Start with something you recognize.

Something you were taught no longer quite fits. Asking about it feels disloyal. Or a confident voice tells you what good people should believe.

EBT focuses on beliefs learned early or held in place by pressure. You can also practice with an everyday decision:

• Does this claim deserve my trust?

• Does a friend's silence mean rejection?

• How much is this choice shaped by pressure?

The goal is a reasoned next step, not agreement with a teacher. You can keep a supported belief and still learn the skill.

Religious and nonreligious readers are welcome. Our humanist view can be questioned too.

Your next small decision

Choose an ordinary question, or use a made-up person. Say or write:

• What happened? What meaning did I add?

• What evidence would change my view?

• What matters to me, and what could this cost?

• My action, expectation, and stopping point:

• What would make me review this?

If notes could be found, use fiction or keep no record.

Keep useful support while questions remain open. Ask permission before sharing another person’s private story.

Education, not treatment. EBT has not yet been evaluated for effectiveness.

In the US, call or text 988 for crisis support; call 911 for immediate danger. Elsewhere, use local crisis or emergency services.

roomforwhy.com/start
Scan to open the six-step quick start.

You can ask a question without deciding your whole life.

Check what you believe. Choose what to do next.



EBT is Epistemic Behavioral Training: a practical routine for examining a claim and making one decision you can explain.

An educational prototype for one reasoned next step. Not therapy; not yet evaluated for effectiveness.

Edition 1.8. Fictional teaching examples and AI artwork.

One question. Six steps.

1. Pause: Give yourself a moment before acting.

2. Name: Separate the event, feeling, meaning, and urge. Meaning is what you think the event means.

3. Check: Meaning: what else fits? Claim: where is the evidence? What could change your view?

4. Choose: Consider your values, real options, and costs.

5. Try: Choose a small step. Say what you expect, what a different result would mean, and when to stop.

6. Review: Compare the result with your expectation. Keep, narrow, change, or say: I do not know yet.

Set a check limit before starting. If checking becomes repetitive or disruptive, stop the exercise and seek appropriate support.

If notes could be found, use fiction or keep no record.

Maya asks before deciding.

Maya’s cousin Leah has missed two family dinners. Her aunt says, “Since leaving church, she doesn’t care about us.” Maya feels hurt and worries that her own questions might make her less caring.

1. Pause

She waits before agreeing or sending an angry message.

2. Name

Event: two missed dinners and her aunt’s accusation. Feeling: hurt and worried. Meaning: Leah no longer cares. Urge: confront her or stop asking questions.

3. Check

Maya knows Leah was absent, not why. Work, illness, tension, or wanting distance could explain it. She can ask instead of deciding for Leah.

One message. A clearer choice.

4. Choose

Maya wants connection and an honest answer. She chooses one private message: “We missed you at dinner. Is everything okay? Want to catch up?”

5. Try

She sends it Tuesday. Leah usually replies within a day, so Maya expects an answer by Wednesday evening. She will check once. No reply would leave the reason unknown.

6. Review

Leah replies, “My new shift is on Sundays. Coffee Saturday?” Maya accepts. The missed dinners do not justify “Leah wants no contact.” This reply does not settle her own beliefs or explain every family.

A different answer could call for a different choice. The goal is a decision you can explain.