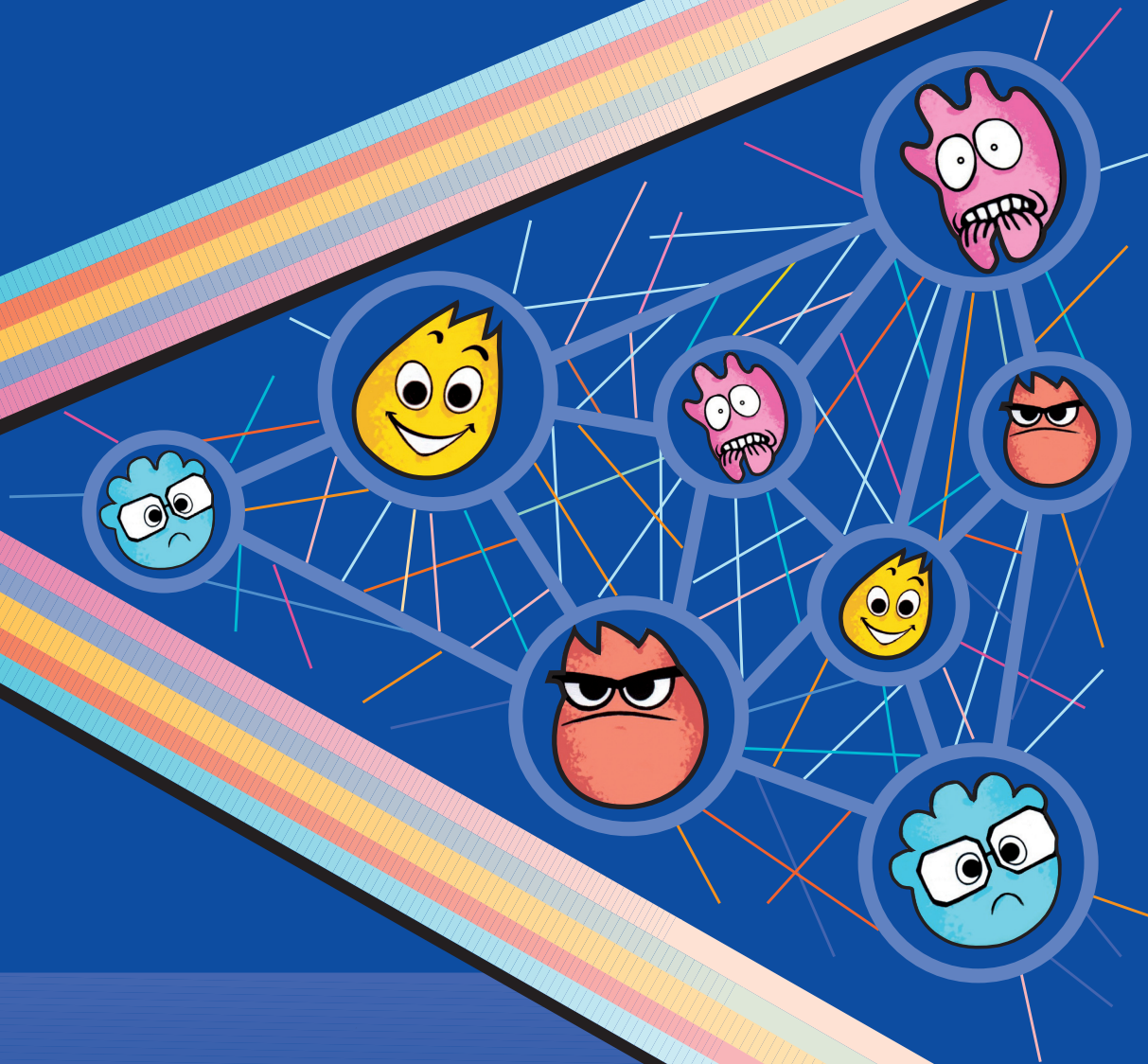


Emotion Skills Training for Young People CREST-GYP Inpatient Manual



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Character illustrations by Josephine Sama, Artist and Therapeutic Play Practitioner

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INTRODUCTION

What is the CREST-GYP Manual ?

Cognitive Remediation and Emotion Skills Training (CREST) was developed with the aim of addressing emotion processing and social skills (Adamson et al., 2018; Tchanturia et al., 2015, 2014; Money et al., 2011). It was delivered in individual (eight sessions) and group (five sessions) formats in adults with diagnoses of anorexia nervosa (AN) in inpatient and day care treatment settings. In inpatient settings where patients might have a limited motivation to change symptomatic eating-related behaviours, a limited ability to use complex therapies and a limited amount of time due to short hospital admissions, CREST protocol can be very useful.

The structure of the group was developed from the manual Cognitive Remediation and Emotional Skills Training Inpatient pack-Part II by Tchanturia and colleagues (2015), and adapted for young people (YP) (Giombini et al., 2019 and 2020 in collaboration with original manual developers). The adult manual was reviewed several times in the light of evaluation and qualitative feedback and we calibrated the YP manual in the most updated adult CREST version.

The group consists of six weekly sessions, covering the following themes: **(0)** building rapport and engagement **(1)** recognising positive emotions; **(2)** the nature and function of emotions; **(3)** how we identify emotions; **(4)** emotion expression vs emotion suppression; **(5)** emotions and needs. Each session lasts one hour with a balance between experiential exercises, discussion, and psycho-educational materials.

The aim of this manual is to help YP to recognise and tolerate their emotions and incorporate the skills learnt in the therapy sessions to everyday life. This is conducted through the use of visual material and simple exercises. It is intended to be a collaborative exploration of the YP thinking and emotional processing styles, giving the patient basic language and skills to understand, manage and express their emotions. A useful motto for this approach is managing the negative to get to the positive, hence a strong emphasis on seeking out and holding onto positive emotions while exploring experiences of negative emotions.

When should this intervention be introduced ?

This intervention could be introduced to the YP immediately after admission to an inpatient unit and can be offered irrespective of other interventions they are undergoing. The simple educational, playful, and concrete style of the therapy can serve as a good starting point to develop rapport and gently prepare patients for further psychological work.

How should this manual be used ?

Each of the six sessions typically last between 45 minutes and one hour. YP differ in their style and pace when completing the exercises as well as their motivation to work through the material. Therefore, the therapist will need to be flexible and creative whilst still trying to work closely within the structure and overall aims of the manual.

The manual is a guide for thinking about emotional processing. For some YP, there will be greater emphasis on the exercises and less on reflection; whereas for others, there will be less focus on the exercises and more reflection. The pace of the sessions can greatly depend on the composition of the group (children vs. adolescents) and the physical and psychological status of the YP. Thus, not all the exercises in each session have to be worked through and the length of sessions will also differ, depending on the composition of the group.

However, please note that the flexible use of this manual is only permissible when working in a clinical context. When using CREST -Group for YP (CREST-GYP) for research purposes the manual protocol must be adhered to.

As you will see, the intervention is not illness or symptom related. The manual was intentionally designed to broaden the YP's perspective of their current situation and focus on everyday emotional skills. This manual is largely informed by focus groups including service users, clinicians and carers, up to date research findings and clinical observations from our clinical and research team, in addition to YP's feedback and areas of difficulties they have shared with us.

Therapist Style

The therapist's stance in delivering this intervention is to be interested and curious about the patient's experiences whilst working through the exercises and discovering how these reflect real life situations. The therapist typically guides the discussions and tasks towards positivity, shifting away from the patient's automatic negative bias. Remember: always end a session on a positive! It is important that the focus is on collaboration (doing with) where both therapist and patient are engaging in the tasks and reflecting together on these. In delivering CREST-GYP we aim to be motivational drawing on skills and strengths that the patient already possesses, as well as noticing any attempts to change or try something new within, or outside of sessions, however small. The therapist can model flexibility. It is important to make the patient aware that the manual and sessions can be tailored to their needs. For example, some patients might like to practice a particular skill from a previous session which should be encouraged as a homework task whilst moving through future sessions. Similarly, certain sessions can be extended if the therapist thinks this will be beneficial to the patient. Finally, it is welcomed to be creative and, particularly in the initial sessions, to provide a safe, easy and playful environment where exercises are viewed as fun and easy to experiment with. Embarking on a new type of therapeutic intervention can be daunting for patients, so therapists should aim to be transparent and reassuring about the process and what we are hoping to achieve within the six sessions.

CREST - GYP

Summary of sessions

Session 0 Building rapport and engagement

1 Getting to know each other game - CHARADES

Session goal:

- Ask YP to play in pairs - Each pair leaves the room to discuss what they will act out and then return to the group. All other YP (and facilitators) guess what the thing is; play until everyone has had a go.

Examples to use for charades:

BOOKS	FILMS	TV SHOWS	PEOPLE
HARRY POTTER J.K. Rowling	HARRY POTTER	RICK AND MORTY	THE ROYAL FAMILY
TWILIGHT Stephanie Meyer	THE AMAZING SPIDER MAN	DR WHO	BRAD PITT
LORD OF THE RINGS J.R.Tolkien	TARZAN	GOSSIP GIRL	MILEY CYRUS
NOUGHTS AND CROSSES Malorrie Blackman	MONSTERS INC.	GLEE	ISAAC NEWTON
FRANKENSTEIN Mary Shelley	PIRATES OF THE CARIBBEAN	BIG BANG THEORY	PRESIDENT DONALD TRUMP
	CINDERELLA	MONA THE VAMPIRE	DONALD DUCK
	GHOSTBUSTERS		BRITNEY SPEARS
	GROUNDHOG DAY		SANTA CLAUS

2 Introduction to the group and what will be covered

(1) Session 1 - Power of emotion- the importance of emotions and how they affect us.

