What Are We Talking About?

In the first section we underscored that compassionate action requires intent and skill. This section of the toolkit provides further definitions that are foundational to all else found throughout the toolkit. We will be introduced to the wellness model we will use in the toolkit and the concept of compassion fatigue. Activities will help us explore our beliefs about self-care and self-compassion.

Distribute this document to all participants to explore prior to the following application activities

Key Activity
Fatigue and Resilience in the Wellness Compass – Reflection

Wellness Practice
STRENGTH and MIND: Want More Energy? Consider Gratitude!
Practicing being grateful, among many other benefits, increases your energy. It turns out that our minds are wired to focus on the negative as a survival strategy. The three good things practice helps rewire your brain to notice the good in your life. You can start now by thinking of three things for which you are grateful and what role you had in them. Research shows writing them down has a longer positive effect on your wellbeing. Then choose a time of day, every day, to set your mind on gratitude. Give it time, enjoy exploring gratefulness. Hopefully you too will find added positive energy for the important work you do.

If you want to take this concept further, see what the Greater Good Science Center suggests.

Circle Agenda
Staff Circle Agenda, Section Two

Core Content Visual
Self-Compassion – Use this Visual and Display in Staff Break Areas
Posting this visual in common staff areas will serve as a reminder of content covered to staff and perhaps serve as a future conversation started for deeper reflection among staff members.

Supplementary Activities/Handouts
What Were Your Childhood Messages About Self-Care?
This is an activity you could facilitate with your teams in addition to or in place of the circle agenda to explore personal messages about self-care.

Self-Compassion Scale
This activity supports content covered in the Core Content Visual and document to distribute listed in the Information Section of the toolkit. The Self-Compassion Scale is also referenced in Section 11.

Establishing New Self-Care Habits
What Are We Talking About?

For links specifically for leadership and additional resources, please visit the Toolkit online.
In the first section we underscored that compassionate action requires intent and skill. This section of the toolkit provides further definitions that are foundational to all else found throughout the toolkit. We will be introduced to the wellness model we will use in the toolkit and the concept of compassion fatigue. Activities will help us explore our beliefs about self-care and self-compassion.

**WELLNESS:** The authors of the toolkit have chosen to use the Compass Model of Wellness based on the work of Dr. Scott and Holly Stoner of Samaritan Family Wellness Center in Wisconsin. We have adapted it from its original form for use in the health care setting.

In the Compass Model of Wellness there are four sectors of our life that contribute to our wellness and two areas under each sector. All of these areas are interconnected to support our overall well-being.

**Developed in partnership with:**

compassionresiliencetoolkit.org
What Are We Talking About?

**Mind**

1. **Work** – the ability to get the most out of educational, volunteer, and employment opportunities
2. **Organization** – the ability to manage time, priorities, money, and belongings

**Spirit**

3. **Core Values** – the development of a personal value system that supports your sense of meaning and purpose
4. **Rest & Play** – the ability to balance work and play to renew oneself

**Strength**

5. **Stress Resilience** – the ability to deal positively with the challenges of life
6. **Care for Body** – the ability to build healthy habits around your physical well-being and to end unhealthy habits

**Heart**

7. **Relationships** – the ability to create and maintain healthy connections with others
8. **Emotions** – the ability to express your emotions and receive others’ emotions in a healthy way

**Self-Compassion**: Compassion is a two-way street! Just as we have come to understand that we cannot fully love others without loving ourselves, we cannot maintain a compassionate approach towards others if we do not practice self-compassion. *Self-compassion is extending kindness to ourselves in instances of perceived inadequacy, failure, or our own general suffering.* One of our nation’s leading experts in self-compassion, Dr. Kristin Neff, offers further explanation in [this brief article](#).

When we consistently approach people with compassion, the outcome can be satisfaction, burnout or secondary (vicarious) trauma. **Compassion satisfaction**, simply put, is the positive feeling you derive from being able to do your work well, to receive gratification and reward from the caregiving role. The goal of this toolkit is for us to grow the experience of that satisfaction and lessen burnout and secondary trauma.

