

NURSE TEACHING CARD

My Emotions

GOAL Understand an emotion without automatically acting on it.

TIME 10-15 minutes | Materials: workbook, pen/pencil

OPEN + TEACH

"Today we will practice My Emotions. You may participate, pass, or ask for help."

1. Name the emotion as closely as you can.
2. Notice where it appears in your body.
3. Notice the action urge.
4. Check what the situation needs.

EXAMPLE + DISCUSS

You feel anxious, notice a tight chest, and want to leave. You ask for a short break and return when ready.

- Where do you notice emotion in your body?
- What action would support your goal?

PRACTICE, TEACH-BACK & SAFETY

Complete: I might feel _____. My body may _____. My urge may be _____. A helpful action is _____.

Teach-back: "Tell me one part of this skill in your own words."

Support response: "Thank you for noticing that. We can choose one small, safe step together."

Caution: An emotion is real, but it does not have to control an action. Participation is voluntary; safety and clinical assessment come first.

APeX GROUP NOTE - ADAPTABLE LANGUAGE

Group topic: Understanding My Emotions. Skill taught: Name it - Notice body - Notice urge - Choose what helps. Patient participation/response: [document observed behavior]. Teach-back/understanding: [document observed response]. Support or reinforcement offered: [describe].

8

Thought or Fact?

Notice - Separate - Verify - Rebalance

LESSON GOAL

Separate what you observe from what your mind adds.

Patient Workbook - 4 pages | Nurse Teaching Card

Thought or Fact?

MEET THE SKILL

Check the Facts

In this lesson, I will learn to:

Separate what you observe from what your mind adds.

Five useful ideas

- 1 Notice the thought.
- 2 Write only what was observed.
- 3 Identify guesses or interpretations.
- 4 Look for other explanations.
- 5 Choose a response based on what you know.

REAL-LIFE EXAMPLE

Thought: "They ignored me on purpose." Fact: "They walked past without speaking." Another possibility: they did not hear you.

You may participate, pass, write privately, or ask staff for help.

If distress feels hard to manage, tell a staff member now.

Thought or Fact?

LEARN THE SKILL

Check the Facts

THE SKILL IN ONE LINE

Notice - Separate - Verify - Rebalance

- 1 Notice the thought.
- 2 Write only what was observed.
- 3 Identify guesses or interpretations.
- 4 Look for other explanations.
- 5 Choose a response based on what you know.

HOW IT CAN LOOK

Thought: "They ignored me on purpose." Fact: "They walked past without speaking." Another possibility: they did not hear you.

REMEMBER Checking facts does not mean your feelings are wrong.

Thought or Fact?

PRACTICE THE SKILL

Check the Facts

GUIDED PRACTICE

Mark each as thought or fact: "My hands are shaking." "Everyone dislikes me." "The meeting starts at 2."

TRY IT YOUR WAY

What I notice:

The safe skill or action I could try:

What could I try next time?

SUPPORT PLAN

If I need help using this skill, I can ask:

Choice: I may practice, pass, write privately, or ask for help.

Thought or Fact?



MY RECOVERY PASSPORT

Check the Facts

My most useful takeaway:

The step I want to remember:

A situation where I may use this skill:

One person I can ask for support:

In my own words, this skill means:

During the next 24 hours, I will try:

MY CONFIDENCE

Before lesson: 1 2 3 4 5 After lesson: 1 2 3 4 5

Date: _____ Initials: _____

LESSON COMPLETE - ONE SKILL AT A TIME

Thought or Fact?

NURSE TEACHING CARD

Check the Facts

GOAL Separate what you observe from what your mind adds.

TIME 10-15 minutes | Materials: workbook, pen/pencil

OPEN + TEACH

"Today we will practice Check the Facts. You may participate, pass, or ask for help."

1. Notice the thought.
2. Write only what was observed.
3. Identify guesses or interpretations.
4. Look for other explanations.

EXAMPLE + DISCUSS

Thought: "They ignored me on purpose." Fact: "They walked past without speaking." Another possibility: they did not hear you.

- What did you directly observe?
- What else might explain the event?

PRACTICE, TEACH-BACK & SAFETY

Mark each as thought or fact: "My hands are shaking." "Everyone dislikes me." "The meeting starts at 2."

Teach-back: "Tell me one part of this skill in your own words."