(2) Session 2 - Nature and function of emotion- How we can start to manage emotions and challenge beliefs.

(3) Session 3 - How we identify emotion- a session around ways we can correctly identify and label emotions.

(4) Session 4 - Emotion expression vs. suppression- a session focusing on the advantages and disadvantages of expressing and suppressing emotion.

(5) Session 5 - Emotions and needs- a session focusing on how emotions are signals which communicate needs and the importance of us paying attention to these needs and responding to them.

3 Emotion based activity

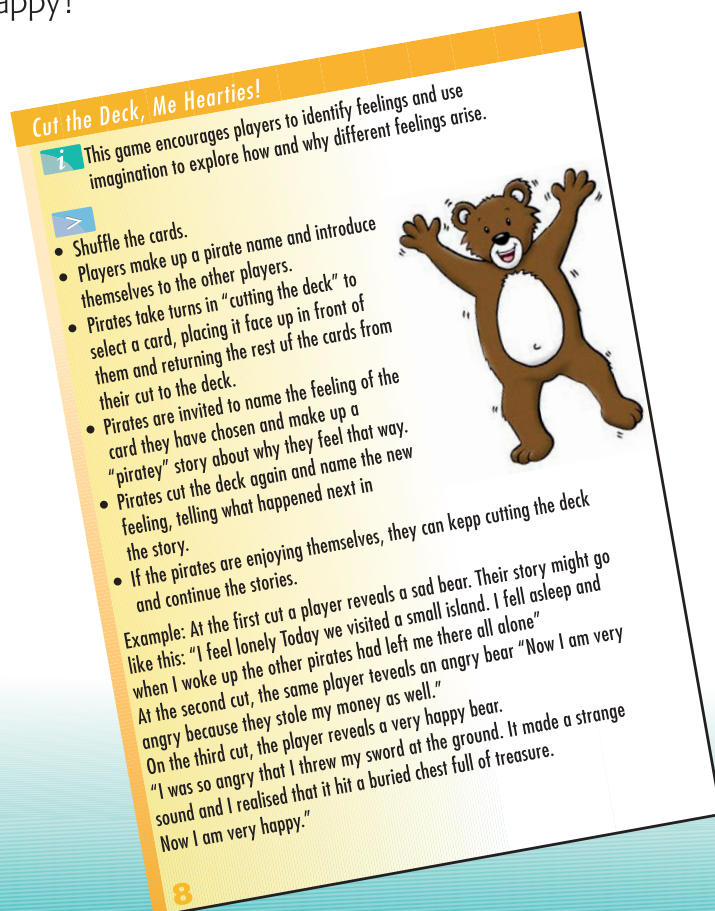
Bear cards - "Cut the deck me hearties" p. 8 of booklet

<http://iskolapszichologiai-modszertani-bazis.elte.hu/wp-content/uploads/2015/08/TheBearCardsBooklet.pdf>

The game encourages YP to identify feelings and use imagination to explore how and why different feelings arise.

Cut the Deck, Me Hearties!

- Shuffle the cards.
- Players make up a pirate name and introduce themselves to other players.
- Pirates take turns to cut the deck to select a card, placing it face up in front of them and returning the rest of the cards to the deck.
- Pirates are invited to name the feeling of the card they have chosen and make up a pirate story about why they feel this way.
- The same pirate then cuts the deck again and reveals their 2nd card, names the emotion and carries on the story for why they feel the new emotion.
- This is repeated a third time and the pirate finishes their story.
- The next pirate cuts the deck and creates their own story, naming the new emotion each time.
- E.g Pirate 1 reveals a sad bear and says I feel lonely. Today we visited a small island. I fell asleep and when I woke up all the other pirates had left me there all alone. The next card pirate 1 reveals is an angry bear- Now I am very angry because they stole my money as well. Pirate 1 reveals their third card revealing a happy bear and says I was so angry that I threw my sword at the ground. It made a strange sound and I realised that it hit a buried treasure chest. Now I am very happy!



Alternative facilitation of Cut the Deck, Me Hearties for older adolescence. Based on the group of YP, the facilitator can decide which approach to follow:

- Everyone adopts a character name of their choice.
- Everyone introduces themselves to other players.
- Lay down all the emotion words on the table upside down.
- All YP pick up three emotion words at random.
- Their job is to make up a story consistent with their emotion words and share it with the group.

Example:

1 First emotion word: **Sadness**

Sandra felt sad as her friend, Jonathan, is moving away to Newcastle from London. She tends to keep to herself a lot and felt comfortable with Jonathan around.

2 Second emotion word: **Angry**

Sandra felt angry as her friend Jonathan had not told her that he was leaving today. To make it worse, mum won't let Sandra go and say goodbye as she is grounded.

3 Third emotion word: **Happy**

Sandra feels happier as Jonathan came and said goodbye before leaving. They have a plan to meet up in two months' time in New Castle. Mum has agreed.

- The next person either begins their own story or carries on with the story of the previous person. They can choose to add more characters, if needed.

4 Acknowledge and validate

- Explain to the YP that this is a therapeutic group and that emotions can be hard to talk about but that YP can share their personal thoughts and feelings if they would like to or they can make something up.
- Acknowledge that the YP might find it difficult to contribute.
- Validate any worries or anxieties about speaking in group and/or attending group.
- Encourage YP to contribute because this will be a safe place to discuss topics.

Keep this in mind for future sessions as it is likely that this will be ongoing through the CREST-GYP cycle

5 Create group rules together

- Ask YP to each suggest a rule for group e.g. do not talk over one another, do not be judgemental (etc.).
- Ask YP to each write their rule on a piece of paper and share the rule with the group.
- Ask YP if they agree to the suggested rules and ask them to decorate their own rules. Facilitators will stick rules to a larger piece of paper and bring rules to each session.
- Sheet could be large piece from the flip chart or an A4 page.

Note:

This engagement session was created after extensive pilot work on the adaptation of CREST for YP. Our rationale to add this ice breaker session for YP was to make it easy to engage in CREST group. We found that this important change made it easier for facilitators and attendees to follow the rest of the content, which is largely based on the adult manual content and structure with adaptation and addition of age appropriate materials.



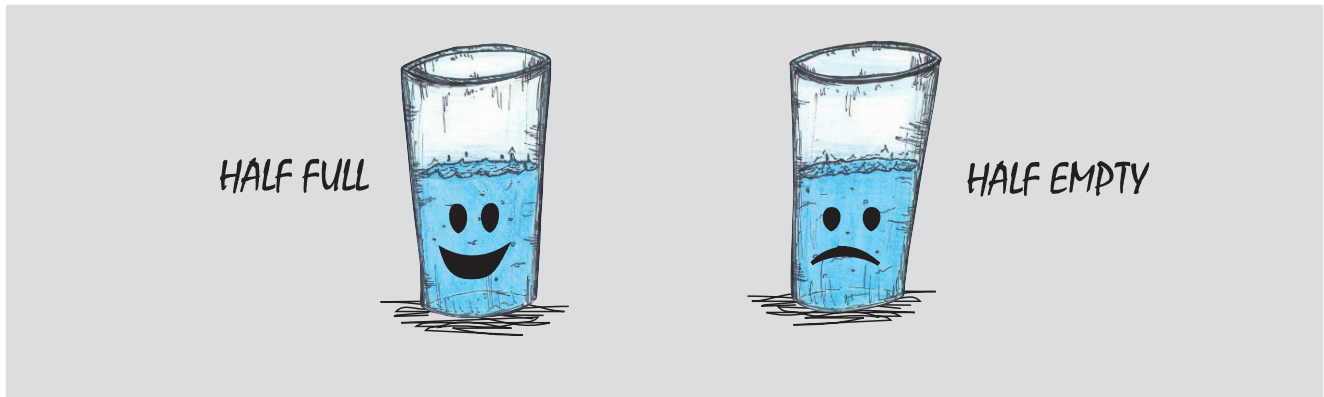
Session 1

The Power of Emotion- the importance of emotions and how they affect us

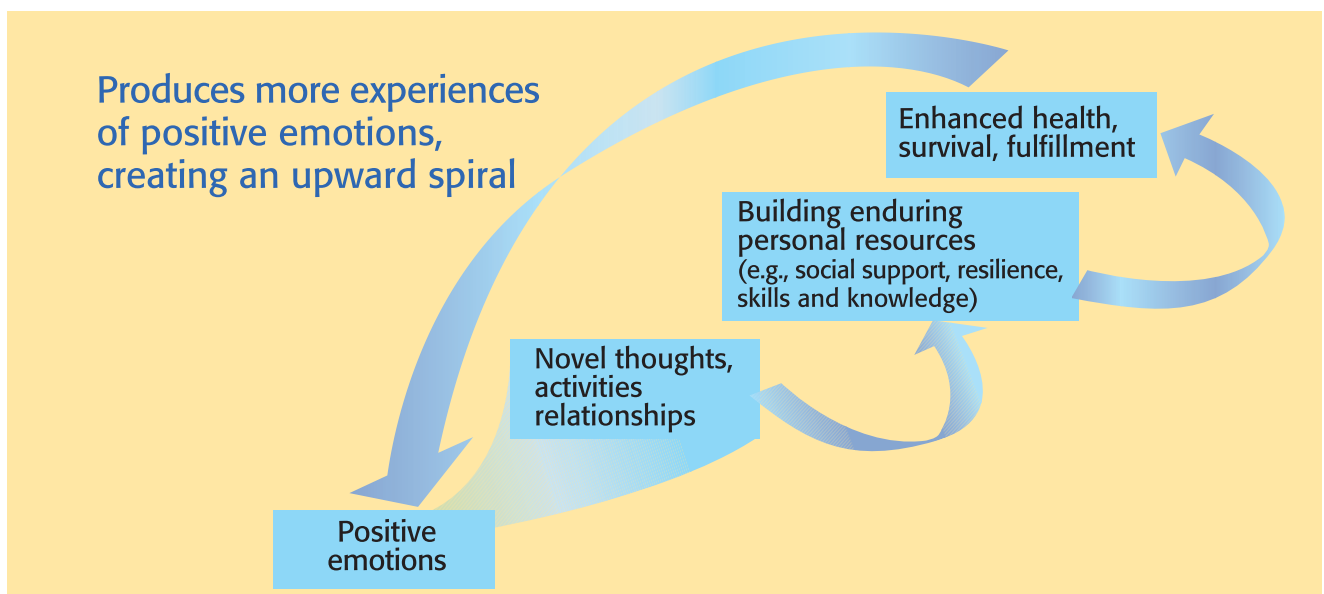
- **Session goal:** to discuss how our emotions affect us, what emotions are and how we might recognise/feel emotions in our bodies.