**Burnout** refers to the exhaustion of physical or emotional strength or motivation usually as a result of prolonged stress related to very high workload, non-supportive work environment, and/or feeling that our efforts make no difference. **Secondary Trauma** (also known as secondary traumatic stress and vicarious trauma) can happen to us when we come to know the traumatically stressful events that the people we serve have experienced. Some helpers experience some of the same symptoms of trauma as if the experience had happened to them. Those who work with traumatized or distressed individuals and/or are in a position to hear about trauma on a regular basis are particularly susceptible.

We will be using compassion fatigue as an umbrella term for both burnout and secondary trauma.

**Compassion Fatigue** can be summed up as *the feelings of depression, sadness, exhaustion, anxiety and irritation that may be experienced by people who are helpers in their work and/or personal life.* It is important to note that compassion fatigue is a normal response to the complex and overwhelming abnormal situations we might find in the workplace and hear about from those we serve. In that way, if, or when, compassion fatigue arises, you may benefit from interpreting its symptoms more as “messages from what is right, good, and strong within us, rather than indicators of shameful weakness, defects, or sickness.”¹ Rather than thinking of compassion fatigue as something to be avoided or fixed, it may be more powerful to figure out how to feed and grow our “compassion resilience.”

¹ Gentry, JE. (2002). *Compassion Fatigue. Journal of Trauma Practice*, 1(3-4), 37-61
**Compassion Resilience** is the ability to maintain our physical, emotional and mental well-being while responding compassionately to people who are suffering. Think of this resilience as a reservoir of well-being that we can draw upon on difficult days and in difficult situations. It allows us to be present and effective in challenging situations, as well as on those days when everything goes right.

The very fact that you are working to improve the health and well-being of others shows that you have some level of compassion resilience already. Without compassion resilience you likely would not be in this field — still caring. However, the demands and pressures of the health care field can certainly serve to drain one’s compassion resilience if we do not regularly act to refill our reservoir.

We all have our own ways of filling this reservoir of compassion resilience and this toolkit will offer information and strategies that expand our options. We will learn about thoughts and behaviors that undercut our resilience. Being aware lets us make the most helpful choices for our well-being.

Building compassion resilience is an active process. We can choose our point of view as we move through this toolkit. One perspective to consider is to think of building compassion resilience as a freedom, not a burden. We can also take on the perspective of a scientist as we track and manage our resilience. We can ask ourselves what fills our tank. What drains it? Consider the strategies integrated throughout the toolkit; take them for a spin and explore what works best for each of us.

**STRENGTH and MIND: Want More Energy? Consider Gratitude!**

Practicing being grateful, among many other benefits, increases your energy. It turns out that our minds are wired to focus on the negative as a survival strategy. The three good things practice helps rewire your brain to notice the good in your life. You can start now by thinking of three things for which you are grateful and what role you had in them. Research shows writing them down has a longer positive effect on your wellbeing. Then choose a time of day, every day, to set your mind on gratitude. Give it time, enjoy exploring gratefulness. Hopefully you too will find added positive energy for the important work you do.

If you want to take this concept further, see what the Greater Good Science Center suggests.

**HEART and STRENGTH: Harnessing your Breath—Box (or Four-Square) Breathing**

**Compassion Fatigue Awareness**

The next section of the toolkit goes further into the concept of compassion fatigue and then offers a way to assess our personal compassion satisfaction and fatigue.

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Advancing Adult Compassion and Resilience: A Toolkit for Health Care Agencies | Section 2 | What Are We Talking About?
Fatigue and Resilience in the Wellness Compass – Reflection

When it comes to our wellness, we can experience fatigue and resilience in the four sectors/eight areas of the Wellness Compass. It turns out that as we support our overall wellness, our ability to maintain a compassionate approach grows too.

Instructions:
1. Review what fatigue and resilience might look like in each area of the Wellness Compass.
2. Use the top section of the reflection sheet (last page) to rate your wellness in each area. 1 represents fatigue and 5 represents resilience.

