

Move yourself out
of Depression

Behavioural Activation



Content



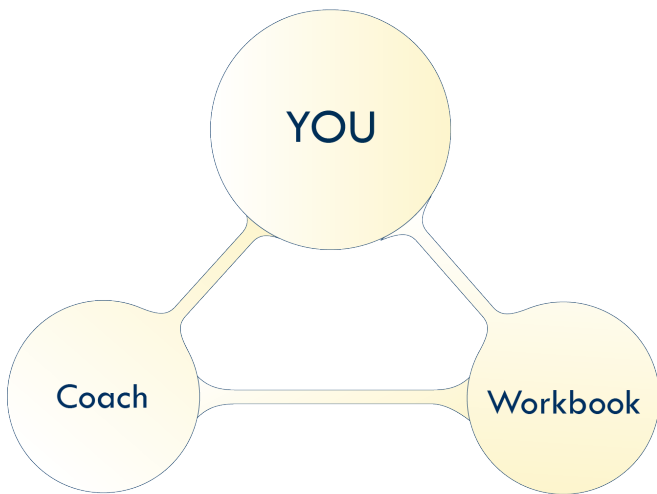
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Congratulations, you have committed to making changes in your life by signing up to this program! You have now met with your coach and received this workbook. The hardest part is seeking help, so you are already well on your way to making changes. This guided self-help program is made up of three major components: *you*, *your coach* and this *workbook*.

The most important component of the program is You. Your coach's role is to guide and support you to use the strategies in this workbook, to make the most of this program.

This workbook contains information, worksheets and resources to guide you through the program. Making any change takes time and persistence. Your willingness to give new challenges a go will be an important factor in seeing the change you want in your life.

*Help yourself with
the right tools and
support....*



4I'S



This workbook is made up of the four sections we call the 4I's:

- **I**nspiration - to help connect you with why you're doing this.
- **I**nformation - to let you know what this is all about.
- **I**mplementation - to direct you how to start.
- **I**nto the future - to show you how to maintain the changes that have been made.



INSPIRATION



Inspiration



When you first met with your coach, you identified the main problem you are currently experiencing. You also talked about how your behaviours, feelings, and thoughts contribute to, and maintain, the problem. Now that you have started, you and your coach will work together to identify goals to work on. Fill out the worksheets in this section of the book based on what you discussed with your coach.

As you work through this program, you will learn more about how anxiety and depression impact on your life. Sometimes it can be difficult to recognise the progress you have made. You might like to come back to the pages in this section as sources of inspiration and motivation to see how far you've come since you started.



Problem statement

WHEN (trigger)

WHAT (behaviour)

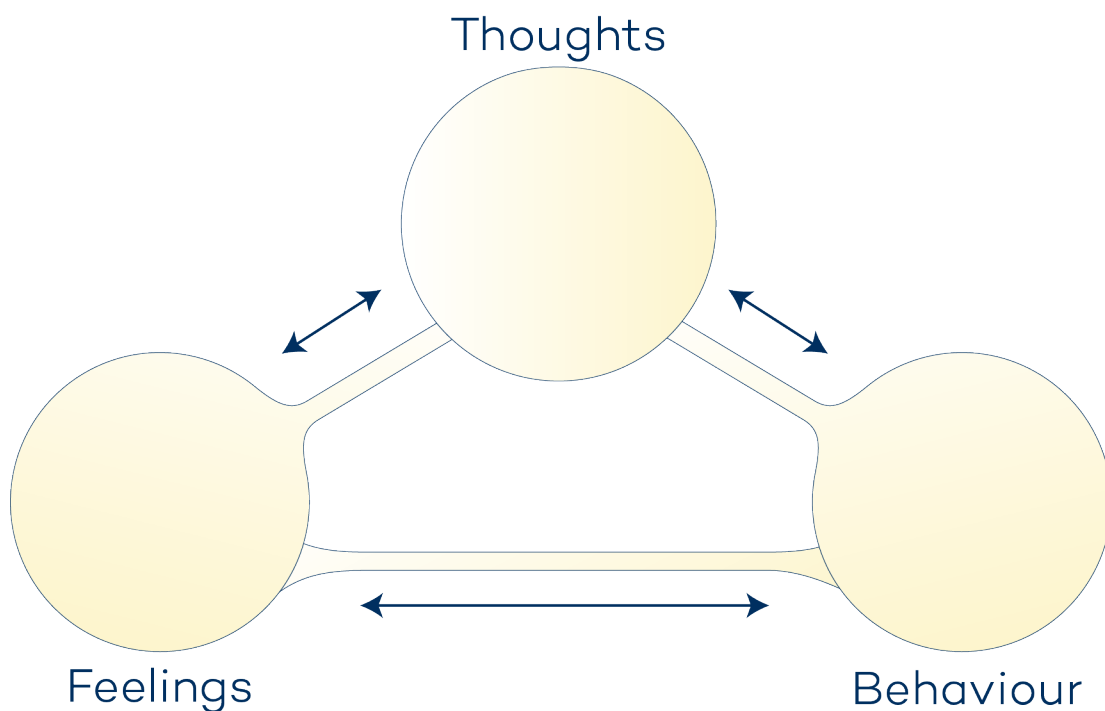
BECAUSE I THINK / FEAR THAT (consequences)

WHICH AFFECTS (impacts)