1 Introduction to the topic

- Show YP glass half full/empty image and how this can reflect our outlook on everyday experiences.



- This concept has been likened to optimism vs. pessimism but what you see does not make you an optimist or a pessimist, these are just descriptions of a glass but sometimes we pay more attention to negative emotions than positive ones in everyday life.
- Discuss what impact emotions have- i.e. the glass half full approach - there is plenty of evidence out there to suggest that a more optimistic approach to life is linked to being healthier, happier, more successful and balanced in life.
- In fact, Dr Barbara Fredrickson from USA has developed a theory called the broaden and build theory of positive emotions. This theory is based on the idea that if we reflect more on positive emotions than negative ones, we can do and achieve more, becoming more creative and more able to find solutions.



- Essentially, how we feel impacts our decisions and choices in life, if we feel better we might go for opportunities that we might not go for when we don't feel so good (e.g. When feeling good, I might agree to go to a party).



- **Optional Activity:** This activity may be more engaging for older adolescents. It allows for rich discussion on YP's experiences and outlook on different situations they experience.
 - YP are evenly split into groups. Recommended 3/4 in a group.
 - Each group chooses a situation to discuss an optimistic and pessimistic outlook.
 - They are advised to brainstorm thoughts, emotions and behaviours related to the optimistic and pessimistic view of the situation.
 - Once YP have finished, they come back into a bigger group and share their perspectives with others, receiving feedback.

Please be aware that the suggested scenarios are based on in-patient care, however facilitators can feel free to brainstorm alternative situations applicable to their client group.



Discussion points:

- How did it feel doing this activity?
- Was it easy to think of the optimistic/pessimistic perspective?
- What made it challenging?
- What are the pros and cons to considering both perspectives?
- Would it be easy to apply this to everyday situations?
- 2 Inside out video "Meet your emotions Joy" Sadness, Anger, Disgust, Fear (Cartoon, 3.09min).
- **Introduces 5 basic emotions.**
Meet your emotion
You Tube link: <https://www.youtube.com/watch?v=nEUzQ7yL9AO>
- 3 **Take home message:** Emotions are incredibly complex and as a culture we have many words in our language to describe emotions. Some languages and cultures have more emotion words than us and us more than them. But as an introduction, most emotions fall in the following basic categories.-SEE VIDEO(2)



- 4 Discussion:** following video and start of the session (questions to ask)
- What do people think about this?
 - What are emotions? - prompts: how do we know if we are feeling an emotion?
 - Why do we have them? prompt: what purpose might an emotion serve e.g. fear.
 - Why are emotions important?
 - What is the difference between a positive and negative emotion? E.g. happiness vs. sadness?

Take home message: Iterate that emotions are normal and we all experience them, sometimes in response to different things and sometimes differently in response to the same things. Introduction to new activity - give emotion word handouts (**Children's List of Feeling Words Activity Sheet 1** at the end of Session 1) and let YP look through them. Then begin to explain activity (4).

5 Pictionary Activity - Pictionary game with an emotion observation component added in:

- We are now going to play Pictionary but while we play, you are each going to take a turn at observing the emotions in the group (approx. 3 minutes each).
- Each time the observer notices an emotion or facial expression they circle/underline it on their emotion word sheet. Alternatively, they can select a bear card which shows the emotion as well.
- One facilitator to keep time record and encourage each YP to have a go- can start it off with facilitator doing it.
- After each YP has had a game at Pictionary/a 3 min observation slot facilitators ask for emotion word sheets to be handed in and engage in discussion about:

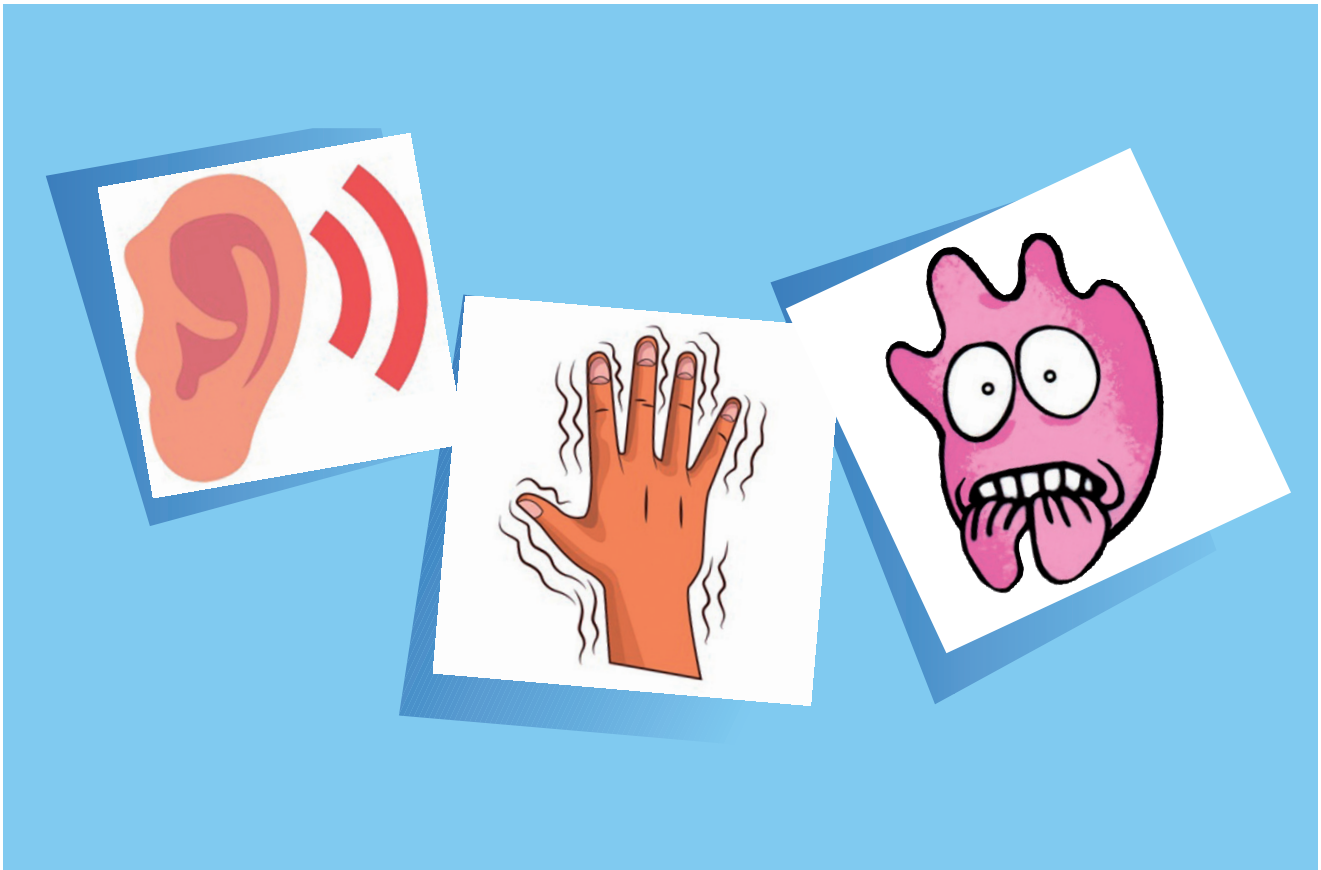
Discussion points:

- The range of emotions displayed while playing over short time period.
- Any differences in emotional intensity.
- Note how to see the emotion, YP would have been expressing it in some way e.g. facial features or behaviour.
- Did anyone feel (excited, frustrated, etc)?
- How did you know you were excited and not anxious?

These discussion points act as a seaway into the next activity/topic of the session the Emotions and the body activity (5)

6 Emotions and the Body activity:

- As discussed before, we know what emotions are, in a most basic form physiological sensations (e.g. racing heart) accompanied by cognitive labels e.g. (excitement).
- Our feelings and our physical/physiological sensations can be mixed and matched to create the variety of emotions we experience on a daily basis.
- Some emotions share physiological sensations but differ in label e.g. being bored vs. calm.
- We can understand our responses and emotions more if we think about how they are felt in the body as well as how we think about our emotions.
- Choose a mainstream emotion (ANGER, ANXIETY, FEAR, JOY, EXCITEMENT etc or ...) and place the outline of the body on the table surrounded by physiological sensations/behavioural changes.



