IMR Group: Coping with Persistent Experiences - Supported Practice Lab

You may write, draw, think quietly, use fiction, observe, or pass. Share only what you choose. This educational activity is not a test.

Fictional example: Casey finds a familiar activity helpful when distracting experiences increase.

1. What is known in the fictional example, and what needs checking?

2. Compare an external focus task, a structured activity, and a support conversation for an ordinary difficult experience. My notes, drawing, or possible response:

3. Which option helps functioning without requiring you to deny the experience?

4. One optional next step, support, or reason to revise the idea:

You can pause or stop. Ask your facilitator for an alternative if this does not fit. No identifying information belongs in shared copies. Independent clinical review pending.