Support response: "Thank you for noticing that. We can choose one small, safe step together."

Caution: Checking facts does not mean your feelings are wrong. Participation is voluntary; safety and clinical assessment come first.

APeX GROUP NOTE - ADAPTABLE LANGUAGE

Group topic: Thought or Fact?. Skill taught: Notice - Separate - Verify - Rebalance. Patient participation/response: [document observed behavior]. Teach-back/understanding: [document observed response]. Support or reinforcement offered: [describe].

9

Choose a Helpful Action

Check facts - Name urge - Decide fit - Choose effective action

LESSON GOAL

Choose an action that helps when an emotion or urge does not fit the facts.

Patient Workbook - 4 pages | Nurse Teaching Card

Choose a Helpful Action

MEET THE SKILL

Opposite Action

In this lesson, I will learn to:

Choose an action that helps when an emotion or urge does not fit the facts.

Five useful ideas

- 1 Check the facts first.
- 2 Name the emotion and action urge.
- 3 Ask whether the emotion fits the facts.
- 4 If it does not fit, choose a safe opposite action.
- 5 If it fits, use problem-solving or protection.

REAL-LIFE EXAMPLE

You feel shame and want to hide after a small mistake. The facts show it can be repaired, so you speak up and correct it.

You may participate, pass, write privately, or ask staff for help.

If distress feels hard to manage, tell a staff member now.

Choose a Helpful Action

LEARN THE SKILL

Opposite Action

THE SKILL IN ONE LINE

Check facts - Name urge - Decide fit - Choose effective action

- 1 Check the facts first.
- 2 Name the emotion and action urge.
- 3 Ask whether the emotion fits the facts.
- 4 If it does not fit, choose a safe opposite action.
- 5 If it fits, use problem-solving or protection.

HOW IT CAN LOOK

You feel shame and want to hide after a small mistake. The facts show it can be repaired, so you speak up and correct it.

REMEMBER Opposite Action is not used to ignore real danger or valid boundaries.

Choose a Helpful Action

PRACTICE THE SKILL

Opposite Action

GUIDED PRACTICE

Complete: Emotion _____. Urge _____. Facts _____. Helpful or opposite action _____.

TRY IT YOUR WAY

What I notice:

The safe skill or action I could try:

What could I try next time?

SUPPORT PLAN

If I need help using this skill, I can ask:

Choice: I may practice, pass, write privately, or ask for help.

Choose a Helpful Action



MY RECOVERY PASSPORT

Opposite Action

My most useful takeaway:

The step I want to remember:

A situation where I may use this skill:

One person I can ask for support:

In my own words, this skill means:

During the next 24 hours, I will try:

MY CONFIDENCE

Before lesson: 1 2 3 4 5 After lesson: 1 2 3 4 5

Date: _____ Initials: _____

LESSON COMPLETE - ONE SKILL AT A TIME

Choose a Helpful Action

NURSE TEACHING CARD

Opposite Action

GOAL Choose an action that helps when an emotion or urge does not fit the facts.

TIME 10-15 minutes | Materials: workbook, pen/pencil

OPEN + TEACH

"Today we will practice Opposite Action. You may participate, pass, or ask for help."

1. Check the facts first.
2. Name the emotion and action urge.
3. Ask whether the emotion fits the facts.
4. If it does not fit, choose a safe opposite action.

EXAMPLE + DISCUSS

You feel shame and want to hide after a small mistake. The facts show it can be repaired, so you speak up and correct it.

- Does the emotion fit the facts?
- What action moves toward your goal?

PRACTICE, TEACH-BACK & SAFETY

Complete: Emotion _____. Urge _____. Facts _____. Helpful or opposite action _____.

Teach-back: "Tell me one part of this skill in your own words."

Support response: "Thank you for noticing that. We can choose one small, safe step together."

Caution: Opposite Action is not used to ignore real danger or valid boundaries. Participation is voluntary; safety and clinical assessment come first.

APeX GROUP NOTE - ADAPTABLE LANGUAGE

Group topic: Choose a Helpful Action. Skill taught: Check facts - Name urge - Decide fit - Choose effective action. Patient participation/response: [document observed behavior]. Teach-back/understanding: [document observed response]. Support or reinforcement offered: [describe].