- Create an example of a time when we might feel that emotion e.g. anxiety before an exam.
- Ask YP to place the sensations on the body where they would be felt for selected emotion.
- Repeat this with another emotion if there is time.
- Discuss how paying attention to our bodies can help us work out what we are feeling and can also communicate to others how we are feeling as well.
- Listening to our bodies can inform us about our emotions our brains and bodies don't function separately, they are one and both send us important signals.
- Not everyone feels emotions in the same way - e.g. some get cold hands when anxious while some get hot sweaty hands.

■ **Alternative approach to facilitating Emotions and the body activity. The activity below may be more appealing for older adolescence.**

- YP are put into groups of 3 or 4.
- Each group is allocated one of the six basic emotions.
- Their job is to brainstorm what bodily sensations they would experience when going through their allocated emotions.
- After completion, everyone presents their brainstorm to the rest of the group. Everyone in the group can suggest additional bodily responses to be added.

***** A similar discussion outlined for the original activity can be facilitate.**



ACTIVITY SHEET 1

Children's List of Feeling Words:

GLAD	SAD	MAD	AFRAID	OTHER
content glad pleased playful cheerful giddy calm comfortable cozy safe relaxed confident* strong peaceful	blah blue gloomy rotten sad unhappy empty	bugged annoyed irritated mean crabby cranky grumpy grouchy	uncomfortable startled uneasy tense anxious worried concerned timid	shy curious sassy weird confused moody small quiet jealous embarrassed* guilty* responsible** concerned** ashamed* caring** bored
delighted jolly bubbly tickled silly frisky happy proud* joyful excited thankful great loved/loving blissful grateful** satisfied	disappointed hurt lost sorry ashamed lonely down hopeless discouraged awful	disgusted ticked off mad angry smoldering hot frustrated impatient	alarmed scared afraid frightened fearful threatened trembly shaken disturbed	
alive sparkly wonderful ecstatic terrific jubilant	miserable crushed helpless depressed withdrawn heartbroken unloved	fed-up fuming infuriated destructive explosive violent enraged furious	dread panicky terrified horrified petrified	

* Self-conscious emotions
 ** Empathic emotions



The Power of Emotions

■ Introduction to the topic

- Our emotions can affect our decisions, how we respond to events and our behaviour.
- Emotions are physiological sensations e.g. fast heart rate accompanied by a cognitive label e.g. anger.
- Emotions are important for communication, survival and building relationships.
- We all feel emotions differently in response to different things.
- We can listen to our body to help us work out how we are feeling.



■ Session goal:

To introduce YP to the nature and function of emotions. This is looked at in terms of managing negative emotions and challenging common beliefs and misconceptions about emotions.

1 Introduce the session

- Discuss the idea that we enjoy feeling good so want to try to feel as good as possible.
- In order to achieve this we need to effectively manage our emotions to maintain positive ones and work on the less pleasant ones.
- Introduce the idea of the 3:1 ratio- i.e. a ratio of 3 good things to 1 bad thing-this is in terms of thoughts, feelings and behaviour.
- Express that we aren't expecting people to be able to make themselves ecstatic the whole time but we can try feel less bad.
- Like we talked about last week, feeling better means we can do more and improves our relationships etc., etc.

2 Practicing the 3:1 ratio activity

- In this activity YP will be asked to act out a scenario.
- If YP are willing, they can do the acting, if not the facilitators will be the actors.
- YP are able to use props.
- Possible scenarios are below:

(1) Jo's family lives in North London. Jo's best friend has just moved away to Edinburgh. Jo never had that many friends so losing her best friend is a big deal to her. Jo's parents aren't really around much because they both work two jobs in order to provide for the family. Jo does however have a pet cat called Dolly who she likes to talk to when she's at home.

(2) Tom is very close to his little sister and they play together after school. Tom's little sister fell out of a tree one afternoon and broke her arm. Tom was the one who dared her to climb onto the higher branch. Tom wants to bring his sister her favourite toy and dressing gown from home but when he and his mum get there, she is asleep.

Alternative scenarios to use for 3:1 ratio practise. This can be used more with older adolescents:

(1) Jo has been attending Gatwick South Academy in London for the last 3 years. She feels settled at this school, likes the teachers and feels comfortable with people in her class. Jo has a couple of friends she socialises with regularly (clique). However, her family have bought a new house in Essex and they are moving next week meaning that she has to change schools.

(2) Tom likes this girl at school. One day on the way to class, Tom trips over his feet and falls to the ground. He notices that she saw him and feels very embarrassed. The girl smiled before walking over to help him up. Tom is now scared to speak to her even to say hello.

(3) On the morning of Jonathan's GCSE exam, he woke up and realised his alarm did not go off and rushed to get ready. He got to the bus just as the bus left. After waiting 10 minutes, another bus came and he was a few minutes late for his exam. The examiner allowed him to sit the exam and Jonathan managed to complete it on time.



The YP will act/direct the scenario and be the voices of the characters and for the scenario they will talk about how the character might feel and how they can make the 3:1 ratio work in the vignette

Discussion points:

- Do you think (person acting) feels better or worse if they think more negative thoughts?
- Did you find this easy / hard?
- Do you think you could apply this to your own life?
- This activity involves drawing / recognizing the positive from the situation even though you may think the situation is negative.

3 Bear card activity Yesterday

- Spread out the bear cards, face up.
- Get YP to choose a card that reflects a feeling they remember clearly from the day before.
- Ask YP to name the feeling and say why they felt that way (Can make up a scenario, doesn't have to be real).

Discussion points:

- What did you do when you felt that way?
- How long did the feeling last?
- Is the feeling very different from today?
- If so, what has changed?
- How could you have applied the 3:1 to your example?

If YP discuss their emotion continuing to the next day- it lends itself nicely to a quick discussion about emotional pain and emotional suffering.

- Emotional pain is your emotional response to an event/trigger e.g. an example one of young people has suggested in bear card activity.
- Emotional suffering is when you carry on feeling that pain e.g. example carrying on to next day and repeatedly going on.
- A separate example is: You don't do well in a test and feel sad and disappointed in yourself (emotional pain) if over the next few days you repeatedly tell yourself you are a failure and will always do badly in tests, then it is emotional suffering.

Take home message: If we practice the 3:1 ratio we are no less likely to feel emotional pain but we are more likely to prevent emotional suffering.

4 List of Strengths- highlight strengths you see in yourself or others see in you ([The List Activity Sheet 2 at the end of Session 2](#)).

- Ask them to swap with each other and highlight strengths for one another if struggling to ensure they have something to take away.

■ Alternative ways of facilitating the List of strengths activity are outlined below:

- All YP are seated in a circle.
- Each YP has a blank paper and writes the name of the peer on their right at the top.
- They proceed onto writing two strengths they see in that person.
- The paper is then rotated to the right, with the other YP continuing to add two strengths for the person whose name is at the top.

Or

- On each round one person faces the wall.
- Other participants write down a strength of that person on a post-it note and sticks it on the person s'back.



- Every participant takes a turn.
- After everyone has had a chance, the participants can then turn and read the strengths that were stuck on them.
- There should be the same amount of strengths stuck on each person.

Explain that the idea of this is to help individuals practice the 3:1 for themselves so they can refer back to their strengths if struggling to do this alone without a prompt.

Reflecting on our strengths can be a good way to counterbalance our less pleasant feelings.

5 Challenging Negative Beliefs

- The beliefs we have about emotions can impact how we respond to the emotions themselves and the thoughts we have about them.
- The following are various statements about emotions which can be challenged in group:

- Negative emotions are bad.
- It is not acceptable to have a negative feeling.
- Having some emotions are a sign of weakness (e.g. shame, guilt, fear, anxiety &).
- Emotions are not important.
- If I think about and acknowledge how I feel I will lose control.

- Discuss these statements in terms of different situations e.g. Sophie gets shouted at in front of the whole class at school for handing in her homework late. Sophie feels embarrassed and sad. When she feels sad, she tells herself she is weak and pathetic for feeling this emotion. Is this response appropriate?
- If YP can recognise that Sophie is not weak for feeling sad, can they recognise that perhaps they are not themselves weak for feeling sad/another negative emotion?
- e.g. Mary noticed that her friend Hannah stole something from her bag. Mary stops talking to Hannah, without telling her anything or expressing her anger. Is this response appropriate?

Take home message: To discuss that the distinction is not good vs. bad emotions but reasonable vs. inappropriate responses.

6 List of Simple pleasures activity

- Give YP a piece of paper each and pens and stickers.
- Ask them to write down a list of simple pleasures for themselves i.e. things they like doing because they make them feel good (e.g. singing, painting nails etc or ...).
- Ask them to draw what they like or write it.



Strengths of WISDOM AND KNOWLEDGE:
cognitive strengths that entail the acquisition and use of knowledge

1. Creativity (originality, ingenuity): thinking of novel and productive ways to conceptualise and do things.
2. Curiosity (interest, novelty seeking, openness to experience).
3. Open mindedness (judgment, critical thinking): thinking things through and examining them from all sides; weighing all evidence fairly.
4. Love of learning: mastering new skills, topics and bodies of knowledge, whether on one's own or formally.
5. Perspective (wisdom): being able to provide wise counsel to others; having ways of looking at the world that make sense to oneself and to other people.

Strengths of COURAGE:
emotional strengths that involve the exercise of will to accomplish goals in the face of opposition, external and internal

6. Bravery (valour): not shrinking from threat, challenge, difficulty or pain; acting on convictions even if unpopular.
7. Persistence (perseverance, industriousness): finishing what one starts; persisting in a course of action in spite of obstacles.
8. Integrity (authenticity, honesty): presenting oneself in a genuine way; taking responsibility for one's feelings and actions.
9. Vitality (zest, enthusiasm, vigour, energy): approaching life with excitement and energy; feeling alive and activated.