<table>
<thead>
<tr>
<th>HEART</th>
<th>MIND</th>
<th>SPIRIT</th>
<th>STRENGTH</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Relationships</strong>: the ability to create and maintain healthy connections with others in your life</td>
<td><strong>School/Work</strong>: the ability to get the most out of educational, volunteer, and employment opportunities</td>
<td><strong>Core Values</strong>: the development of a personal value system that supports your sense of meaning and purpose</td>
<td><strong>Stress Resilience</strong>: the ability to deal positively with the challenges of life</td>
</tr>
<tr>
<td><strong>Emotions</strong>: the ability to express your emotions and receive others’ emotions in a healthy way</td>
<td><strong>Organization</strong>: the ability to manage time, priorities, money, and belongings</td>
<td><strong>Rest &amp; Play</strong>: the ability to balance work and play to renew yourself</td>
<td><strong>Care for My Body</strong>: the ability to build healthy habits around your physical well-being, and to end unhealthy habits</td>
</tr>
</tbody>
</table>
What Are We Talking About?

<table>
<thead>
<tr>
<th>What fatigue looks like in this area</th>
<th>What resilience looks like in this area</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Relationships</strong></td>
<td><strong>Emotions</strong></td>
</tr>
<tr>
<td>Increased conflict in one or more of our important relationships, pulling away from others and failing to nurture important relationships.</td>
<td>Chronically stuck in feelings of anxiety, sadness, or irritability.</td>
</tr>
<tr>
<td>Having a variety of relationships, both personal and work-related, that are mutually satisfying and characterized by trust, integrity, honesty, commitment, and kindness.</td>
<td></td>
</tr>
<tr>
<td><strong>Core Values</strong></td>
<td></td>
</tr>
<tr>
<td>Acting, living, or working in a way that are contrary to your core values.</td>
<td></td>
</tr>
<tr>
<td>Living and working in alignment with our core values.</td>
<td></td>
</tr>
<tr>
<td><strong>Rest &amp; Play</strong></td>
<td></td>
</tr>
<tr>
<td>Being chronically tired and irritable from working too many hours and never being able to turn work off, even when not at work.</td>
<td></td>
</tr>
<tr>
<td>Engaging in activities that are truly re-creative of our bodies and our spirits, those activities that rejuvenate us.</td>
<td></td>
</tr>
<tr>
<td><strong>Stress Resilience</strong></td>
<td></td>
</tr>
<tr>
<td>Facing stress alone, isolating from others. Reacting to stress rather than responding.</td>
<td></td>
</tr>
<tr>
<td>Able to ask for help from others and to create emotional space and perspective where we can respond to our stress in ways that are productive.</td>
<td></td>
</tr>
<tr>
<td><strong>Care for Body</strong></td>
<td></td>
</tr>
<tr>
<td>Literal physical fatigue. Our bodies will always tell the truth about how we are treating them.</td>
<td></td>
</tr>
<tr>
<td>Increased vitality and energy. Having a basic and consistent practice of caring for our physical wellness.</td>
<td></td>
</tr>
<tr>
<td><strong>School/Work</strong></td>
<td></td>
</tr>
<tr>
<td>Doing work that we do not feel makes good use of our gifts and talents, or because work has taken over our personal lives and we find ourselves feeling resentful toward our work.</td>
<td></td>
</tr>
<tr>
<td>Doing work that is meaningful and that fully uses our gifts and talents. It also comes from being able to find a balance between our work and our personal life.</td>
<td></td>
</tr>
<tr>
<td><strong>Organization</strong></td>
<td></td>
</tr>
<tr>
<td>Any of the following ways: being chronically late for appointments, forgetting to pay bills, forgetting or being late for assignments, and having an excessively messy work or home environment.</td>
<td></td>
</tr>
<tr>
<td>Being well organized in regard to our time, money, environment, and priorities. Not overcommitting or over-scheduling, following through on plans and assignments.</td>
<td></td>
</tr>
</tbody>
</table>
What Are We Talking About?

1. What are two sectors of the model that you feel are areas of the most competence for you?

2. Did you rate yourself high in resilience for both areas in that sector? Write in the two areas of those sectors of the reflection sheet an example of how you demonstrate resilience. If you rated yourself high in one area of a sector but lower in the other (i.e. 5 for Core Values and 2 for Rest and Play in the Spirit sector), then note what you would like to be able to say about yourself in the lower area in the next three months.
What Are We Talking About?

<table>
<thead>
<tr>
<th>Reflections:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>HEART</strong></td>
<td></td>
</tr>
<tr>
<td>Relationships:</td>
<td></td>
</tr>
<tr>
<td>Emotions:</td>
<td></td>
</tr>
<tr>
<td><strong>SPIRIT</strong></td>
<td></td>
</tr>
<tr>
<td>Core Values:</td>
<td></td>
</tr>
<tr>
<td>Rest &amp; Play:</td>
<td></td>
</tr>
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<td></td>
</tr>
<tr>
<td><strong>STRENGTH</strong></td>
<td></td>
</tr>
<tr>
<td>Care for Body:</td>
<td></td>
</tr>
<tr>
<td>Stress Resilience:</td>
<td></td>
</tr>
<tr>
<td>Notes:</td>
<td></td>
</tr>
</tbody>
</table>
## What Are We Talking About?

### Staff Support Circle Agenda

<table>
<thead>
<tr>
<th>Circle Topic</th>
<th>CR Section 2: Resilience and Fatigue</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Planning</strong></td>
<td>Send the <a href="#">introduction document</a> from Section 2 in the online toolkit at least 4 days prior to the circle to all participants.</td>
</tr>
<tr>
<td><strong>Purpose of Circle/ Learning Objectives</strong></td>
<td>Introduce compassion resilience, self-compassion and the Wellness Compass. Use the Wellness Compass for reflection on our patterns of fatigue and resilience.</td>
</tr>
<tr>
<td><strong>Materials/Preparation/Time</strong></td>
<td><strong>Time:</strong> 45-50 min</td>
</tr>
<tr>
<td></td>
<td><strong>Materials:</strong></td>
</tr>
<tr>
<td></td>
<td>☐ Circle kit</td>
</tr>
<tr>
<td></td>
<td>☐ Values and shared agreements created in first session</td>
</tr>
<tr>
<td></td>
<td>☐ Definitions of compassion resilience and compassion fatigue written on flipchart</td>
</tr>
<tr>
<td></td>
<td>☐ A few copies of <a href="#">Compassionate Action Steps visual</a> in the center of the circle</td>
</tr>
<tr>
<td></td>
<td>☐ Copies of the following for all participants: <a href="#">Fatigue and Resilience in the Wellness Compass</a> and the <a href="#">Self-Compassion Survey</a></td>
</tr>
<tr>
<td></td>
<td><strong>Set-up:</strong> Up to 15 chairs arranged in a circle without furniture in the middle</td>
</tr>
<tr>
<td><strong>Welcome/Check-In (5 minutes)</strong></td>
<td>Welcome group.</td>
</tr>
<tr>
<td></td>
<td>(Talking piece) Share your name and one word that describes your head and one word that describes your heart right here, right now.</td>
</tr>
</tbody>
</table>
What Are We Talking About?

<table>
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</table>
| Grounding/Wellness Practice (5 minutes) | “Forget your perfect offering. There is a crack in everything. That’s how the light gets in.” — Leonard Cohen  

**Self-Compassion Break**  
**Share:** In this opening activity we are going to be reflecting on the idea of self-compassion. You will learn the components of self-compassion as you reflect from a personal perspective. We are grateful for the work of Dr. Kristin Neff in this field of study.

Think of a recent situation when you’ve let someone down or didn’t live up to your own expectations that has left you feeling some level of stress. Bring that example to mind.

1) If you were speaking to a friend who was in a similar situation, what kind words would you say? Can you turn those words towards yourself and your situation? That’s one aspect of self-compassion. (**Self-kindness vs. self-judgement**)

2) When you think about that situation, one reaction may be to isolate yourself, withdraw or run away. Self-compassion is when you recognize this is part of life and common humanity. (**Common humanity vs. isolation**)

3) Some of us find ourselves ruminating over our shortcomings versus being mindful of the emotion that comes with it and being able to let that go. (**Mindful of emotions vs. over identifying with our emotions**) We can name the feeling, such as this is embarrassing, this hurts, this is a moment of suffering, and instead of being stuck in that feeling, we can practice being kind to ourselves and remind ourselves that like others we make mistakes.

We will return to the idea of self-compassion at the end of our time together.

<table>
<thead>
<tr>
<th>Review (5 minutes)</th>
<th>(Popcorn) Give an example of when you used the Compassionate Action Steps since our last circle.</th>
</tr>
</thead>
</table>
| Guiding Questions (25 minutes) | Review the definitions included in the information document sent to participants from Section 2 of the toolkit. We’ll explore these two concepts throughout the toolkit. Today we will connect them to our model for wellness that we use in the toolkit.  

Review handout, Fatigue and Resilience in the Wellness Compass, before answering the following questions. |
### What Are We Talking About?

<table>
<thead>
<tr>
<th>Circle Topic</th>
<th>CR Section 2: Resilience and Fatigue</th>
</tr>
</thead>
</table>
| Guiding Questions (25 minutes) | 1. (Pair Share) Which section of the wellness compass do you feel most fatigued in? What resources do you utilize when you are in a state of fatigue?  
2. (Talking piece) Which section of the wellness compass do you feel most resilient? How do you maintain your resiliency in this area?  
3. (Pair share) Think about an adult role model who influenced your sense of resiliency and self-care. Who was your role-model and how did they influence you? |
| Putting it into Practice (9 minutes) | Give participants time to complete the Self-Compassion Scale using phones, laptops or paper version.  
(Pair share) What role could self-compassion play in growing your resilience in a specific area of the compass? |
| Closing (1 minute) | The self-care strategy in the pre-read highlighted the science behind gratitude and wellbeing. To close today, let's go around the circle and share one word of something for which you are grateful. |
What Is Self-Compassion?

**Self-Kindness**
Be loving towards ourselves instead of self-critical.

**Common Humanity**
Everyone suffers. You are not perfect. No one is. You are not alone.

**Mindfulness**
Notice our struggle. Feel it, instead of being reactive. Be with it, avoiding self-judgment or overreaction.

When you feel like you have fallen short, how do you practice self-compassion?
Throughout the toolkit we will share examples of self-care strategies while we are looking at the important organizational support for compassion. As we think about our self-care practices, it is helpful to reflect on how our childhood upbringing may be playing a role in our adult self-care behaviors and thought patterns. Here are some questions to help us reflect:

What messages, direct and indirect, did you receive from your parents or other adults growing up regarding self-care? Did their words and behavior signal that it’s OK to relax and recharge, or that you’re failing to meet expectations if you do so? Did you ever get to see your parents take a vacation? How did they behave?

How has your cultural upbringing influenced your philosophy around self-care? Some of us come from cultures that tell us “Work hard, play hard,” while some of us grew up hearing “Work hard, then work harder.” There are also cultures that have different messages for different genders; for example, telling men that they should relax, while expecting women to clean and tidy or prepare food during down-time. What are the norms for self-care from your cultural heritage?

What responsibilities did you have during childhood, and how have they shaped you now? Did you have the standard chores like washing dishes or taking out the trash? Were you expected to take care of younger siblings or run family errands such as grocery shopping? Did you also have obligations to help with the family business or otherwise support your family financially? How did these responsibilities shape your thoughts and behaviors as an adult?

Did you experience any trauma in your childhood that may be preventing effective self-care now? This is a deeply personal question, so be thoughtful if you are reflecting in a group setting. Some of you may have gone through childhood abuse, neglect, witnessed domestic violence, or forced to take on emotional responsibilities such as playing counselor to your parents, among other things that kids shouldn’t have to endure. These traumas, if unresolved, may significantly block your self-care and may require counseling to work through.

How do your childhood experiences affect the way you perceive other people’s self-care?

What messages are you passing on to the people around you? Besides thinking about how our childhood and cultural upbringing affect our self-care practices, we should think about how our self-care practices and philosophies may be affecting the people around us, including our kids.
Close by considering the following poem:

The Word  By Tony Hoagland

Down near the bottom
of the crossed-out list
of things you have to do today,
between “green thread”
and “broccoli,” you find
that you have penciled “sunlight.”

Resting on the page, the word
Is beautiful. It touches you
as if you had a friend

and sunlight were a present
he had sent from someplace distant
As this morning- to cheer you up,

and to remind you that,
among your duties, pleasure
Is a thing

that also needs accomplishing.
Do you remember?
that time and light are kinds

of love, and love
Is no less practical
than a coffee grinder

or a sage spare tire?
Tomorrow you may be utterly,
without a clue,

but today you get a telegram
from the heart in exile,
proclaiming that the kingdom

still exists,
the king and queen alive,
still speaking to their children,

-to any one among them
who can find the time
to sit out in the sun and listen
Activity: Self-Compassion Scale

Used in this toolkit with permission from Dr. Kristin Neff

Please read each statement carefully before answering. To the left of each item, indicate how often you behave in the stated manner. You can also take this self-scale online with automatic scoring.

<table>
<thead>
<tr>
<th>Almost never</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>Almost always</th>
<th>5</th>
</tr>
</thead>
</table>

1. I’m disapproving and judgmental about my own flaws and inadequacies. _____
2. When I’m feeling down I tend to obsess and fixate on everything that’s wrong. _____
3. When things are going badly for me, I see the difficulties as part of life that everyone goes through. _____
4. When I think about my inadequacies, it tends to make me feel more separate and cut off from the rest of the world. _____
5. I try to be loving towards myself when I’m feeling emotional pain. _____
6. When I fail at something important to me I become consumed by feelings of inadequacy. _____
7. When I’m down and out, I remind myself that there are lots of other people in the world feeling like I am. _____
8. When times are really difficult, I tend to be tough on myself. _____
9. When something upsets me I try to keep my emotions in balance. _____
10. When I feel inadequate in some way, I try to remind myself that feelings of inadequacy are shared by most people. _____
11. I’m intolerant and impatient towards those aspects of my personality I don’t like. _____
12. When I’m going through a very hard time, I give myself the caring and tenderness I need. _____
13. When I’m feeling down, I tend to feel like most other people are probably happier than I am. _____
14. When something painful happens I try to take a balanced view of the situation. _____
15. I try to see my failings as part of the human condition. _____
16. When I see aspects of myself that I don’t like, I get down on myself. _____
17. When I fail at something important to me I try to keep things in perspective. _____
18. When I’m really struggling, I tend to feel like other people must be having an easier time of it. _____
19. I’m kind to myself when I’m experiencing suffering. _____
20. When something upsets me I get carried away with my feelings. _____
21. I can be a bit cold-hearted towards myself when I’m experiencing suffering. _____
22. When I’m feeling down I try to approach my feelings with curiosity and openness. _____
23. I’m tolerant of my own flaws and inadequacies. _____
24. When something painful happens I tend to blow the incident out of proportion. _____
25. When I fail at something that’s important to me, I tend to feel alone in my failure. _____
26. I try to be understanding and patient towards those aspects of my personality I don’t like. _____
Calculating Your Level of Self-Compassion

Please record the score you gave for each item in the scale, and then calculate your Grand Compassion Average as given below:

<table>
<thead>
<tr>
<th>Self-Kindness (SK) Items:</th>
<th>Self-Judgment (SJ) Items:</th>
</tr>
</thead>
<tbody>
<tr>
<td>#5</td>
<td>#1</td>
</tr>
<tr>
<td>#12</td>
<td>#8</td>
</tr>
<tr>
<td>#19</td>
<td>#11</td>
</tr>
<tr>
<td>#23</td>
<td>#16</td>
</tr>
<tr>
<td>#26</td>
<td>#21</td>
</tr>
</tbody>
</table>

