

01 / Tiny-task starter

ORIGINAL PRACTICE SHEET / Educational support, not a diagnostic test

USE WHEN: Starting a chore feels overwhelming

1. Choose one visible action, such as washing one cup.

2. Put the cup and sponge within reach; choose a timer of up to five minutes.

3. Try the action, then stop or decide whether another small step fits your energy.

ILLUSTRATIVE EXAMPLE

An illustrative reader wants a clean kitchen. They choose one cup, wash it, and stop when the timer rings. The whole kitchen remains unfinished, but the chosen step is done.

EASIER OPTION: Place the cup beside the sink without washing it.

PRACTICE COUNTS: You attempted the chosen action; finishing the whole chore is optional.

NEXT ACTION: Repeat the same step tomorrow, or make it smaller if starting was too difficult.

My next small step: _____

02 / Activity-choice sheet

ORIGINAL PRACTICE SHEET / Educational support, not a diagnostic test

USE WHEN: Nothing sounds enjoyable

1. List one comforting, one connecting and one useful activity you could safely try.

2. Choose the least demanding option and decide when to begin.

3. Try a short version; decide whether it was manageable enough to repeat.

ILLUSTRATIVE EXAMPLE

An illustrative reader lists music, a text to a friend, and folding a towel. They play one familiar song while seated. They do not feel happier, but choose to try music again because it was manageable.

EASIER OPTION: Listen to the first minute of one song.

PRACTICE COUNTS: You tried one chosen activity, even if enjoyment did not return.

NEXT ACTION: Repeat, shorten or switch the activity using effort and fit rather than demanding a mood lift.

My next small step: _____

03 / Daily-balance sheet

ORIGINAL PRACTICE SHEET / Educational support, not a diagnostic test

USE WHEN: The day is all chores or all avoidance

1. Write one necessary task, one routine anchor and one restorative activity.

2. Give each a realistic place in the day; leave space between them.

3. Try the first item and revise the remaining load if your energy changes.

ILLUSTRATIVE EXAMPLE

An illustrative reader chooses paying one bill, eating lunch, and sitting outside. They pay the bill after breakfast and leave the other activities loosely scheduled. A disrupted afternoon means moving the outdoor break rather than adding more demands.

EASIER OPTION: Choose only one routine anchor, such as lunch.

PRACTICE COUNTS: You tried one anchor or task and adjusted the load.

NEXT ACTION: Keep the manageable anchor and reduce any part that repeatedly overloads you.

My next small step: _____

04 / Balanced-thought record

ORIGINAL PRACTICE SHEET / Educational support, not a diagnostic test

USE WHEN: A harsh prediction feels like a fact

1. Write one situation and the exact thought it triggered.

2. Separate evidence supporting the thought from evidence that complicates it.

3. Write a fairer response and choose one safe action that fits the facts.

ILLUSTRATIVE EXAMPLE

An illustrative reader gets no reply to a message and thinks nobody cares. The only fact is that the message has not been answered; a friend called yesterday. They write that the person may be busy and return to preparing lunch.

EASIER OPTION: Ask only: What do I actually know?

PRACTICE COUNTS: You checked one thought; believing the new response immediately is not required.

NEXT ACTION: Use the same questions for another specific thought, or ask a therapist for help if the exercise becomes circular.

My next small step: _____

05 / Thinking-style check

ORIGINAL PRACTICE SHEET / Educational support, not a diagnostic test

USE WHEN: Always and never dominate your self-talk

1. Write the sentence that is upsetting you.

2. Look for an absolute, a prediction or an assumption about someone else's mind.

3. Replace the unsupported part with a precise statement and take one proportionate action.

ILLUSTRATIVE EXAMPLE

An illustrative reader writes that they always ruin conversations. They identify all-or-nothing language and remember one conversation that went adequately. They change the sentence to today's conversation felt awkward and send a simple follow-up.

EASIER OPTION: Replace one always with sometimes if that is more accurate.

PRACTICE COUNTS: You made one claim more specific and chose an action.

NEXT ACTION: If there is a real problem, use the problem-solving sheet rather than disputing the facts.

My next small step: _____

06 / Self-compassion response

ORIGINAL PRACTICE SHEET / Educational support, not a diagnostic test

USE WHEN: A mistake triggers personal attacks

1. Describe what happened without calling yourself names.

2. Write what you would say to someone you care about in that situation.

3. Say the response to yourself and choose one helpful repair or rest step.

ILLUSTRATIVE EXAMPLE

An illustrative reader misses an appointment. They write that they missed the appointment rather than that they are useless. They say mistakes happen when life is difficult, then call to reschedule.

EASIER OPTION: Use one sentence: I can take one helpful step.

PRACTICE COUNTS: You practised a kinder response and identified practical support.

NEXT ACTION: Repeat if helpful; switch to external support if kind wording feels inaccessible.

My next small step: _____

07 / One-problem solution sheet

ORIGINAL PRACTICE SHEET / Educational support, not a diagnostic test

USE WHEN: Several practical problems feel tangled

1. Name one problem you can influence and the outcome you need.

2. List two or three possible responses and compare effort, resources and likely benefit.

3. Choose one feasible first step, try it, and decide what to change.

ILLUSTRATIVE EXAMPLE

An illustrative reader is worried about an overdue bill. They compare ignoring it, paying immediately and asking about a payment arrangement. They cannot pay in full, so they contact the provider to ask about available options.

EASIER OPTION: Write the problem and ask someone to help identify one option.

PRACTICE COUNTS: You tried a feasible first step; solving everything is not required.

NEXT ACTION: Review the response and choose another option if the first is unavailable.

My next small step: _____

08 / Task-breakdown sheet

ORIGINAL PRACTICE SHEET / Educational support, not a diagnostic test

USE WHEN: A big task has no obvious starting point

1. Write the task and divide it into visible actions.

2. Put the actions in a workable order and select the first small one.

3. Try that action; choose the next only if it fits your current capacity.

ILLUSTRATIVE EXAMPLE

An illustrative reader needs to book a health appointment. They list finding the clinic number, checking opening hours and calling. Today they save the number; tomorrow they can make the call with support.

EASIER OPTION: Ask someone to find the number with you.

PRACTICE COUNTS: You completed or attempted the first visible part.

NEXT ACTION: Keep the remaining steps for later; reduce them further if they still feel vague.

My next small step: _____

09 / First-contact sheet

ORIGINAL PRACTICE SHEET / Educational support, not a diagnostic test

USE WHEN: Reaching out feels burdensome

1. Choose a person or service that is reasonably safe to contact.

2. Write a short message with a specific, low-pressure request.

3. Send it when ready; choose another support option if there is no reply.

ILLUSTRATIVE EXAMPLE

An illustrative reader texts a trusted friend: I have had a rough week. Could we talk for ten minutes sometime? They send it and choose a helpline as a backup rather than treating a delayed reply as rejection.

EASIER OPTION: Draft the message without sending, or ask someone to sit with you.

PRACTICE COUNTS: You prepared or sent one clear request for connection.

NEXT ACTION: Agree a manageable contact if they reply; use another safe support if they cannot help.

My next small step: _____

10 / Practical-support request

ORIGINAL PRACTICE SHEET / Educational support, not a diagnostic test

USE WHEN: Daily demands exceed your current capacity

1. Name one task that is difficult and the exact help needed.

2. Choose a suitable person and specify the task, timing and limit.

3. Ask, then agree an alternative if the person cannot do it.

ILLUSTRATIVE EXAMPLE

An illustrative reader needs help getting to an appointment. They ask a sibling whether they can drive them on Tuesday morning. If the sibling cannot, they ask the clinic about transport options instead of abandoning the appointment.

EASIER OPTION: Ask for help with just the first step.

PRACTICE COUNTS: You made a specific request; another person's answer is outside your control.

NEXT ACTION: Agree details if help is offered, or contact a suitable service for another route.

My next small step: _____

11 / Basic-care anchor sheet

ORIGINAL PRACTICE SHEET / Educational support, not a diagnostic test

USE WHEN: Eating, washing or rest is slipping

1. Choose one basic-care action that is appropriate for your needs.

2. Attach it to an existing cue and put the needed item nearby.

3. Try the smallest useful version; arrange support if basic needs remain unmet.

ILLUSTRATIVE EXAMPLE

An illustrative reader forgets lunch. They choose a familiar ready-to-eat lunch that suits their dietary needs and place a reminder by the kettle. After their midday drink, they sit down to eat.

EASIER OPTION: Ask someone to bring a suitable snack or meal.

PRACTICE COUNTS: You tried one care action or requested assistance.

NEXT ACTION: Repeat the cue; seek assessment promptly for difficulty eating, drinking or caring for yourself.

My next small step: _____

12 / Early-support action sheet

ORIGINAL PRACTICE SHEET / Educational support, not a diagnostic test

USE WHEN: Old difficulties are returning

1. Name a personal change that usually means you need more support.

2. Match it to one helpful action and one person or service.

3. Make the contact or arrange the action rather than only recording the change.

ILLUSTRATIVE EXAMPLE

An illustrative reader notices they have cancelled several plans. They choose a short supported walk if suitable for their health and arrange a clinical appointment because their functioning is worsening. They use the sign to seek help rather than to score their recovery.

EASIER OPTION: Tell one trusted person what has changed.

PRACTICE COUNTS: You connected a warning sign to an action or contact.

NEXT ACTION: Review the plan with a clinician and escalate promptly if symptoms worsen.

My next small step: _____

13 / Appointment-preparation sheet

ORIGINAL PRACTICE SHEET / Educational support, not a diagnostic test

USE WHEN: Explaining your difficulty feels overwhelming

1. Write the main difficulty, how long it has lasted and one daily-life example.

2. Add relevant medicines, health conditions and one question for the clinician.

3. Bring the sheet and say what help you need; disclose any safety concerns directly.

ILLUSTRATIVE EXAMPLE

An illustrative reader writes that concentration problems have lasted several weeks and are affecting work. They list their medicines and ask about assessment and treatment choices. They bring the page because talking from memory is difficult.

EASIER OPTION: Bring one sentence or a trusted support person with your agreement.

PRACTICE COUNTS: You prepared information for an assessment; the sheet does not diagnose depression.

NEXT ACTION: Use the appointment to agree the next clinical step and clarify follow-up.

My next small step: _____