Strengths of HUMANITY
interpersonal strengths that involve tending and befriending others

10. Love: valuing close relations with others, in particular those in which sharing and caring are reciprocal.
11. Kindness (generosity, nurturance, care, compassion, altruistic love, 'niceness'): doing favours and good deeds for others.
12. Social intelligence (emotional intelligence, personal intelligence): being aware of the motives and feelings of other people and oneself.
13. Citizenship (social responsibility, loyalty, teamwork): working well as a member of a group or team; being loyal to the group.
14. Fairness: treating all people the same according to notions of fairness and justice; not letting personal feeling bias decisions about others.
15. Leadership: encouraging a group of which one is a member to get things done and at the same time maintain good relations within the group.

Strengths of TEMPERANCE
strengths that protect against excess

16. Forgiveness and mercy: forgiving those who have done wrong; accepting the shortcomings of others; giving people a second chance; not being vengeful
17. Humility/modesty: letting one's accomplishments speak for themselves; not regarding oneself as more special than one is.
18. Prudence: being careful about one's choices; not taking undue risks; not saying or doing things that might later be regretted.
19. Self regulation (self control): regulating what one feels and does; being disciplined; controlling one's appetites and emotions.

Strengths of TRANSCENDENCE:
strengths that forge connections to the larger universe and provide meaning

20. Appreciation of beauty and excellence (awe, wonder, elevation): appreciating beauty, excellence, and/or skilled performance in various domains of life.
21. Gratitude: being aware of and thankful of the good things that happen; taking time to express thanks.
22. Hope (optimism, future mindedness, future orientation): expecting the best in the future and working to achieve it.
23. Humour (playfulness): liking to laugh and tease; bringing smiles to other people; seeing the light side.
24. Spirituality (religiousness, faith, purpose): having coherent beliefs about the higher purpose, the meaning of life, and the meaning of the universe.

The Nature and Function of Emotions

Key Points:

- We can improve our mood by practicing the 3:1 positivity ratio.
- There are positives in any and every situation.
- Emotional pain is felt by everyone but we don't have to go through emotional suffering if we look after ourselves.
- Everybody has strengths.
- All emotions are valid and important.
- No emotion is a sign of strength or weakness

3:1

1

1

2

3

Session goal:

To focus on how we identify emotions and what clues we can use to help us with this. This will be done through a word map exercise and an exercise where we explore the experience of different emotions.

1 Introduction to the session

- Sometimes we struggle to identify and work out how we feel at a given time- sometimes we know something is bothering us but we can't quite work out what.
- Different things can make identifying our emotions difficult e.g. if the situation is complicated or there are different outcomes which are both good and bad.
- Can anyone relate to this?

2 Emotion world map exercise

- This will sort of be a fun competition for them.
- Lay out all emotion word cards on the table.
- Pairs or 2 groups have to do one emotion each e.g. anger and happiness then they have to select the emotion words on the table which fall into that emotional category and put them in a rough order of intensity.
- The group to finish first gets the glory of winning and a choice of sticker.
- Ask YP if they agree with what each other has done, present to other pairs/group.
- This is meant to expand emotional word vocabulary.
- This emphasises previous session points about the variation in our emotions and how they can change in intensity/strength.
- Idea is to keep reminding us to be aware of emotions and how they can change/differ and get us actively thinking about them.

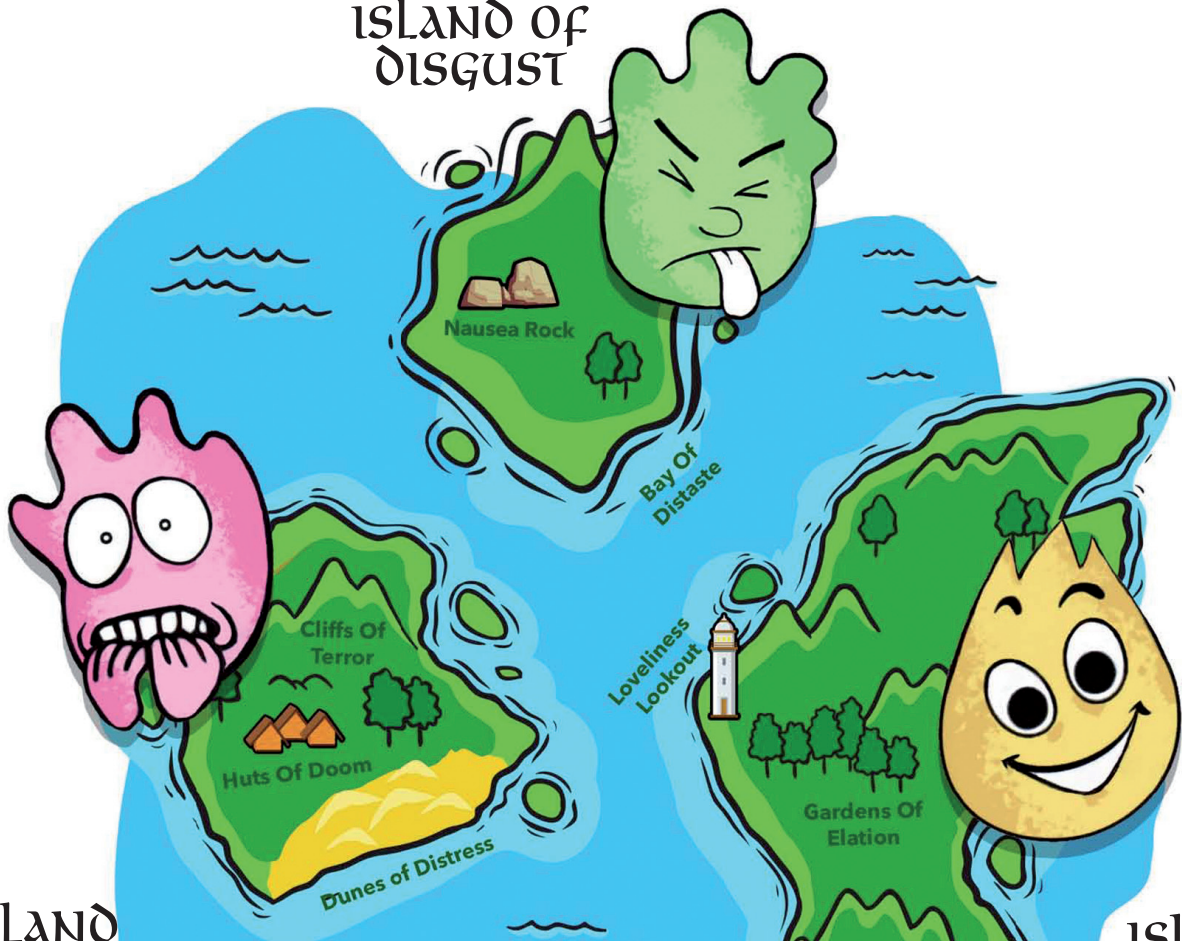
3 Exploring Experience of Emotions

- Idea is to get people to think about how exactly they know they are feeling a certain emotion- are they sure it's anger or is it embarrassment or is it both?
- If we can pinpoint our emotions more accurately, we can communicate our needs to others more effectively e.g. If I tell someone that when they stole my letter to Hogwarts, it distressed me, they might interpret that to mean a whole range of feelings but if I recognise that it made me feel anger, I can tell them this and they might understand the full consequences of their actions.

Emotion Islands

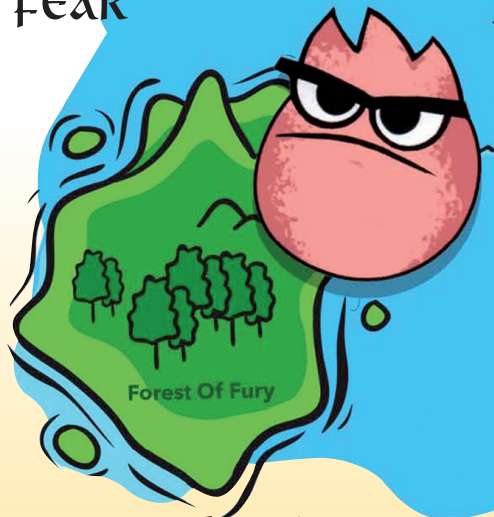
- Divide YP into pairs and assign each an island (e.g. "Island of Disgust").
- YP first have to selectively choose the emotion words associated with the islands from the emotion word cards.
- Then the YP select the provided examples of situations eliciting the emotion for their island.
- Then the YP select bear cards which show the behaviour someone feeling that emotion might display.
- Next the YP choose the physiological changes associated with that emotion as well.
- Finally, YP choose ideas for ways of managing from the slips provided for that emotion.
- Each pair presents what they have created to the rest of the group or another pair as if they did not know anything about emotions.

ISLAND OF DISGUST



ISLAND OF FEAR

ISLAND OF JOY



ISLAND OF ANGER

ISLAND OF OF SADNESS



Discussion points:

- How does the body feel?
 - What kind of thoughts are you having?
 - What are you doing? How are you behaving?
 - What else might prompt this feeling?
 - How am I managing this emotion?
 - What makes managing this emotion difficult?
 - How can I manage this emotion better?
- YP can be asked if they agree with what pairs have selected and are invited to add their own in addition.
 - Wrap up this activity with an explanation that if we notice what is going on for us, look at our behaviours etc... then we are in a better position to know what our emotions are and then we can manage them better.