Impact of the problem



Situation

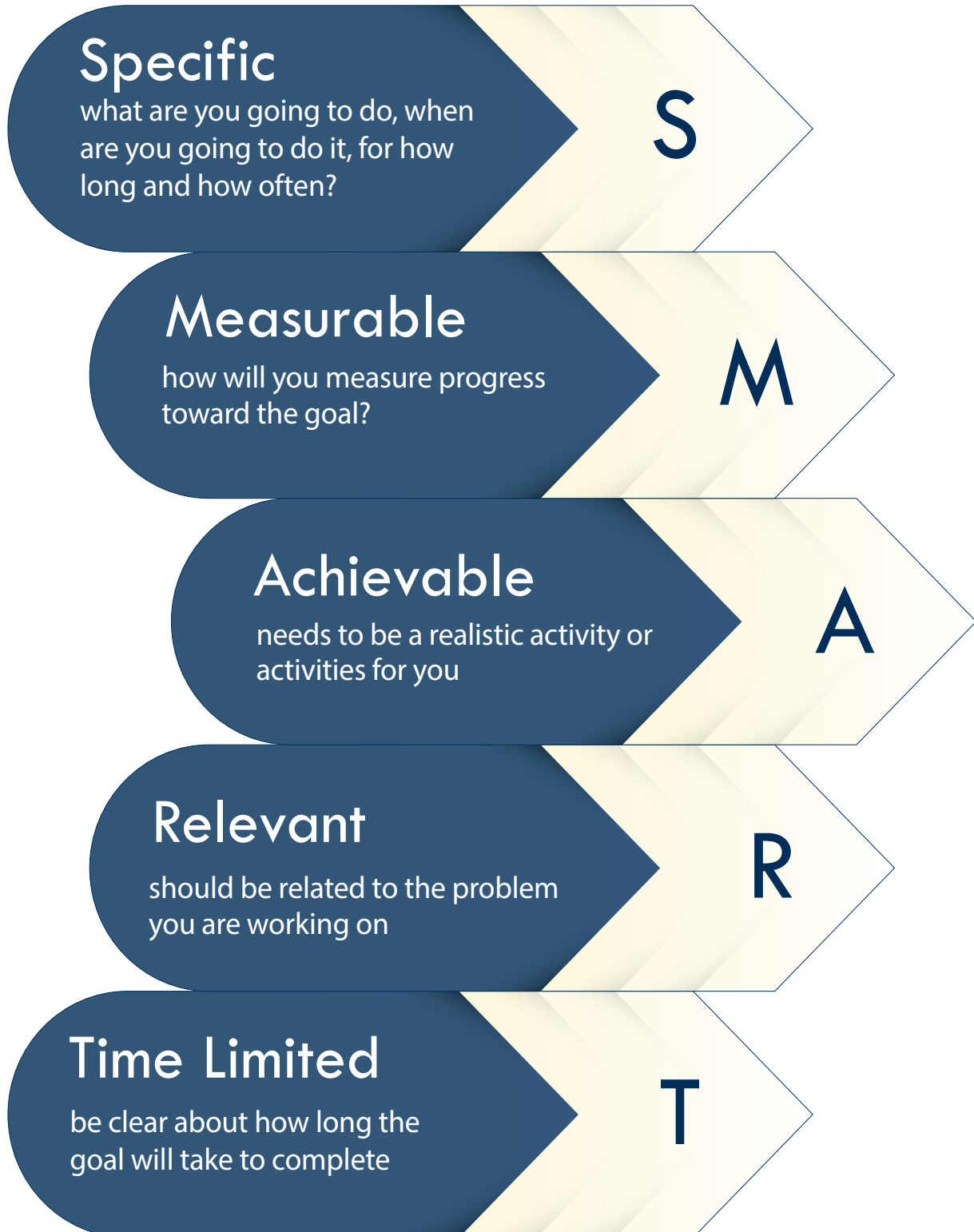


Setting goals



Working out at the beginning where you hope to be at the end is useful for identifying clear and meaningful changes. Together with your coach, you will work out some goals so that you are able to determine if what you are doing is making a difference.

Treatment goals should be S.M.A.R.T.



Goal 1

What will I do differently?

Where will I be doing it?

How regularly will I do it?

Currently, I can complete my goal



Anytime



Often



Occasionally



Not at all

Goal 2

What will I do differently?

Where will I be doing it?

How regularly will I do it?