SK Subtotal of items: ______
SK Average (divide subtotal by 5): ______

<table>
<thead>
<tr>
<th>Common Humanity (CH) Items:</th>
<th>Isolation (I) Items:</th>
</tr>
</thead>
<tbody>
<tr>
<td>#3</td>
<td>#4</td>
</tr>
<tr>
<td>#7</td>
<td>#13</td>
</tr>
<tr>
<td>#10</td>
<td>#18</td>
</tr>
<tr>
<td>#15</td>
<td>#25</td>
</tr>
</tbody>
</table>

CH Subtotal of items: ______
CH Average (divide subtotal by 4): ______

<table>
<thead>
<tr>
<th>Mindfulness (M) Items:</th>
<th>Over-identification (OI) Items:</th>
</tr>
</thead>
<tbody>
<tr>
<td>#9</td>
<td>#2</td>
</tr>
<tr>
<td>#14</td>
<td>#6</td>
</tr>
<tr>
<td>#17</td>
<td>#20</td>
</tr>
<tr>
<td>#22</td>
<td>#24</td>
</tr>
</tbody>
</table>

M Subtotal of items: ______
M Average (divide subtotal by 4): ______

<table>
<thead>
<tr>
<th>Over-identification (OI) Items:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>#2</td>
<td></td>
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<tr>
<td>#6</td>
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OI Subtotal of items: ______
OI Average (divide subtotal by 4): ______

Total Self-Compassion Score:
1. Reverse-code (rc) the negatively worded subscales (SJ, I, and OI) by subtracting each average from 6.
   6 – SJ average = ______
   6 – I average = ______
   6 – OI average = ______
2. Add the six averages: SK _____ + SJ (rc) _____ + CH _____ + I (rc) _____ + M____ + OI (rc) _____ = ______
3. Calculate Grand Self-Compassion Average (total average divided by 6) = ______
What Your Score Means:
Average scores tend to be around 3.0 on the 1-5 scale, so you can interpret your total self-compassion score accordingly. As a rough guide, a score of 1-2.5 indicates you are low in self-compassion, 2.5-3.5 indicates you are moderate, and 3.5-5.0 means you are high. Remember that higher averages for the SJ, I, and OI subscales indicate less self-compassion before reverse-coding and more after reverse-coding.

References

For more excellent resources on self-compassion go to Dr. Kristin Neff’s website.
Establishing New Self-Care Habits

Our past messages about self-care is just one of a multitude of reasons it can be difficult to establish and maintain healthy self-care habits. But, as we have seen throughout this toolkit, establishing these habits is an important part of living a healthy and happy life. This activity can assist you to identify what prevents you from practicing self-care and to establish new habits that promote self-care.

1. **List the self-care habit(s) you are currently using to manage stress and stay healthy:**
   
   *Ex: I get at least 8 hours of sleep each night.*
   
   **I . . .**
   
   a.
   
   b.
   
   c.

2. **List the self-care habit(s) you would like to use, but are not currently practicing:**

   *Ex: I want to take a regular yoga class.*

   I want to . . .
   
   a.
   
   b.
   
   c.

3. **Identify the obstacles keeping you from practicing these habit(s):**

   *Ex: I am not taking a yoga class because I feel I don’t have the time and think it might be expensive.*

   I am not _________ because . . .
   
   a.
   
   b.
   
   c.

4. **What solutions can you come up with to address the obstacles you listed?**

   *Ex: I could look for discounted or free yoga classes. I could free up time by cutting back on my volunteer work, asking my neighbor to watch my children after school once a week, and sharing the cooking responsibilities with my family.*

   I could . . .
   
   a.
   
   b.
   
   c.

5. **Take a moment to reread the self-care habit(s) you wrote down for item 2. If you listed multiple, select one you would like to begin practicing and complete the sentences below.**

   *Ex: Today, I commit to taking a weekly yoga class. I want to do this because I want to improve my flexibility, learn a new skill, and have time for myself. I will accomplish this by finding and enrolling in a free or low-cost class and easing up on my commitments and asking for help from others.*

   Today, I commit to . . .
   
   I want to do this because . . .
   
   I will accomplish this by . . .