Take home message: One of the key ways for this is communication. If we tell someone something is wrong but can't tell them what it is or why, then they won't be able to help us as much as if we were able to tell them specifically what the problem is. Alternatively, if we say something that isn't accurate, they might try to support us but not in a way we need/wanted and it might make us feel worse.

Discussion points:

- People experience emotions differently.
- Just because we have identified an emotion we are feeling does not mean that that emotion defines us e.g. "feel sad" does not mean "I am a sad person".
- The Irish say "sadness is upon me" - reminder of the temporary/transient nature of emotions.

■ ***Alternative: You can use a "Story Boarding" activity in place of the "Emotion Islands". This can be used more with older adolescents:***

- Divide YP into pairs and assign each group an A3 storyboard template.
- Each storyboard has space for four scenes.
- YP are instructed to think about the clues (including: thoughts, bodily changes and behaviours) which help us identify our emotions.
- They are encouraged to assign emotion labels for each of the four scenes and consider coping strategies to manage.
- The fourth scene should reflect the outcome of the situation and ways to continue managing.
- Following this, the whole group comes together and shares their story boards.

***** Please note: YP can choose to draw or write on the storyboard.**



ANGER



Situation:

<p>Draw the situation</p>	<p>1 Scene</p>	<p>Thoughts</p> <p>Emotion label</p> <p>Behaviours</p> <p>Boddily changes</p> <p>Coping strategy</p>	<p><i>Consider how you would start coping with this emotion in this scene?</i></p> <p>Draw the situation</p>	<p>3 Scene</p>
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<p>Draw the situation</p>	<p>2 Scene</p>	<p>Thoughts</p> <p>Emotion label</p> <p>Behaviours</p> <p>Boddily changes</p> <p>Coping strategy</p>	<p><i>Consider how you could continue coping with this emotion in this scene? What is the outcome of the situation?</i></p> <p>Draw the situation</p>	<p>4 Scene</p>
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Discussion points:

- How did it feel doing this activity?
 - What made it easy or difficult?
 - Is it always easy to know how we are feeling? What can make it hard?
 - Do we always consider how our emotions change with the situation?
 - Where could someone get stuck on your storyboard?
- *** Please also refer to the discussion questions for the Emotion Islands.

4 Pairs Emotion Charades

- This is a quick game where YP split into pairs.
- The first YP chooses a bear card at random and has to act out the emotion to their peer.
- The peer has to guess the emotion being acted out.
- YP acting can say what has prompted their feeling and what thoughts they might be having.
- Idea is to help YP practice expressing the emotion in an impersonal and exaggerated way which will hopefully help them express themselves.



How Do We Identify Emotions?

■ Key Points

- Sometimes it can be hard to know what we are feeling.
- Emotions vary hugely in nature and intensity.
- We can look at a series of clues to help us identify our emotions.
- Accurately identifying our emotions can help us make them more manageable.
- Accurately identifying how we feel means we can communicate with others more effectively and be supported in the way we ask for.

How do I feel?

What situation has caused my feeling?

.....

.....

.....

What is going on with my body?

.....

.....

.....

What thoughts am I having?

.....

.....

.....

How am I responding?

.....

.....

.....

My feeling is

.....

.....

.....

Session goal:

To discuss the advantages and disadvantages of expressing and suppressing emotions. By the end of the session, YP should understand what expression and suppression look like, why and when we might express or suppress emotions. The session also covers the intensity of emotions and at what point they become overwhelming.

1 Introduction to the group

- Explain to the group that when we feel emotions, we do one of two things, we either show them or we hide them i.e. express them or suppress them.
- Explain that often people suppress their emotions because in the short-term it provides relief (e.g. suppressing sadness might make you feel better at first).
- But suppressing an emotion in the long-term actually tends to make the emotion feel more intense (e.g. if a peer does something that irritates us and we suppress the irritation, it can intensify over time and become more difficult to contain causing you to snap at that person for something trivial).
- Suppression in the long terms also leads to us not having our needs met.
- Explain that expression and suppression are not 'good' or 'bad' but they are things we do depending on the situation and the emotion.
- Let YP know that we aren't going to tell them to stop suppressing feelings but we are going to encourage a healthier balance.

2 Facilitator Role Play

After watching the demos, YP can be asked a series of questions about them. We role play following scenario suggestions:

Situation 1:

You've been waiting in line to pay. The shop is getting hot and your feet are tired. Firstly, an older woman stands in the queue in front of you and then you notice a young family push in too...

Situation 2:

You have been really looking forward to seeing your friend when she gets back from holiday. When you get to her house you find that she has another friend over that you don't know that well who has been there for a couple of hours already...

Situation 3:

You like to have your room in order, everything has its place. When you get home one day you find that your mum has moved everything around and gone through your things without asking...

Situation 4:

You have to give a presentation to your class at school. You don't like giving presentations. You are worried about what will happen when you are standing at the front with everyone looking at you...

Situation 5:

You have just won a prize at school for a project you have been working on. Your teacher gives you the certificate at the end of the day and compliments you on your hard work and success...

Discussion points: (expressing emotion)

- Did you notice any emotion?
- What emotion was it?
- How did you know?
- Why are they feeling that emotion?
- What was the consequence of them expressing the emotion?

- Could they have done anything differently?
- Would you have done it differently?
- What are the pros of expressing this?
- What are the cons of expressing this?

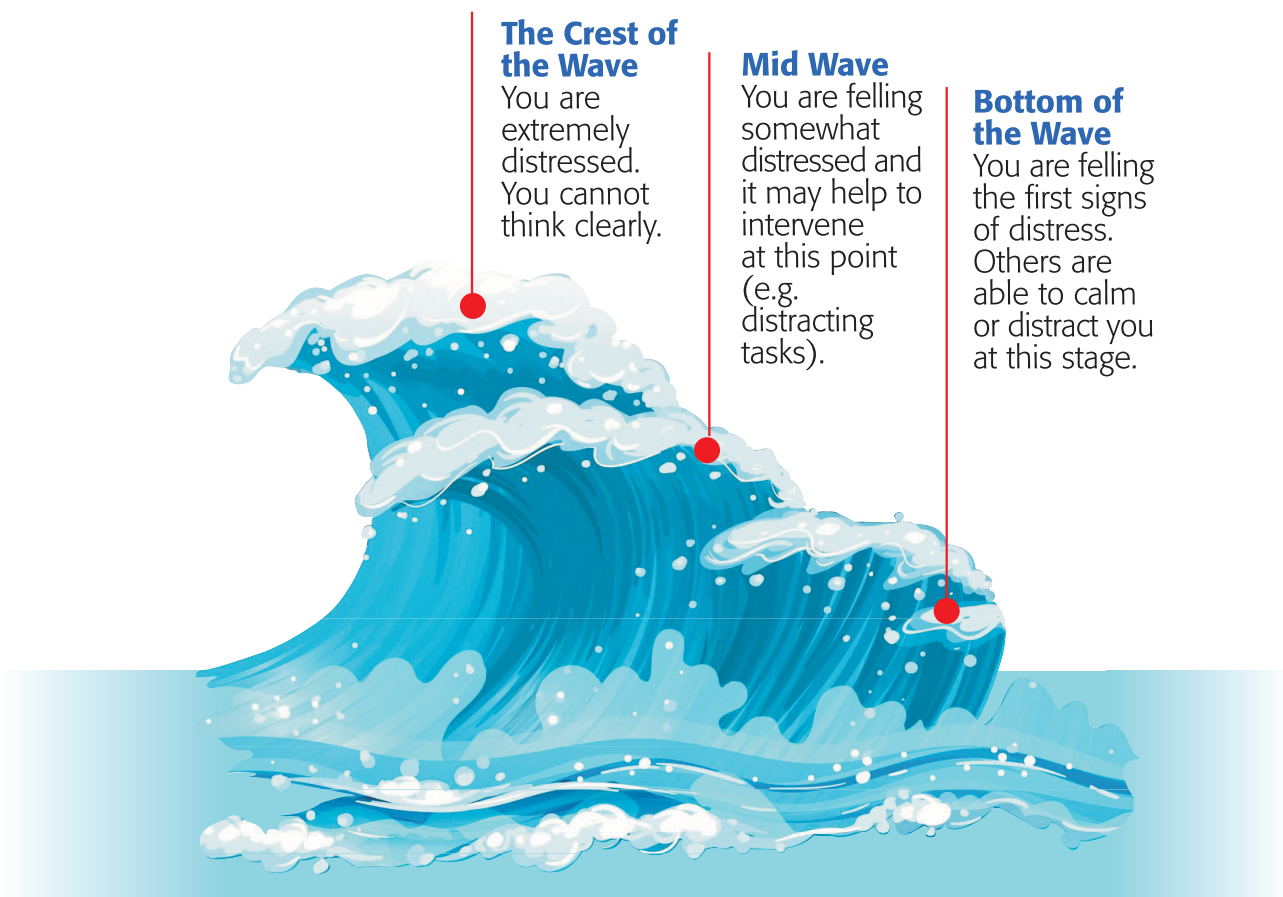
- After answering questions points, to touch upon can be extremes of expression and suppression i.e. how appropriate it is to express in certain situations. Consider using videos e.g. Spooky island clip? E.g. Little miss Sunshine clip?

3 Emotion Continuum Exercise (“Mild to Wild” Bear Card activity).

- The intensity of feelings can be seen following a continuum from mild to severe.
- Choose 3- 6 bears that you think look angry, sad, disgusted, happy, anxious/fearful.
- Arrange them in a row from least intense to most intense.
- Choose a different emotion word or phrase to describe each bear.

Discussion points:

- What makes you feel a little angry, sad, disgusted, happy, anxious/fearful?
- What makes you feel really angry, sad, disgusted, happy, anxious/fearful?
- Ask YP to select the key physiological symptoms for each level of feeling.
- Ask YP to select the descriptions of behavioural changes.
- At what point does the emotion become overwhelming or you feel you have to block or avoid the emotion?
- Liken it to the emotion wave-the smaller the wave of emotion is, the easier it is to intervene.
- Can also think about it in terms of a wave crashing, a small wave might just “lap at the shore” but a big wave makes a huge crash.



Mild to Wild



The intensity of feelings can be seen as following a continuum from mild to severe. Part of developing a good feelings vocabulary is being able to describe particular feelings more accurately.



- Choose four bears that you think look angry.
- Arrange them in a row from least angry to most angry.
- Use a different word or phrase to describe each bear.



Can you think of more words or phrases for angry?

What makes you feel a little angry?

What makes you feel very angry?

What are healthy ways to deal with angry feelings?



Variation - repeat the activity for sad, happy and afraid

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4 Effective Emotion Management

- If we do express or suppress our emotions, we still need to consider effective emotion management and how we can look after ourselves.
- Brain storm management techniques for different emotions at the point of intervention.
- Go through acronym for effective emotion management. Now we know when we might intervene to prevent feeling overwhelmed, this is a step by step process of how ...

BALLET

- B**e aware-of sensations in your body
- A**ppoint- a label of something we feel in our body e.g. Butterflies in tummy or racing heart
- L**abel- the mental feeling (cognition) e.g. anger and a physiological symptom e.g. butterflies in the tummy
- L**earn- to accept that we feel this way
- E**ndure- the feeling and sit with the emotion
- T**echnique - use a technique to manage the emotion e.g. breathing exercises

Emotional Expression and Emotional Suppression

Key Points

- When we feel an emotion, we can EXPRESS it e.g. by telling someone how you feel, or we can SUPPRESS it e.g. by keeping the feeling inside.
- Expressing and Suppressing have advantages and disadvantages in different situations e.g. sometimes expressing feelings in the heat of the moment can be unhelpful so suppressing the emotion until later is more appropriate.
- Constantly suppressing emotions can be unhelpful and make them feel more intense.
- Expressing emotions in an extreme way can mean people are unable to hear it.
- Different intensities of emotion are associated with different physiological symptoms and behaviours e.g. annoyed vs furious.

B

Be aware- of sensations in your body

A

*Assign a label to what you feel in your body
e.g. increased heart rate*

L

Label the cognitive feeling (e.g. Anger) associated with the physiological symptoms

L

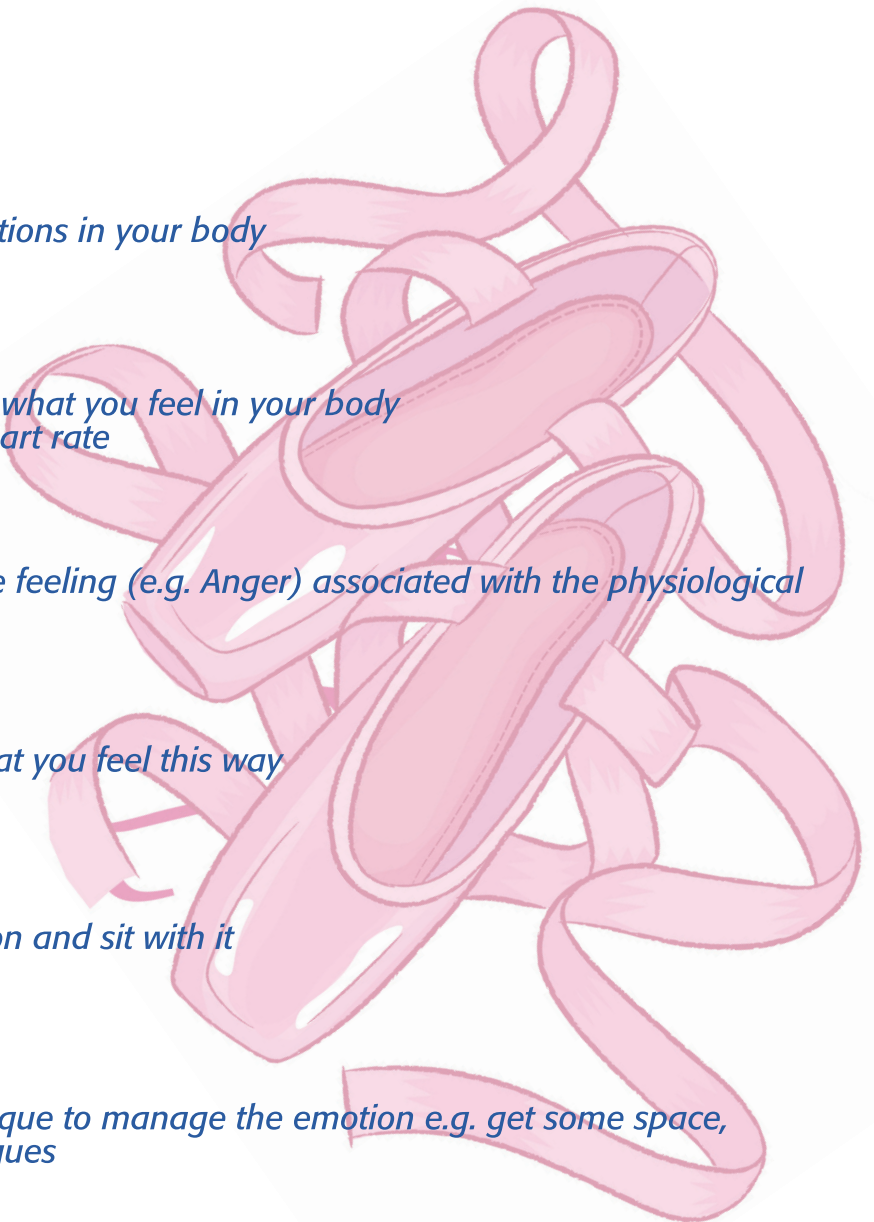
Learn to accept that you feel this way

E

Endure the emotion and sit with it

T

Try to use a technique to manage the emotion e.g. get some space, breathing techniques



Session goal:

to look at the needs that emotions communicate to the self and to others. Reiterate that emotions are important signals that we should pay attention to. Session covers what needs might be being conveyed by certain emotions and ways we can meet those needs or ask for support.

1 Introduction to the session

- Let YP know that today is the last session of the group and that we will be discussing emotions and what needs they might convey, before having a brief feedback/summary discussion.
- Remind YP that we have largely talked about how to identify emotions and how to notice what might be going on for us when we feel an emotion.
- Today, idea is that we will talk about what needs emotions convey and how we might respond to them to help us feel better or ask for support.

2 Inside out video “Emotional Intelligence”

<https://www.youtube.com/watch?v=kdhjztWMnVw>

- Idea is that the video demonstrates an example of an emotion (sadness) having a need (comfort, reassurance, sometimes to listen) and being made manageable with an appropriate response (receiving validation).
- This is one example but many different emotions have different needs and might require different responses to be managed.
- Additionally, different people might react to the same response differently- some people need company when angry to calm them down while others need space.

3 “What”, When and Where? Bear card activity.

- A YP chooses a card.
- They look at it and name the feeling.
- The YP describes a time and place when they have felt like that or a situation that might make them feel like that.
- Staff can give an example –e.g. pick a sad bear “This bear looks sad”.
- “I would feel sad if I receive a bad mark on my schoolwork.”
- I would be thinking “I’m not smart enough”, “my teacher must be so disappointed”, “Everyone else is better than me”.
- When I feel sad like this, I withdraw and isolate myself and stop putting effort into my school work to avoid this feeling in future.
- The outcome for me is that I end up feeling lonely and even worse because I don’t talk to anyone and I receive poorer marks due to putting less effort in.
- If a friend felt sad like this. I would reassure them that they are smart and encourage them to see the bigger picture. I would also offer to help them with their school work.
- Consequently, when I feel sad, I need support and reassurance from friends or family and I will respond to my sadness by asking for this.





Discussion points:

- What thoughts might you be thinking when you feel this way? E.g. "I'm not good enough".
 - What do you do when you feel this way? E.g. criticise myself.
 - What was the outcome for you feeling this way? E.g. it made me feel worse, I lost out.
 - What would you do if a friend felt like that? E.g. try to cheer them up.
Considering this, what do you think you might need when you feel this way (e.g. validation, comfort, reassurance, a change of plan) and how would you respond to it?
- Ask YP to do this in pairs or 3s or ask one YP to propose an example for the group to work through together- how you do this depends on how talkative the group appears.

4 Emotios and needs activity

- What we will do now is work through some general emotions to discuss how we can respond to them based on the need they are communicating.
- Give each YP a card for the following AFRAID, HAPPY, SAD, ANGRY, ANXIOUS.
- As we go through the emotions, YP and facilitators will brainstorm on a large piece of paper what needs those emotions might be communicating (see examples below) and how we might respond to meet those needs and look after ourselves.
- YP can select those brainstormed or their own that they find useful or specific to them and take the cards with them when leaving the group.

Examples:



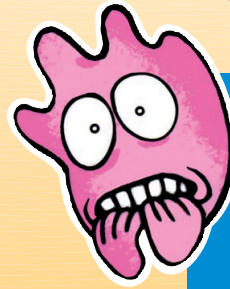
Happy needs to be maintained- you want to respond to it to keep feeling it for as long as possible.



Anger needs e.g. space, to calm down, to express yourself, to let it out. Anger responses e.g. go for a walk, remove yourself from the situation, express your anger to someone.



Sadness needs e.g. comfort, reassurance, validation, not feel alone, to be listened to. Sadness responses e.g. staying with others, having company, talking to a friend, having a hug.



Anxiety needs e.g. reassurance, support, to overcome the anxiety, validation, to alter the situation to make it easier. Anxiety responses e.g. ask for support, speak to someone, change the plans, practice coping strategies, tolerate it, go for a walk.

Give out a list of coping strategies (Activity Sheet 3)



50 Coping strategies

Add your own



1. Take deep breaths
2. Think of something funny
3. Listen to your favourite song/playlist
4. Find a quiet space
5. Bounce count to 10
6. Talk to a friend
7. Talk to an adult
8. Visualise your favourite place
9. Have a nap
10. Meditate
11. Squeeze something squishy
12. Write a letter to someone
13. Make a gratitude list
14. Do something you love
15. Play a board game
16. Read a book
17. Build something
18. Make some Art
19. Hug a stuffed animal
20. Rip paper into pieces
21. Watch a good Movie
22. Say a positive Mantra
23. Make a fist then release it
24. Start a new hobby
25. Be silly and laugh
26. Take a shower
27. Stretch
28. Make a scrap book
29. Use essential oils
30. Have a good cry
31. Send a thank you card
32. Say something nice to someone
33. Celebrate small achievements
34. Make up a dance
35. Smile
36. Ask someone to tell you a funny joke
37. Hug
38. Wash your hair
39. Draw a cartoon
40. Create a new outfit
41. Kiss/Slowly breathe
42. Get some fresh air
43. Watch the birds go by
44. Play a word game
45. Blow bubbles
46. Braid your hair
47. Write in a diary
48. Organise a card game
49. Learn a new card game
50. Make a gift for someone



5 Summary and Feedback? discussion.

- This is what we discussed ...
- Can we have some of your feedback?
- We will give everyone some slips of paper and we want you all to write down any and all feedback you have.
- Suggestion, likes, dislikes, comments, etc anything you wanted changing.
- Completely anonymous.

Emotion Skills Scale: Young People's Questionnaire

1 How comfortable do you feel when interacting with your peers?



.....
.....
.....



2 How comfortable do you feel talking to adults (e.g. parents, staff and teachers)?



.....
.....
.....



3 How important do you think your emotions are in your everyday life?



.....
.....
.....



4 Do you feel that you have enough coping strategies to manage emotions?



.....
.....
.....



5 Do you feel like you have a good balance between understanding positive and negative emotions?



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.....
.....



6 How much do you feel able to use your coping strategies to manage different emotions?



.....
.....
.....



7 How much are you able to name your emotions?



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.....



8 How much do you use the following clues to identify how you are feeling (e.g. bodily changes, thoughts, behaviours, triggering situations)?



.....
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.....



9 How comfortable do you feel showing your emotions?



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.....
.....



10 How much do you feel you hide your emotions?



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.....



11 How comfortable are you with talking about your emotions?



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.....
.....



12 How comfortable are you asking for support when having a difficult emotion?



.....
.....
.....



Emotion Skills Scale: MDT team Questionnaire

1 How much do you feel the young person is able to interact with their peers?



.....
.....
.....



2 How much does the young person appear comfortable talking to adults (e.g. parents, staff and teachers)?



.....
.....
.....



3 Do you think the young person recognises the importance of their emotions in their everyday life?



.....
.....
.....



4 Does the young person appear to have enough coping strategies to manage their emotions?



.....
.....
.....



5 Does the young person have a good balance understanding positive and negative emotions?



.....
.....
.....



6 Does the young person appear able to use their coping strategies to manage different emotions?



.....
.....
.....



7 How much is the young person able to identify their emotions?



.....

.....

.....



8 How much do you feel the young person uses the following clues to help them identify their emotions (e.g. bodily changes, thoughts, behaviours, triggering situations)?



.....

.....

.....



9 How much does the young person appear to show/express their emotions?



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.....



10 How much does the young person appear to hide/suppress their emotions?



.....

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.....



11 How comfortable is the young person with talking about emotions?



.....

.....

.....



12 How comfortable is the young person with asking for support when experiencing difficult emotions?



.....

.....

.....



Appendix 2:

■ Young People's letter templates

At the end of the group YP are invited to share their feedback about CREST-GYP elaborating on: what they found helpful and challenging, whether CREST-GYP focused enough on their eating disorder, helped them to manage their eating disorder and suggestions for further improvements e.g. content or activities. The letter template used open-ended questions to encourage detailed descriptions of participants' experience. Facilitators provided each YP a letter with a summary of the sessions and suggestions for further practice and exploration. The use of such a personalised letter allows YP to consolidate the work completed within the sessions and provided them with reference material to be used after the CREST-GYP cycle was completed. The templates of each letter are devised by the research and clinical psychology team.

Reported below the letter from GYP to facilitators and the letter from facilitators to YP

CREST Letter from Young People

We invite you to give us feedback on your experience of Emotion Skills Training group (CREST). Your letter can be anonymous, so you do not need to write your name. Please be as honest and open as you like, as this will help us to ensure CREST is helpful and enjoyable for all. Your feedback will not affect the care and treatment you receive.

■ It would be great if you could address the following questions:

Please write a bit about what you found positive or helpful about CREST.

- Were there any parts that were challenging?
- Was anything unhelpful, if so, please explain?
- Did you feel that CREST helped you with your Eating Disorder?
- Would you like the sessions to be more focused on your Eating Disorder?
- How could we improve CREST group e.g. including any other content/activities?

**Dear facilitator,
Here is what I thought about CREST group...**



CREST Letter from facilitators to Young People

Dear.....

As it is the end of the cycle of the emotional skills training (CREST) group, we thought it would be a good idea to write you a letter summarising the skills we have covered.

CREST group aimed to explore your thinking and emotional processing styles through different games. We hope that these games have helped you improve how you cope with emotions in everyday life.

Session 0: Let's get to Know each other!



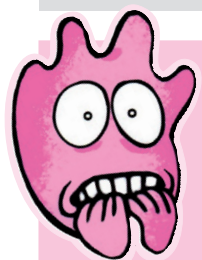
The first session aimed to get to know each other better through a range of games including, 'Charades' and 'Cut the Deck (Piratey stories)!' We also had an overview of the group's topics and everyone helped create group rules.

Session 1: The Power of Emotion



The session focused on what emotions are, how they affect us and how we might recognise and feel them within our bodies. We discussed the glass half full/empty analogy in relation to optimism and pessimism. We then talked about the 'broaden and build theory' of positive emotions and its suggestion that if we reflect more on positive emotions, we can do and achieve more! As a group, we played Pictionary so everyone had a chance to observe different emotional expressions.

Session 2: The Nature and Function of Emotions



The first part of this session explored ways in which negative emotions can be managed. We started by discussing the 3-1 ratio, which is when you are able to see three positives for every negative thought, feeling and behaviour! We role played how this can be applied to everyday life. Remember if you can't find the 'three positives', you can use your 'List of strengths' The second half of the group discussed myths about emotions for example: 'negative emotions are bad'. We concluded that it is okay to feel negative and positive emotions; and what is important is ensuring that we manage and respond to them appropriately!

Session 3: How Do We Identify Emotions?



We spoke about why identifying emotions can be difficult, for example, sometimes we will know something is bothering us but cannot say what it is. Using different emotion islands, we explored the clues available to help us identify our emotions. These included: difficult situations, thoughts, behaviours, and bodily responses. We also discussed what coping strategies would help us with each of the emotions. Remember that what works for you might be different from another person or vice versa!

Part of the session considered how emotions can be experienced in different intensities. For example with anger, someone could say 'I feel irritated' while another person could share that they are 'furious'. It is always best to take a moment to acknowledge how we are feelings and ensure we seek support or manage the emotion so it does not get too strong!

Session 4: Emotion Expression vs. Suppression



We discussed emotional expression and suppression, as well as what the pros and cons to each. You might remember our role plays about a friend moving away!

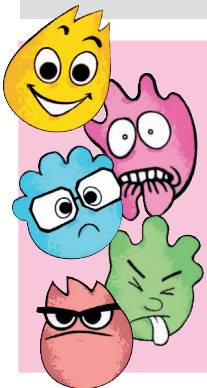
Emotional expression: showing how we feel and being able to sit with or cope with that emotion until it passes. Although this could result in emotional pain, it often means that our needs are met (or we are supported) and limits how long the emotion will stay with us. Note: different people express emotions differently!

Emotional suppression: this is when we don't acknowledge our emotions, instead we hide or avoid them. Suppression may provide temporary short term relief, however, it results in the emotion building up and lasting longer causing emotional suffering.

Use your **BALLET** handout to help you cope!



Session 5: Emotion and Needs



Our last session focused on the different needs our emotions communicate to us and others. These needs could vary depending on what emotion is being experienced and by who! One person might need comfort and reassurance when feeling sad, while another person might prefer some alone time.

We encourage you to think about different emotions you find difficult to manage, what you need when experiencing these and how people can best respond to you! You can display this in your room or share it with your parents/loved ones. The 50 coping strategies handout can help with this!

Throughout group therapy, you were engaged and attentive. At times, you were able to share your thoughts and experiences within group discussions, which we know can be challenging! We hope that this group was helpful and enjoyable! We also hope that you have gained some useful information and developed helpful strategies to better cope in everyday life.

[The therapist to add a paragraph on each patients experiences of the group, strengths, weaknesses, and challenges]

Feel free to come and find any of us for more information if need be! | *Best wishes
The Psychology Team*

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