Currently, I can complete my goal



Anytime



Often



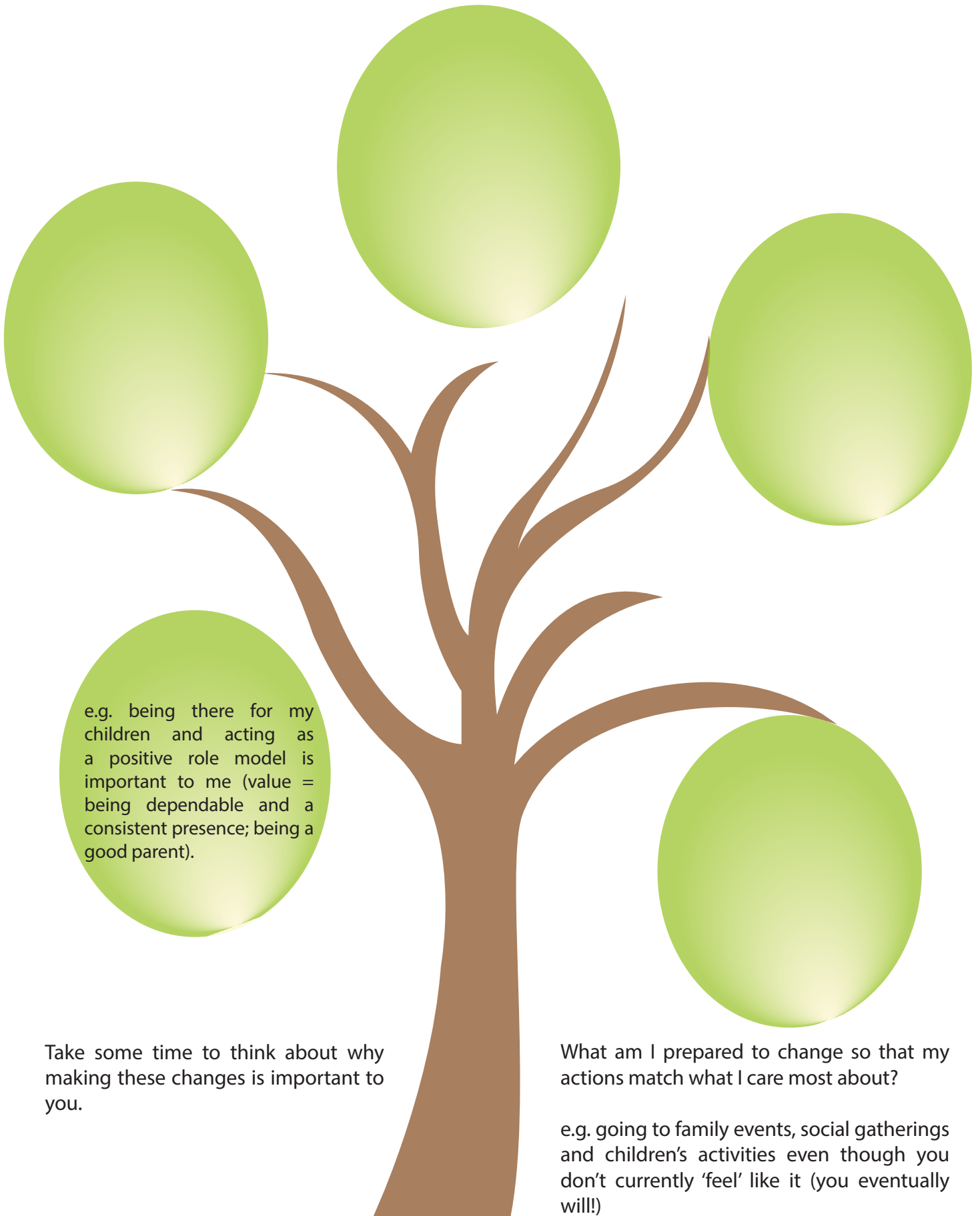
Occasionally



Not at all

Values

Areas in my life that matter the most
and give me reason to change



e.g. being there for my children and acting as a positive role model is important to me (value = being dependable and a consistent presence; being a good parent).

Take some time to think about why making these changes is important to you.

What am I prepared to change so that my actions match what I care most about?

e.g. going to family events, social gatherings and children's activities even though you don't currently 'feel' like it (you eventually will!)

Van's story



Van is 38, married with three young children, and working full-time as an electrician. He and his family migrated to Australia three years ago. He described the move as the best thing he ever did, however, sometimes struggles with the demands of everyday life.

Van began to feel down and struggled to find the energy and motivation to do the things he usually did. He started going to bed earlier every night, he stopped playing with the kids as much, and also stopped restoring his old car which he previously enjoyed. Van got behind in a few bills and didn't tell his wife because he felt ashamed. He started to think that he was letting everyone down.

Van found out about the program and made a call. He met with a coach for an assessment and learned that what he was experiencing was more common than he realised, and that when people feel down they tend to break their regular routine(s) and withdraw from usual activities. He was introduced to a treatment approach called Behavioural Activation.

With the help of his coach Van was able to identify his problems, put it into a statement, and rate the impact it was having on his life.



Van's problem statement

Because I have been feeling down, unmotivated and lacking in energy, I have been spending more time on my own. I have stopped spending time with my children, working on my car and I have been going to bed earlier. I am also behind in my bills. This has led me to worry a lot and see myself as a failure.

Impact of the problem



The coach helped Van to identify clear goals to work towards and Van rated how difficult they were to achieve at the beginning of his treatment.

Goal 1

I will pick the children up from school on Wednesdays and Fridays and take them to the skate-park for an hour for the next four weeks.

Currently, I can complete my goal



Goal 2

Having set up a regular payment plan, I will consistently pay off \$100/fortnight towards my outstanding gas and electricity bills until paid off.

Currently, I can complete my goal



After first meeting his coach, Van and his coach spoke weekly by phone for five weeks. Together, Van and his coach worked through the *Behavioural Activation* workbook, reviewing and re-rating Van's problem statement and goals. The activities and regular contact helped Van see that he was making progress towards achieving his goals.

Where is Van now?



Throughout the program, Van realised that what he did each day impacted how he felt. By carrying out planned activities each day, even when he didn't feel like it, Van started to feel more energetic and motivated. Through his coach and this workbook, Van learnt strategies to help move himself out of depression and achieve his goals.

Van now feels as though he is able to handle daily challenges that come his way. He also feels as though he has established a routine, which has helped him balance work and family life. Van now enjoys spending more time with his wife and children, and has managed to get on top of his outstanding bills. Van plans to continue using the strategies he learnt throughout the program to keep up his positive progress.

The *Implementation* section of this workbook will show you some of the activities Van completed to get to where he is now, and will be a space for you to try your own!



INFORMATION



Anxiety and Depression



Anxiety is when you might feel overwhelmed, upset, or worried about things in your life. When this happens what you **Do**, what you **Feel**, and what you **Think** impacts on how you go about your life. For example, you may go out less, avoid seeing friends, or continually take days off work.

When you are anxious;

You might **Do**
Avoid the situation, keep to what's safe....

You might **Feel**
Tense, short of breath....

You might **Think**
I can't escape, I can't handle this....

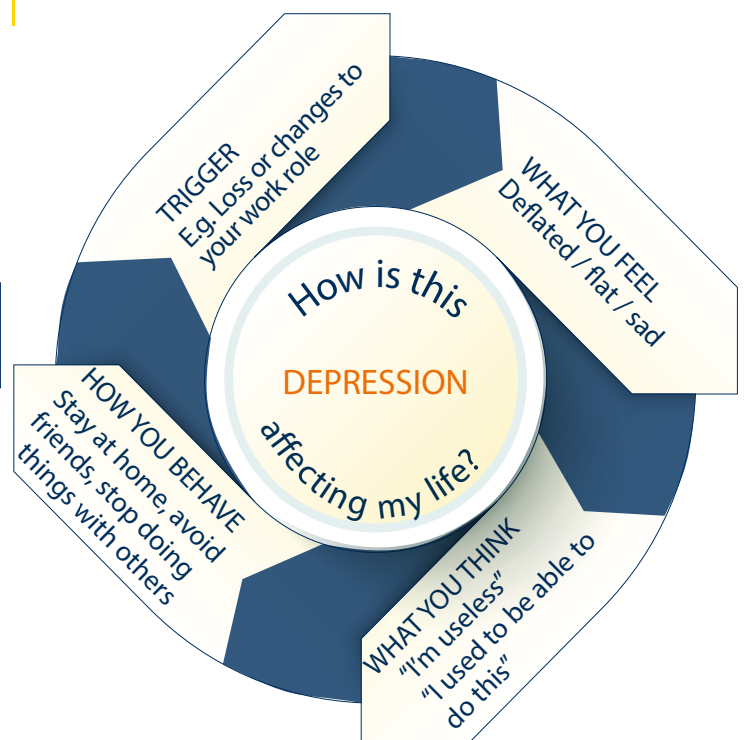
Depression may be when you feel consistently low for two or more weeks and lose interest in the activities you used to enjoy. When this happens what you **Do**, what you **Feel**, and what you **Think** impacts on how you go about your life. For example, you may stay home more, stop going to work and seeing friends, and stop participating in activities.

When you are depressed;

You might **Do**
Spend more time alone, enjoy things less....

You might **Feel**
Flat, unmotivated, sad....

You might **Think**
It's too much effort, I'm useless....



Behavioural Activation



When you stop regularly doing what is meaningful to you, it will change the way you think and feel. For example, you may avoid situations, people, or activities that seem challenging. Our avoidance of these activities or situations does provide short-term relief from the anticipated negative feelings or experiences, but in the long-term it creates a pattern of behaviour that can be hard to change.

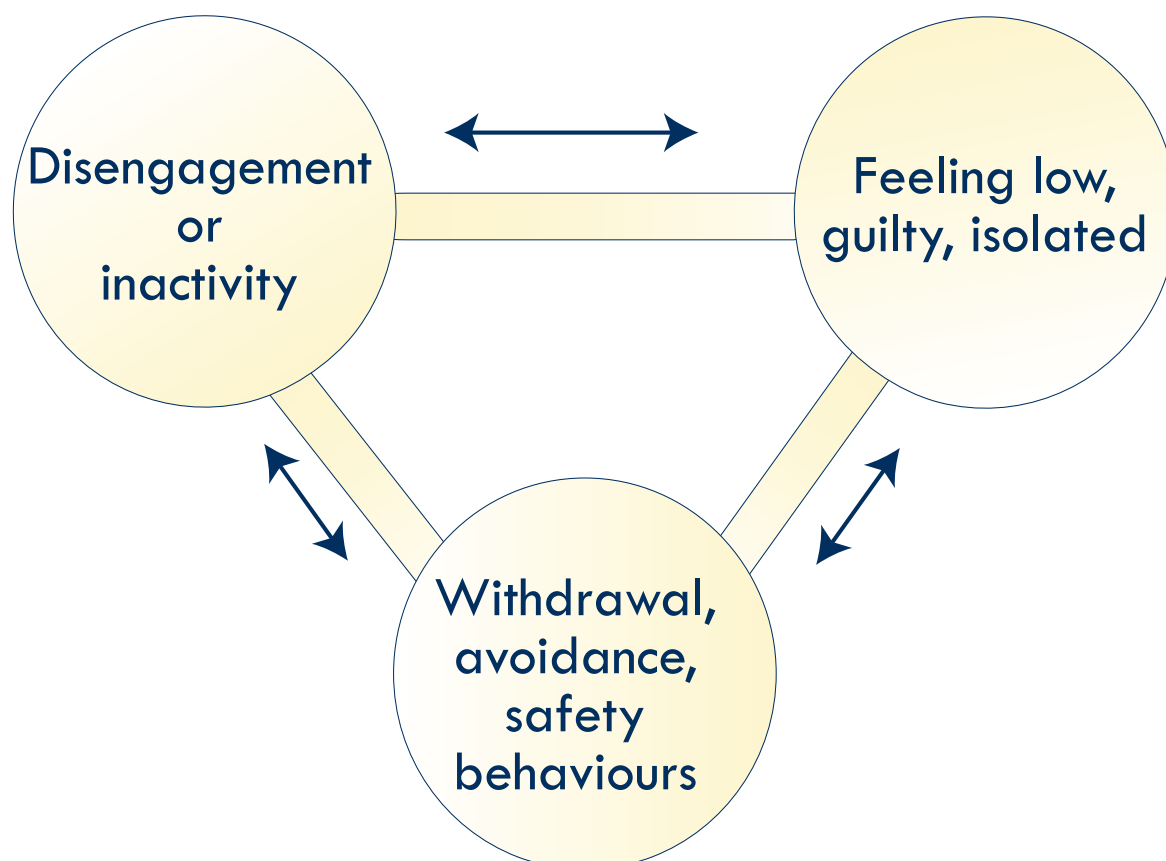
Behavioural Activation (BA) helps to break this cycle of avoidance and withdrawal. BA provides a framework to assist you to make specific and gradual changes to the things you do.

For example, think about the following question: Do people wait until they feel fit to begin exercising? For most people the answer is no - rather, they exercise in the hope of feeling fit and healthy in the future. BA works the same way, knowing that changing what we do will change how we think and feel. We take action first - we plan things to do and we do them.

Research shows that it really is possible to behave our way out of depression. It will take time for you to feel better and think differently, but persistence will pay off.

Three key activities in BA

1. **Routine:** everyday behaviours that provide order and comfort
2. **Enjoyable:** activities which bring us enjoyment and meaning
3. **Necessary:** activities which if not completed, may have significant consequences



Planning matters

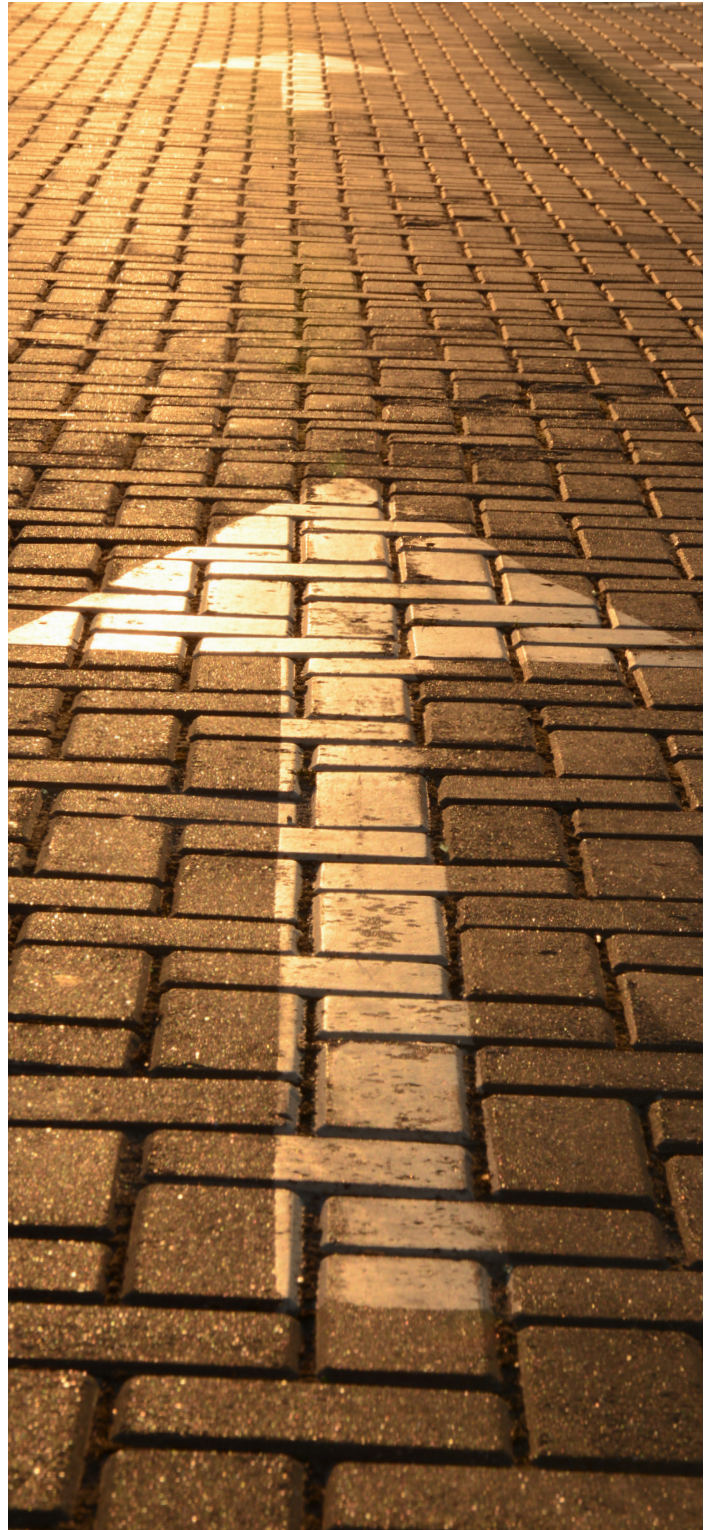


Good planning is an important part of implementing Behavioural Activation (BA).

It includes:

- Manage the pace of activity change (e.g. being realistic about the number and type of changes you would like to make in a given period of time)
- Know the best time to schedule particular activities (when are you at your best? When are you most likely to achieve what you have planned?)
- Think about obstacles that may get in the way of activities

Remember, planning is important, but doing is better.



Doing is a must



When you are completing an activity give it your full attention and don't get caught up in judging it (or yourself), at the time. Engaging in BA will require you to do things that you may not feel like or have stopped doing. Even with a good plan, it can be difficult for you to make changes when your energy and motivation is low. You can look at what worked, what is working, and what isn't working with your coach during your sessions, to create a plan that works for you.

Even if you don't manage to complete all the planned activities, or the activities you did were slightly different from what you intended, keeping a good record of activities will help you look back on what you have achieved and what is still possible.



A guide for using Behavioural Activation in your own life



1

DEFINE

Monitor and record your activities in the Activity Recorder worksheet.

Do you notice any unhelpful patterns in your behaviour?

2

DO

Identify:

List your routine, enjoyable and necessary activities.

These are activities that you used to do but have stopped or would like to do in the future.

Rate:

Rate these activities in order of difficulty.

Try to ensure that routine, enjoyable and necessary tasks are listed on each step of the hierarchy.

Plan:

Together with your coach, record them in the Activity Planner.

Be specific about the types of activities you plan to do.

Do:

Carry out the activities as planned.

Record what's happening.

3

DISCOVER

Discover what works for you:

Reflect with your coach on what worked well and what didn't during the week.

Was there a link between things you did and how you felt?

Which activities did you find most difficult?

Schedule activities for next week:

These activities may be the same as the previous week, or you might choose a couple of activities of greater difficulty.

Take away



When you stop doing the things that are meaningful and rewarding to you, over time this can lead to a low mood.

Behavioural Activation (BA) works from the outside in, rather than the inside out.

Planning, doing, and keeping an open mind will help you work with your coach to create a program that works for you.

Change takes time and is rarely straightforward. It is important to be realistic about how soon you expect to see change, but stick with it!



Practice makes permanent.

Albert Einstein

IMPLEMENTATION



Making change



Now that you have identified sources of **I**nspiration to complete this program, and have learnt valuable **I**nformation about how to make positive change in your life through Behavioural Activation, it is time to **I**mplement some strategies.

This section involves completing three activities:

- (1) **A**ctivity recorder
- (2) **A**ctivity list
- (3) **A**ctivity planner

First, you will see how Van completed these activities during his program. With the guidance of your coach, you will then have the opportunity to start implementing them yourself!



Van's activity recorder



Van used his Activity Recorder to track his current activities, to increase his awareness of the things he was avoiding. By talking to his coach about his week he became more aware of what he was avoiding and the cycle he was in. Going to bed early or staying in bed late didn't change how tired he felt. Worrying about overdue bills made him feel overwhelmed and guilty about not providing for his family, so he avoided spending time with them.

	Time	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
WHO	6-7am	<i>In bed</i>	<i>In bed</i>	<i>In bed</i>	<i>In bed</i>	<i>In bed</i>	<i>In bed</i>	<i>In bed</i>
	7-8am	<i>Woke up and got ready for work</i>	<i>Woke up and got ready for work</i>	<i>Woke up and got ready for work</i>	<i>Woke up and got ready for work</i>	<i>Woke up and got ready for work</i>	<i>In bed</i>	<i>In bed</i>
	8-9am	<i>Started work at 8:15am</i>	<i>Started work at 8:15am</i>	<i>Started work at 8:15am</i>	<i>Started work at 8:15am</i>	<i>Started work at 8:15am</i>	<i>In bed</i>	<i>In bed</i>
	9-10am	<i>At work</i>	<i>At work</i>	<i>At work</i>	<i>At work</i>	<i>At work</i>	<i>In bed</i>	<i>In bed</i>
	10-11am	<i>At work</i>	<i>At work</i>	<i>At work</i>	<i>At work</i>	<i>At work</i>	<i>Had breakfast</i>	<i>In bed</i>
	11-12pm	<i>At work</i>	<i>At work</i>	<i>At work</i>	<i>At work</i>	<i>At work</i>	<i>Grocery shopping with my family</i>	<i>On the internet in the study</i>
WHEN	12-1pm	<i>Lunch break</i>	<i>Lunch break</i>	<i>Lunch break</i>	<i>Lunch break</i>	<i>Lunch break</i>	<i>Family went to the park, but I stayed home - feeling guilty</i>	<i>Lunch with my family at home</i>
	1-2pm	<i>At work</i>	<i>At work</i>	<i>At work</i>	<i>At work</i>	<i>At work</i>	<i>Had lunch</i>	<i>Helped tidy the kitchen</i>
	2-3pm	<i>At work</i>	<i>At work</i>	<i>At work</i>	<i>At work</i>	<i>At work</i>	<i>Watched TV alone in the study - worrying about unpaid bills</i>	<i>Went for a walk alone</i>
	3-4pm	<i>At work</i>	<i>At work</i>	<i>At work</i>	<i>At work</i>	<i>At work</i>	<i>Watched TV alone</i>	<i>Watched TV</i>
	4-5pm	<i>At work</i>	<i>At work</i>	<i>At work</i>	<i>At work</i>	<i>At work</i>	<i>Had a nap</i>	<i>Watched TV</i>
	5-6pm	<i>Arrived home at 5:30pm</i>	<i>Arrived home at 5:30pm</i>	<i>Arrived home at 5:30pm</i>	<i>Arrived home at 5:30pm</i>	<i>Arrived home at 5:30pm</i>	<i>Had a nap</i>	<i>Went back to bed - didn't sleep, worrying about unpaid bills</i>
WHERE	6-7pm	<i>Ate dinner with my family</i>	<i>Ate dinner with my family</i>	<i>Ate dinner alone in front of the TV</i>	<i>Ate dinner alone in front of the TV</i>	<i>Family went out for dinner - I was too tired to go</i>	<i>Ate dinner with my family</i>	<i>Ate dinner with my family</i>
	7-8pm	<i>Watched TV alone</i>	<i>Watched TV alone</i>	<i>Watched TV alone</i>	<i>Watched TV alone</i>	<i>Watched TV alone</i>	<i>Helped tidy the kitchen</i>	<i>Watched TV</i>
	8-9pm	<i>Went to bed at 8:30pm</i>	<i>Went to bed at 8:30pm</i>	<i>Went to bed at 8:30pm</i>	<i>Went to bed at 8:30pm</i>	<i>Watched TV alone</i>	<i>On the internet in the study</i>	<i>Watched TV</i>
	9-10pm	<i>In bed</i>	<i>In bed</i>	<i>In bed</i>	<i>In bed</i>	<i>Fell asleep on the couch</i>	<i>On the internet in the study</i>	<i>Fell asleep on the couch</i>
	10-11pm	<i>In bed</i>	<i>In bed</i>	<i>In bed</i>	<i>In bed</i>	<i>Asleep on the couch</i>	<i>Sat up late, watching TV alone in the study</i>	<i>Asleep on the couch</i>
	11-12am	<i>In bed</i>	<i>In bed</i>	<i>In bed</i>	<i>In bed</i>	<i>Went to bed</i>	<i>Sat up late, watching TV alone in the study</i>	<i>Went to bed</i>
WHAT								

Van's activity list



Van made a list of routine, enjoyable and necessary activities that he committed to doing. Together with his coach, they talked about the importance of having a range of activities from each of the areas. Van also rated how difficult he thought each activity would be to carry out. By rating the difficulty of his activities, Van could monitor his improvement over time.

	Activity rater		
	Manageable	Some difficulty	Most difficult
<p>List some <i>routine</i> activities here (e.g., showering, preparing dinner)</p> <p><i>Get up by 9am at weekends</i></p> <p><i>Eat breakfast with the family</i></p> <p><i>Read bedtime stories to the kids</i></p> <p><i>Mow the lawn and tidy the yard</i></p> <p><i>Shower after work</i></p>		<p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p>	
<p>List some <i>enjoyable</i> activities here (e.g., listening to favourite music, catching-up with a good friend)</p> <p><i>Watch a DVD with my wife</i></p> <p><i>Work on restoring my old car</i></p> <p><i>Walk with my friend on Saturdays</i></p> <p><i>Go with family on social outings at weekends</i></p> <p><i>Take kids to skate-park</i></p>	<p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p>	<p>✓</p>	<p>✓</p>
<p>List some <i>necessary</i> activities here (e.g., paying a bill, arranging for the car to be serviced)</p> <p><i>Look-at unpaid bills together with my wife</i></p> <p><i>Contact providers to arrange payment plan for electricity and gas bills</i></p> <p><i>Talk to my supervisor about changing my work hours on two days to allow me to pick the kids up from school</i></p> <p><i>Talk to financial counsellor about a plan for the family budget</i></p>		<p>✓</p> <p>✓</p> <p>✓</p>	<p>✓</p> <p>✓</p>

Van's activity planner



With support from his coach, Van recognised the importance of planning everyday activities. He learnt to plan and carry out activities that were meaningful to him and to commit to doing them even when he didn't feel like it. He realised the benefit of completing necessary tasks rather than avoiding and worrying about them. By the end of the six-week program Van had achieved his goals and reconnected with his family. He and his coach had discussed Behavioural Activation and the benefits of applying them in the future.

	Time	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
WHO	6-7am	<i>In bed</i>	<i>In bed</i>	<i>In bed</i>	<i>In bed</i>	<i>In bed</i>	<i>In bed</i>	<i>In bed</i>
	7-8am	<i>Have breakfast with my family</i>	<i>Have breakfast with my family</i>	<i>Have breakfast with my family</i>	<i>Have breakfast with my family</i>	<i>Have breakfast with my family</i>	<i>In bed</i>	<i>In bed</i>
	8-9am	<i>Start work at 8:30am</i>	<i>Start work at 8:30am</i>	<i>Start work at 8:00am</i>	<i>Start work at 8:30am</i>	<i>Start work at 8:00am</i>	<i>In bed</i>	<i>In bed</i>
	9-10am	<i>At work</i>	<i>At work</i>	<i>At work</i>	<i>At work</i>	<i>At work</i>	<i>Shower and breakfast</i>	<i>Shower and breakfast</i>
	10-11am	<i>At work</i>	<i>At work</i>	<i>At work</i>	<i>At work</i>	<i>At work</i>	<i>Grocery shopping with the family</i>	<i>Spend time with the kids at the skate park</i>
WHEN	11-12pm	<i>At work</i>	<i>At work</i>	<i>Lunch break</i>	<i>At work</i>	<i>Lunch break</i>	<i>Grocery shopping with the family</i>	<i>Help my wife prepare roast lunch</i>
	12-1pm	<i>Lunch break - go for a 15 minute walk outside</i>	<i>Lunch break - go for a 15 minute walk outside</i>	<i>At work</i>	<i>Lunch break - go for a 15 minute walk outside</i>	<i>At work</i>	<i>Go to our friends' home for lunch as a family</i>	<i>Roast lunch with my family at home</i>
	1-2pm	<i>At work</i>	<i>At work</i>	<i>At work</i>	<i>At work</i>	<i>At work</i>	<i>Lunch at our friends' home</i>	<i>Roast lunch at with my family at home</i>
	2-3pm	<i>At work</i>	<i>At work</i>	<i>At work</i>	<i>At work</i>	<i>At work</i>	<i>At our friends' home</i>	<i>Go to the garage and decide what I would like to do on my car next</i>
	3-4pm	<i>At work</i>	<i>At work</i>	<i>At work</i>	<i>At work</i>	<i>At work</i>	<i>At our friends' home</i>	<i>Work on my car</i>
	4-5pm	<i>At work</i>	<i>At work</i>	<i>Finish work at 4:30pm</i>	<i>At work</i>	<i>Finish work at 4:30pm</i>	<i>At home, watch TV</i>	<i>Work on my car</i>
	5-6pm	<i>Arrive home from work at 5:30pm, shower</i>	<i>Arrive home from work at 5:30pm, shower</i>	<i>Skate park with the kids</i>	<i>Arrive home from work at 5:30pm, shower</i>	<i>Skate park with the kids</i>	<i>Watch TV</i>	<i>At home, watch TV</i>
	6-7pm	<i>Eat dinner with my family</i>	<i>Eat dinner with my family</i>	<i>Eat dinner with my family</i>	<i>Eat dinner with my family</i>	<i>Have a shower</i>	<i>Eat dinner with my family</i>	<i>Eat dinner with my family</i>
	7-8pm	<i>Read bedtime stories with the kids</i>	<i>Read bedtime stories with the kids</i>	<i>Have a shower</i>	<i>Read bedtime stories with the kids</i>	<i>Take my family out for pizza at a local restaurant</i>	<i>Play board games with the kids</i>	<i>Look at unpaid bills with my wife</i>
	8-9pm	<i>Watch TV with my wife</i>	<i>Watch TV with my wife</i>	<i>Prepare kids school lunches</i>	<i>Watch TV with my wife</i>	<i>Watch a DVD with my wife</i>	<i>Play board games with the kids</i>	<i>Prepare kids school lunches</i>
WHAT	9-10pm	<i>Read in bed</i>	<i>Read in bed</i>	<i>Watch TV with my wife</i>	<i>Read in bed</i>	<i>Watch DVD with my wife</i>	<i>Watch a DVD with my wife</i>	<i>Read in bed</i>
	10-11pm	<i>In bed</i>	<i>In bed</i>	<i>In bed</i>	<i>In bed</i>	<i>In bed</i>	<i>Watch a DVD with my wife</i>	<i>In bed</i>
	11-12am	<i>In bed</i>	<i>In bed</i>	<i>In bed</i>	<i>In bed</i>	<i>In bed</i>	<i>In bed</i>	<i>In bed</i>

Activity recorder



Date:

Time		Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
WHO	6-7am							
	7-8am							
	8-9am							
	9-10am							
	10-11am							
WHEN	11-12pm							
	12-1pm							
	1-2pm							
	2-3pm							
	3-4pm							
WHERE	4-5pm							
	5-6pm							
	6-7pm							
	7-8pm							
	8-9pm							
WHAT	9-10pm							
	10-11pm							
	11-12am							

Activity list



Date:

	Activity rater		
	Manageable	Some difficulty	Most difficult
List some <i>routine</i> activities here (e.g., showering, preparing dinner)			
List some <i>enjoyable</i> activities here (e.g., listening to favourite music, catching-up with a good friend)			
List some <i>necessary</i> activities here (e.g., paying a bill, arranging for the car to be serviced)			

Activity planner



Date:

Time		Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
WHO	6-7am							
	7-8am							
	8-9am							
	9-10am							
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WHAT								

Activity list



Date:

	Activity rater		
	Manageable	Some difficulty	Most difficult
List some <i>routine</i> activities here (e.g., showering, preparing dinner)			
List some <i>enjoyable</i> activities here (e.g., listening to favourite music, catching-up with a good friend)			
List some <i>necessary</i> activities here (e.g., paying a bill, arranging for the car to be serviced)			

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INTO THE FUTURE



Relapse prevention



Throughout this program you have been provided with information and an opportunity to apply skills. You have been encouraged to learn more about yourself, and in particular, how the interactions between what you do, feel and think, impacts on you. At this point, we hope you have made some important changes to your life.

Having experienced anxiety or depression can increase the likelihood of experiencing them again in the future. If you notice changes to what you are doing, how you are feeling, and what you are thinking, that last anywhere from a few days to a week, you may be experiencing a *setback* – this is common. A setback is when unhelpful behaviours, feelings or thoughts become more frequent. Responding to a setback by using the techniques you have learnt throughout this program can get you back on track.

If your mental health declines for longer than that, then you may be experiencing a *relapse*. Relapse is when you return to the previous behaviours, feelings and thoughts which caused the anxiety or depression in the first place, and are causing significant disruption to your life.

Relapse is not inevitable and does not happen without warning signs. The techniques you have learnt throughout this program can help you avoid or reduce the severity of relapse. Your confidence will grow as you continue to apply the techniques that you have put into practice. Supported by NETTS and your Relapse Prevention Plan (see next pages) you will have a clear plan to respond to any setback and get back on track.



NETTS:

New skills and knowledge, Exploring opportunities, Traps and Triggers, Solutions



New knowledge and skills you have learnt



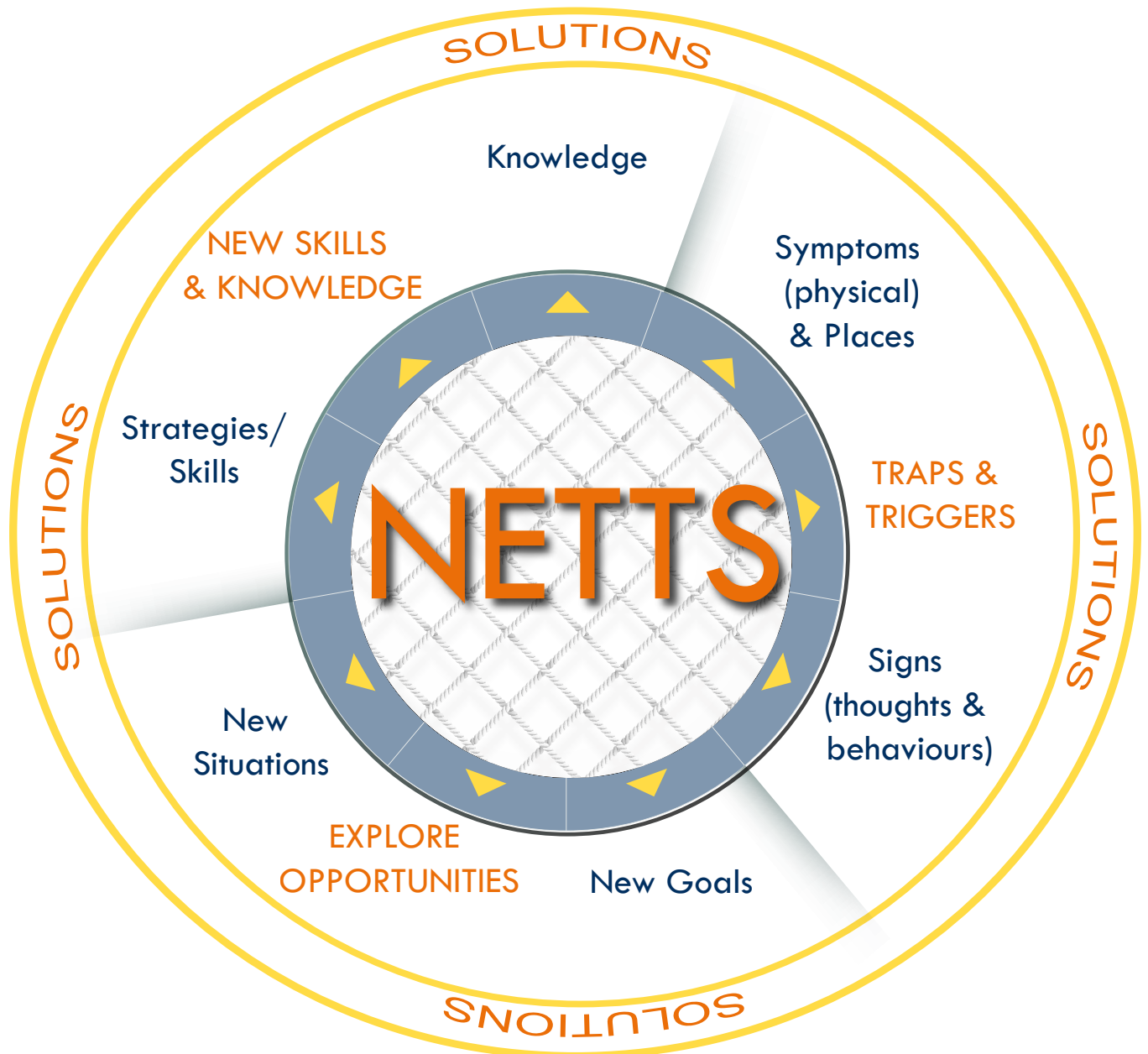
Exploring how these skills and knowledge can be applied to other areas/situations in your life



Traps and Triggers that can disrupt your recovery



Solutions for when you feel you may be experiencing a setback or relapse



Relapse prevention plan



Refer to the worksheet below to develop your RPP with the help of NETTS

New knowledge and skills I have learnt

What I have learnt about the problem:

What I have learnt about what works:

Exploring opportunities

How can I use this further in other parts of my life:

1.
2.
3.
4.
5.

Traps and Triggers

What early warning signs, thoughts, and feelings I need to be aware of:

People and places that can disrupt my recovery:

Solutions

What's next?

People and/or services I will contact if I need some additional support:

When will I schedule my routine 'Wellbeing Check-in' day and time?

- Developing your RPP is something that you will do together with your coach as part of this program.
- We recommend that you keep this resource and refer to it as you need.
- It may also be helpful for you to choose a routine 'Wellbeing Check-in' day and time every few weeks to review your progress (e.g., by re-rating your initial problem statement and goals you recorded in the INSPIRATION section of this workbook and adding in and rating any new goals that you have developed).





This guided self-help workbook is designed as an essential resource in the delivery of Low Intensity Cognitive Behaviour Therapy (LiCBT).