10

Ask for What You Need

Describe - Express - Ask - Reinforce - Mindful - Appear confident - Negotiate

LESSON GOAL

Make a clear, respectful request while protecting safety and boundaries.

Patient Workbook - 4 pages | Nurse Teaching Card

Ask for What You Need

MEET THE SKILL

DEAR MAN

In this lesson, I will learn to:

Make a clear, respectful request while protecting safety and boundaries.

Five useful ideas

- 1 Describe the facts briefly.
- 2 Express how the situation affects you.
- 3 Ask clearly for what you need.
- 4 Explain the benefit.
- 5 Stay mindful and repeat calmly.

REAL-LIFE EXAMPLE

"The room is noisy. I feel overwhelmed. May I use the quiet area for ten minutes? I can return more focused."

You may participate, pass, write privately, or ask staff for help.

If distress feels hard to manage, tell a staff member now.

Ask for What You Need

LEARN THE SKILL

DEAR MAN

THE SKILL IN ONE LINE

Describe - Express - Ask - Reinforce - Mindful - Appear confident - Negotiate

- 1 Describe the facts briefly.
- 2 Express how the situation affects you.
- 3 Ask clearly for what you need.
- 4 Explain the benefit.
- 5 Stay mindful and repeat calmly.
- 6 Use a steady voice and posture.
- 7 Negotiate when appropriate.

HOW IT CAN LOOK

"The room is noisy. I feel overwhelmed. May I use the quiet area for ten minutes? I can return more focused."

REMEMBER A respectful request may still be declined; you can ask about safe alternatives.

Ask for What You Need

PRACTICE THE SKILL

DEAR MAN

GUIDED PRACTICE

Write one request using: The situation is _____. I feel _____. I am asking for _____.

TRY IT YOUR WAY

What I notice:

The safe skill or action I could try:

What could I try next time?

SUPPORT PLAN

If I need help using this skill, I can ask:

Choice: I may practice, pass, write privately, or ask for help.

Ask for What You Need

MY RECOVERY PASSPORT

DEAR MAN

My most useful takeaway:

The step I want to remember:

A situation where I may use this skill:

One person I can ask for support:

In my own words, this skill means:

During the next 24 hours, I will try:

MY CONFIDENCE

Before lesson: 1 2 3 4 5 After lesson: 1 2 3 4 5

Date: _____ Initials: _____

LESSON COMPLETE - ONE SKILL AT A TIME

Ask for What You Need

NURSE TEACHING CARD

DEAR MAN

GOAL Make a clear, respectful request while protecting safety and boundaries.

TIME 10-15 minutes | Materials: workbook, pen/pencil

OPEN + TEACH

"Today we will practice DEAR MAN. You may participate, pass, or ask for help."

1. Describe the facts briefly.
2. Express how the situation affects you.
3. Ask clearly for what you need.
4. Explain the benefit.

EXAMPLE + DISCUSS

"The room is noisy. I feel overwhelmed. May I use the quiet area for ten minutes? I can return more focused."

- Is the request clear and specific?
- What alternative could you negotiate?

PRACTICE, TEACH-BACK & SAFETY

Write one request using: The situation is _____. I feel _____. I am asking for _____.

Teach-back: "Tell me one part of this skill in your own words."

Support response: "Thank you for noticing that. We can choose one small, safe step together."

Caution: A respectful request may still be declined; you can ask about safe alternatives. Participation is voluntary; safety and clinical assessment come first.

APeX GROUP NOTE - ADAPTABLE LANGUAGE

Group topic: Ask for What You Need. Skill taught: Describe - Express - Ask - Reinforce - Mindful - Appear confident - Negotiate. Patient participation/response: [document observed behavior]. Teach-back/understanding: [document observed response]. Support or reinforcement offered: [describe].



OPTIONAL PILOT REVIEW

Nurse Feedback

Lesson taught:

Ease of teaching (1-5):

Patient engagement (1-5):

Clarity (1-5):

Clinical appropriateness (1-5):

Activity usefulness (1-5):

Actual time required:

What worked well?

What should be revised?



OPTIONAL AND ANONYMOUS

Patient Feedback

This lesson was easy to understand.

Yes Not sure No

I learned one skill I can try.

Yes Not sure No

The pictures and layout helped me understand.

Yes Not sure No

The activity was useful.

Yes Not sure No

I felt respected during the group.

Yes Not sure No

One thing that could make this lesson better:
