Room for Why EBT

Epistemic Behavioral Training

Make a decision you can explain, even when the pressure is strong.



Is this the situation you are in?

“I want to check something I was taught, but asking feels disloyal.”
“A confident claim has me ready to agree. What supports it?”
“Something happened. I jumped to a conclusion. What should I do?”

This course gives you one routine for one bounded decision. Epistemic means how we decide what to believe. Behavioral means what we do. Start with the two-page tool, then try the eight lessons.

Educational prototype, not therapy. This EBT course has not been evaluated for effectiveness. Characters and example counts are fictional. The artwork is AI-generated.

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

Make one decision you can explain

Start with one situation. You do not need to settle your whole life.

See the whole routine: Sam and Alex

Sam has suggested three plans with Alex. Alex cancelled each one and offered no new time. Sam feels hurt and thinks, "Nobody values me." The cancellations are real; that conclusion about everyone is much larger. This story is fictional.

Step	What Sam does
Pause	He puts down the phone before sending an angry reply.
Name	Event: three cancelled plans, no new date. Feeling: hurt. Meaning: nobody values me. Urge: send an angry message.
Check	The pattern is enough to reconsider making plans with Alex. It cannot tell Sam what everyone thinks of him. Alex’s reason is still unknown.
Choose	He wants dependable company and does not want to keep another day free without a confirmed plan.
Try	He sends once: "Want to suggest a time? I’ll make another plan if we haven’t agreed by tomorrow." Alex normally replies within a day. Sam checks once tomorrow.
Review	Alex replies, "I can’t plan anything right now." Sam makes another plan. He can still feel hurt. A later invitation from Alex could give him a reason to reconsider.

Sam is planning his time, not testing his worth. The useful result can keep a concern without turning it into a cheerful story.

On the next page: “I want to understand ___ so I can decide ___.” If someone might read your notes, use a made-up person or keep no written record.

Work through your own decision

My question: I want to understand ___ so I can decide ___.

1 Pause and 2 Name

Part	My short note
Event - what was said or done	_____
Feeling - how I feel	_____
Meaning - what I think it means	_____
Urge - what I feel like doing	_____

3 Check and set a stopping point

What supports my conclusion? What else fits? If this is a factual claim, what evidence would help? Name one useful check and a limit.

My check and limit: _____

4 Choose and 5 Try

What matters? What is possible? What help or privacy do I need? When ___ happens, I will ___. I expect ___ by ___. If that does not happen, I will reconsider ___.

6 Review, then finish

If the result is still to come, write Pending. Afterward, compare what happened with what you expected. Keep / Narrow / Change / I do not know yet.

My decision and reason: _____

Return only for relevant new information or another real decision. If checking becomes repetitive or disruptive, stop this exercise and seek appropriate support.

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

One routine. Eight focused lessons.

Pause. Name. Check. Choose. Try. Review. One routine, used throughout.

Your destination

One decision you can explain: what happened, what you concluded, what you checked, what remains open, what you chose, and when you will stop. A later action can remain Pending.

Lesson	What it adds
1. Start with what happened	Event, feeling, meaning, urge.
2. Say what could change your mind	Reasons to keep or revise a view.
3. Leave the page, then follow the trail	Check who made a source; find its evidence.
4. Plan a check that could surprise you	Expectation and limit before a check.
5. Keep support; check the claim	Support separated from attached claims.
6. Check a learned rule and your real options	A learned rule and practical room to choose.
7. Choose an action that fits what matters	A feasible action linked to values.
8. Finish one decision	A reasoned result and a clear finish.

Read in order the first time. Try each practice before its answer. Speak, draw, or use short notes. You can keep your work private.

Start with what happened

You do not need to settle your whole life. Pick one decision that is small enough to explain: whether to send a message, read an article, spend money, or make a plan. The six steps help you separate what you know from what you are adding, then choose a next action.

One routine, six steps

Pause. Name. Check. Choose. Try. Review. You will use this same routine throughout the course. Some decisions need one short check. Others need time, another person, or better information. The finish is a reasoned next step, not perfect certainty.

Sam keeps a concern that holds up

Sam suggested three plans with Alex. Alex cancelled all three and offered no new time. Sam feels hurt. "These plans keep falling through" is supported. "Nobody values me" is a conclusion about many people whose views this situation cannot show. Sam notices both thoughts before replying.

He checks, chooses, tries, and reviews

Sam sends one message asking for a confirmed time. Alex normally replies within a day, so Sam expects an answer by tomorrow. He also sets a practical limit: if they have no plan by then, he will arrange something else. Alex replies, "I can’t plan anything right now." Sam makes another plan. He does not have to stop feeling hurt or decide why Alex cancelled. He has enough information for this decision about his time.

Your first move

Pause means making room to notice before acting. Name means separating four things: Event, Feeling, Meaning, and Urge. A meaning can be correct, partly right, or mistaken. Naming it does not dismiss it. If keeping notes could cause trouble, use a made-up person or practice without a written record.

Your move: My small question: I want to understand ___ so I can decide ___.

Next: see the four parts of Maya’s reaction.

See the four parts

At Sunday dinner, Maya’s aunt says, "Since Leah stopped going to church, she doesn’t care about this family." Maya’s cousin Leah has missed two dinners. Maya feels hurt and worried. She has questions about her own beliefs too. Maya and the other people in this course are fictional.

Maya names her reaction

Part	Maya’s words
Event	Leah missed two dinners; my aunt blamed her change in faith.
Feeling	Hurt and worried.
Meaning	Leah no longer cares. If I question my beliefs, will I become less caring too?
Urge	Confront Leah or stop asking questions.

The event is not the whole explanation

Missing dinner is something Maya knows. The reason for it is not. Her aunt’s words are an explanation someone offered, not an independently checked account of Leah’s motives.

An urge is not a decision

Maya can notice the urge to confront Leah without doing it. She can also wait. Her small question is: “Should I ask Leah what is happening before I decide what her absence means?”

Point to the distinction: One action Maya could choose after noticing her urge:

Next: try the distinction on a fresh everyday situation.

Name it before you explain it

A useful record can be four short lines. You can speak the lines, draw them, or write them. Begin with the event. Then name the feeling, meaning, and urge separately. Do not polish the wording until you know which part is which.

Then try a fresh case

Nico asks his neighbor whether they can share the cost of repairing their shared fence. Two days pass without a reply. Nico feels annoyed and thinks, "They want me to pay for all of it." He wants to leave an angry note. The unanswered message is real. The neighbor’s reason and decision are not yet known.

Try the sort and Nico’s four lines before looking at Answer P1.

Mark E = Event, F = Feeling, M = Meaning, or U = Urge. Then write Nico’s four lines.

• The message has not received a reply in two days.

• I feel annoyed.

• They want me to pay for everything.

• I want to leave an angry note.

• The email says, "Can you redo the figures?"

• They think I am useless.

My short answers

Use it once: When I notice myself about to react, I will name the event and one meaning before deciding what to do. Use an ordinary situation. A real threat calls for practical protection, not more worksheet work.

For your own decision, use the starting record or the separate practice sheets. You can use a fictional person.

Lesson 2 asks what would support keeping or changing a meaning.

Say what could change your mind

Recall first: Without looking back, name the four parts of Name. Which part is your conclusion about an event?

A strong view is not a problem by itself. The useful question is whether your confidence fits the reasons you have. You can be confident and fair. You can also leave a question open without treating every answer as equally good.

Check the meaning

Write the meaning in one sentence. Ask what supports it, what weakens it, and what else could explain the event. Separate a narrow concern from a larger claim. "This person has canceled three plans" is easier to check than "Nobody cares about me."

Make your confidence specific

You might say "low," "medium," or "high." If a number helps, choose one from 0 to 100. It is a record of your judgment, not a score of your worth. Explain why you chose it. One vivid memory can matter without showing what usually happens.

Write a revision rule before checking

Complete two lines: "I would reconsider if ___." "I would keep this view if ___." Choose information that could bear on the actual claim. Do not ask for an impossible kind of proof from an idea you dislike while accepting a story from an idea you like.

Maya names the gap

Maya writes down the smaller question: "Does missing two dinners mean Leah no longer wants contact?" An invitation from Leah would count against that conclusion. A reply saying she wants distance would support it, though Maya would still need to listen to why. No reply by itself would not settle the reason. Maya can use what she learns to choose a next step without deciding what all people who leave a faith are like.

Your move: The meaning or claim I want to check: ___

Next: compare a fair revision rule with a rule that cannot lose.

Give both outcomes room

A fair check allows an answer you did not want. It does not require perfect certainty or turn a missing answer into proof.

Before asking, separate these results

Possible result	What it would tell Maya
Leah offers another time to meet	This counts against “she wants no contact.”
Leah says she wants distance	Maya should respect that answer and listen to the reason if Leah wants to explain.
No reply	The reason remains unknown. Maya can stop messaging and decide what to do with her time.

A rule that cannot lose

Imagine a teacher saying, "If the class improves, my method works. If it gets worse, students resisted my method." Every result becomes a win. An explanation can be possible without being tested by that rule.

Maya does not have to choose between two slogans

Her aunt’s accusation can be unsupported without proving that leaving a religion improves everyone’s family life. The evidence must fit the claim actually being checked.

Point to the distinction: One result that could make me reconsider:

Next: try a rule that could keep, narrow, or change a concern.

Keep the concern; limit the claim

You are not trying to become doubtful about everything. You are trying to make the size of your claim fit the size of your evidence. A narrower claim can be both firmer and more useful.

A new case

Asha notices three unexpected charges on a shared shopping account. She thinks, "My housemate is stealing from me." The charges are real. Asha has not yet checked who placed the orders, whether another authorized person used the account, or whether the bank repeated a charge.

Try before reading Answer P2.

- What does Asha know?
- What is still a meaning?
- What information would support keeping her concern?
- What information would support narrowing or changing it?

My short answers

Use it once: When I am about to search for proof of a view, I will first write one possible result that would make me reconsider.

For your own decision, use the starting record or the separate practice sheets. You can use a fictional person.

Lesson 3 follows a claim outside the page where you found it.

Leave the page, then follow the trail

Recall first: What did you write before checking: only your preferred result, or a result that could make you reconsider?

A confident page can repeat weak evidence. A plain page can report good evidence. Check who made the page and where its claim comes from. These are two different moves: look across sources, then trace the claim back.

First, name the exact claim

Copy one sentence or restate it fairly. Ask what decision it affects. Amira wants a reliable washing machine. Three review pages call one model “the most reliable.” She needs to know what those words are based on, not just how often she sees them.

Look across: lateral reading

Before reading the page closely, use a new tab or another source to ask who made it, what they do, and what others know about their work. Choose sources with their own basis for the description. Ten search results repeating the same statement are not ten checks. A fee, a political view, or a religious label can matter, but none alone makes a claim false.

Trace back: where did this come from?

Follow the claim to the original record, study, interview, or observation when available. Look for what was measured, who was included, and what was missing. A news story can explain a study well, badly, or partly. Finding the study is a beginning, not a guarantee.

Amira’s first source check

In this fictional shopping case, Amira follows the three review pages’ links. Each leads to the manufacturer’s announcement; none describes an independent test. A separate business directory can identify the manufacturer, but that does not test the machine’s reliability. She now knows where the claim came from and what evidence is still missing.

Your move: My exact claim: ___

Next: count observations, not pages.

Three reviews can be one source

Amira is deciding whether to buy a washing machine. Three pages praise the same model. Following their links shows that all three repeat one announcement.

Amira’s fictional source trail

Page	Where its claim comes from
Review A	Manufacturer’s announcement
Review B	The same announcement
Review C	The same announcement

Three pages do not mean three tests

None of these pages describes its own test or supplies repair records. They are three places to read the same claim. Independent evidence would need its own basis, such as a clearly described test or repair data.

What Amira does next

She gives this first check ten minutes, then stops. She no longer treats the three pages as independent confirmation. She can seek better evidence before buying, or choose another practical option. She does not yet know which machine is best.

Point to the distinction: What would add evidence instead of another repetition?

Next: make a short source record of your own.

Make the source check useful

The point of a source check is to improve a decision. You do not have to investigate every fact on a page. Name the important claim, use a bounded search, and write what the evidence can carry.

A new case

A neighborhood post says, "The new water filter removes every harmful substance." A shop page and a local blog repeat that sentence. Both cite the maker’s brochure. The brochure reports a test for lead under one stated condition. It gives no results for other substances. A separate consumer guide explains who makes the filter but did not test this model.

Try before reading Answer P3.

- What is the exact broad claim?
- How many separate tests are described?
- What narrower statement might fit?
- What would you need before relying on the broader claim?

My short answers

Use it once: When a page makes an important claim, I will check who made it in another source, then look for the original evidence. I will stop at the limit I set for this small decision.

For your own decision, use the starting record or the separate practice sheets. You can use a fictional person.

Lesson 4 makes the check fair before a result arrives.

Plan a check that could surprise you

Recall first: What is the difference between checking who made a page and finding the evidence behind its claim? Did Amira find three tests?

A fair check names the question, the expected result, and what different results would mean. Plan the limit before starting. Then compare what happened with what you actually predicted, rather than replacing the prediction afterward.

Match the check to the question

A personal experience tells you how something felt to you. It does not tell you what happens for everyone. A product announcement tells you what the maker claims. It does not replace a test. A fair comparison needs to consider other differences that could explain a result. A value question asks what matters and cannot be settled by counting replies alone.

Write before the result

For a checkable question, write what you expect before checking. “I expect this bus to get me to work before 8:00 on all four trial days” can be compared with arrivals. If you do not have a sensible prediction, say so. A useful information request does not need an invented prediction about someone else’s feelings.

Set a useful stopping point

For an ordinary task, choose a short time or a small number of relevant sources. Stop when that limit arrives or you have enough for the next decision. "I do not know yet" is an answer you can use. Return when new information or a real decision makes it useful.

Ruth checks a practical plan

Ruth needs to reach work before 8:00. In this fictional example, she predicts that a new bus timetable will get her there on time on each of four trial days. She records 7:48, 7:52, 8:06, and 7:50. Three arrivals were early; one was late. Her all-four prediction was not met. The result matters because a late arrival could cost her a shift. It does not prove what will happen every day.

Your move: My check question: ___

Next: separate the reply you received from the bigger claim.

Compare the prediction with the result

Ruth wants a dependable journey to work. She sets her question before the trial and keeps the original expectation visible.

Before the check	After four days
I expect to arrive before 8:00 on all four days.	7:48, 7:52, 8:06, 7:50. Three early arrivals and one late arrival.

The result informs a decision

The late day contradicts the all-four prediction. Ruth might choose an earlier bus or another backup if being late has a serious cost. Four days do not guarantee future timing or show that the timetable alone caused the pattern.

Give the review a finish

Keep the original expectation. State what happened. Decide whether the view fits, needs narrowing, needs changing, or remains unanswered. You can make a practical choice while uncertainty remains.

Optional number window: a spam folder

In a fictional week, an email filter flags 10 scam messages and 90 ordinary messages. There are 100 flagged messages in total; 10% are scams. The filter caught every scam in that week, but most messages it flagged were ordinary. Page 33 walks through the complete count.

Point to the distinction: My original expectation:

Next: choose the right check on unfamiliar situations.

Choose a check, not just an answer

Before writing an answer, decide what kind of question you have. Are you checking what happened, the meaning you added, a factual claim, or what you value? More searching is not always the right tool.

Try before reading Answer P4.

For each situation, name the main question and one useful next step.

• A colleague says, "That paragraph needs a source." You think, "They dislike me."

• A café advertises, "Everyone sleeps better after our herbal drink." Its evidence is five customer quotes.

• You want to decide whether to spend Sunday with a friend or resting alone.

• A photo caption says a road is closed today, but the photo has no date.

A result arrives

Ruth predicts that a revised bus timetable will get her to work before 8:00 on each of four trial days. Her arrival times are 7:48, 7:52, 8:06, and 7:50. She needs dependable arrival, so the late day matters to her decision.

• What does Ruth’s result support?

• What does it contradict?

• What ordinary planning choice might follow?

My short answers

Use it once: When I plan a small check, I will write the expected result and stop point first. At that point, I will compare rather than keep looking until the result feels right.

For your own decision, use the starting record or the separate practice sheets. You can use a fictional person.

Lesson 5 separates useful comfort from the truth of a claim.

Keep support; check the claim

Recall first: Which result contradicted Ruth’s expectation, and which future question remains open?

A person, place, or practice can help you feel supported. That benefit matters. It does not automatically make every claim attached to it true. You can value the support and still ask what a warning is based on.

Two questions deserve two answers

Ask, "What helps me here?" Then ask, "What claim is being made?" A warm welcome is evidence that you experienced a warm welcome. It is not evidence that every outside critic is dishonest. A frightening message can also contain a true warning. The feeling alone does not settle it.

A warning can stay untested

At dinner, Maya’s uncle says, "If you talk to Leah about this, you’ll be talked out of your beliefs too." Maya feels frightened and briefly puts off contacting her cousin. Avoiding the conversation may bring relief, but it does not check the uncle’s prediction. She can name that unanswered claim and still choose whether and when to act. Real risks and practical costs deserve attention.

Maya keeps a real source of connection

Maya enjoys family meals, and her aunt helped when her car broke down. That care matters to her. It does not give her aunt special knowledge of why Leah missed dinner. Maya can value the help and still ask whether the explanation about Leah fits the evidence.

Use this skill on EBT too

If EBT helps you organize a decision or brings relief, record that specific experience. It is not proof that every idea in the course is correct or that the course improves everyone’s life. Use the same check on the material you like.

Your move: Support I want to keep: ___

Next: see where a warning can remain untested.

Find the claim inside the comfort

A reassuring action and a true explanation are different things. This fictional family sequence helps make the difference visible.

What happens	What has been checked?
Uncle: “Talking to Leah will change your beliefs.”	A prediction has been made, not demonstrated.
Maya feels worried and postpones the message.	Her worry is real; it does not establish the prediction.
For a while, she feels relief.	Relief shows a change in her feeling. The prediction remains unchecked.

Keeping support does not require accepting every claim

Maya can keep wanted family contact while leaving the warning unanswered. She does not have to confront anyone or prove courage through an exercise. A different person’s housing, privacy, or relationships may make waiting the sensible choice.

The finish need not be a challenge

You can record the question and stop. You can keep useful support or seek suitable help. Feeling afraid is not proof of danger; feeling safe is not proof that a claim is true.

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

Point to the distinction: What brings support in my example?

Next: apply the same standard to a group you like.

Do not make relief carry the evidence

Use a made-up case if personal material feels too close. The task is to separate a benefit from a claim. You do not have to give up the benefit, confront anyone, or settle the claim today.

A new case

Lee joins a running club and enjoys the company. After a difficult week, a friendly message helps Lee feel less alone. The leader then says, "Our supplement is the reason people here improve. If you stop buying it, you'll lose your progress." Lee has not checked that claim. The welcoming company and the product claim need separate answers.

A second case, on our own side

A reader says, "After two EBT pages, I felt clear for the first time. That proves the whole course works and anyone who criticizes it is protecting ignorance." Keep the reported experience separate from the claims about the course and its critics.

Try before reading Answer P5.

- What benefit can Lee keep?
- Which factual warning needs its own evidence?
- What does the EBT reader's experience support?
- What larger conclusions go beyond it?

My short answers

Use it once: When something brings relief or connection, I will name that benefit without treating it as proof of every attached claim.

For your own decision, use the starting record or the separate practice sheets. You can use a fictional person.

Lesson 6 makes room for real consequences and resources.

Check a learned rule and your real options

Recall first: How can a support be useful while an attached claim remains unanswered?

A rule can shape your choices long before you examine it. Knowing where it came from helps you understand its force. It does not by itself show whether the rule is wise, true, or useful now.

Separate the rule from its reason

A rule tells you what to do: "Do not ask Leah about her reasons." The offered reason might be: "You will stop caring about family too." Family loyalty is a value; the prediction about what will happen is a factual claim. The value can matter while the prediction remains poorly supported.

Name the cost without calling it proof

People can punish disagreement, withdraw help, or make life harder. Those consequences are part of the decision. They do not make the disputed factual claim true. You may decide to wait because the practical cost is too high. Waiting is an action you can choose, not a failure of reasoning.

Maya checks her room to choose

In this story, Maya lives independently and normally texts Leah privately. Asking at a family dinner could start an argument or expose Leah’s private information. A private message is a different option. Someone who depends on family housing or has messages monitored may have different costs and should not copy Maya’s choice automatically.

Choose the smallest useful step

Options include waiting, using a fictional case, asking for general information, finding private support, or taking an ordinary step you freely choose. Do not assume that leaving, staying, speaking, or keeping quiet is always the right answer. If someone may read your notes, use a made-up person or keep no record.

Your move: A rule I learned: ___

Next: map resources without treating disclosure as the goal.

Make the options visible

Room to choose means practical resources: time, money, privacy, transport, information, and people who can help. You do not need every resource before making any choice. Name what the particular step needs.

What does this step need?

One ordinary next step

Information

Privacy

What source or answer would help?

Who could see the activity or notes?

People

Practical means

Who has shown they can help without taking over?

What time, money, transport, or access is needed?

Fill only what matters to this decision. The map does not tell you to reveal a belief or leave a group.

A resource is concrete

"I should be stronger" is not a resource plan. "I can use the library on Tuesday," "I have twenty minutes alone," or "A friend will answer a general question" gives you something to work with. A trusted person must be someone whose actual behavior gives you reason to trust them.

Compare options by their real costs

Maya compares waiting, sending one private message, and bringing the accusation to dinner. Waiting preserves her time but leaves the reason unknown. A private message lets Leah answer for herself. Raising it at dinner could put Leah on the spot. Maya can choose an option without making disclosure or a debate the goal.

Point to the distinction: Option 1, its benefit, and its cost:

Next: practice on a rule from an ordinary workplace.

Choose with the costs in view

A good decision includes evidence and the conditions you actually live under. You can reject a poor reason while still choosing a careful response to the person who gave it.

A new case

A supervisor tells workers not to discuss pay: "Anyone who asks about pay creates conflict and cannot be trusted." Devon wants to understand whether a recent raise was calculated fairly. Devon needs the job and does not want to disclose coworkers' private information. The available records include Devon's own pay slips and the written raise policy.

Try before reading Answer P6.

- What is the rule?
- What factual or personal claim is attached to it?
- What practical stakes matter?
- What small information step could Devon choose?

My short answers

Use it once: When a learned rule stops me from examining a question, I will name the rule, its stated reason, and one real option. I can choose to wait.

For your own decision, use the starting record or the separate practice sheets. You can use a fictional person.

Lesson 7 uses values to choose actions, while evidence checks claims.

Choose an action that fits what matters

Recall first: Name one practical resource and one real cost that can change a person’s options without changing whether a claim is true.

Evidence helps you decide what is supported. Values help you decide what to do. A value is something you care about, such as honesty, care, freedom, fairness, connection, learning, or safety.

Values are guides, not proof

Wanting a claim to be true does not make it true. Disliking its consequences does not make it false. You can care about family connection and still describe weak evidence. You can care about freedom and still take responsibility for a harmful action.

Two values can pull in different directions

Maya cares about family connection and an honest account of what happened. She can wait, ask Leah privately, or raise the topic at dinner. Care does not require repeating an accusation. Honesty does not require announcing every question to everyone immediately.

Ask who is affected

Consider yourself and anyone whose time, privacy, money, trust, or safety the action may affect. You cannot guarantee everyone’s reaction. You can avoid unnecessary pressure, share accurately, ask before starting a loaded discussion, and keep other people’s private information out of your examples.

Turn the choice into a small plan

Before seeing Maya’s finished record, choose an action for her. Name a time, a limit, and what she expects to learn. What should she avoid presenting as an established fact? Your choice can differ from hers if you explain its evidence, values, and practical fit. You will see her completed decision in Lesson 8.

Your move: One or two values that matter in this decision: ___

Next: put values and practical effects beside the options.

Put the choice beside its effects

A careful decision need not please everyone. It should fit the evidence, the circumstances, and the people affected.

Option	What to consider
Wait	No new conversation now. Leah’s reason remains unknown.
Send one private message	Leah can explain or decline. Maya should not share a private reply without permission.
Raise it at dinner	May invite a discussion, but could expose Leah or pressure others to participate.

The options do not change the facts

None of these choices turns two missed dinners into proof that Leah stopped caring. What changes is how Maya uses her time and handles the conversation.

A boundary can be part of care

Maya can say, "I’m not discussing Leah’s private message at dinner." Or she can ask, "Would you like to talk about what happened?" Neither guarantees a good reaction, but both make her own choice clearer.

Point to the distinction: Who might be affected by my action?

Next: choose an action without confusing values with facts.

Make the plan small enough to do

Choose one action that expresses a value and fits the evidence. You do not need a speech or a complete life plan. You need a next step you can actually take, or a clear reason to wait.

A new case

Tess promised to help a friend move all day Saturday. A pipe at home starts leaking, and the plumber can come only Saturday morning. Tess values being reliable, but cannot leave the leak unattended. Her friend still expects a full day of help. Tess needs to explain the change before the friend has planned around help she cannot provide.

Try before reading Answer P7.

- Which values are pulling in different directions?
- What facts should Tess clarify?
- What action respects the friend’s ability to plan?
- Write a specific if-then plan.

My short answers

Use it once: When the situation I named arrives, I will take the small action I chose. If the practical conditions change, I will update the plan rather than pretend the old one still fits.

For your own decision, use the starting record or the separate practice sheets. You can use a fictional person.

Lesson 8 finishes the record and closes the checking task.

Finish one decision

Recall first: Without looking back, say the six steps. What belongs after Review: automatic checking again, or a clear finish?

Finishing does not mean solving every question. It means explaining what you know, what remains open, what you choose, and what would justify another review. Keep, Narrow, Change, and I do not know yet are all possible outcomes.

Compare before explaining

Read your original prediction first. State what actually happened. Did the result fit, fail, or leave part of the prediction unanswered? Keep the original wording so you do not turn an unwanted result into what you supposedly expected all along.

Use an outcome for each claim

Keep means the evidence still fits. Narrow means you went beyond what it supports. Change means the reasons now point to a different view. I do not know yet means an important question remains unanswered. These are results of a check, not labels for your whole character. You can keep one claim and leave another open.

Finish the action too

Say what you will do and why. If you already took the action, record its result. If it has not happened, name the time you will review it; do not invent a completed result. Include practical limits and anyone whose privacy or choice the action affects.

Try before seeing Maya’s model

Tell your decision in your own words. Include a supporting reason, an important limit, your action, and a return condition. Then turn to the completed fictional record. Feeling calmer is not required. Agreement with Maya or the teacher is not required.

Your move: My decision in one sentence: ___

Next: compare your record with Maya’s completed fictional record.

See a completed decision record

This is Maya’s completed fictional family example. Use the structure, not a required conclusion. Your situation may call for different evidence or a different choice.

Part	Maya’s record
Question	Should I ask Leah before deciding what two missed dinners mean?
Pause	Maya waits before agreeing with the accusation or sending an angry message.
Name	What happened: Leah missed two dinners; her aunt blamed a change in faith. Feeling: hurt and worried. Meaning Maya added: Leah no longer cares, and questioning might change me too. Urge: confront Leah or stop asking questions.
Check	Missing dinner is something she knows. The reason is not. Work, illness, family tension, or wanting distance could also explain it. Maya can ask Leah rather than decide for her.
Choose	Maya wants family connection and an honest answer. She and Leah normally text privately. She chooses one message: “We missed you at dinner. Is everything okay? Want to catch up?” She does not repeat the accusation.
Try	She sends it Tuesday. Leah usually replies within a day, so Maya expects an answer by Wednesday evening. She will check once then. No reply would leave the reason unknown; it would not prove that Leah stopped caring.
Review	Leah replies, “My new shift is on Sundays. Could we get coffee Saturday?” Maya now has an explanation and an invitation. She accepts. Two missed dinners no longer justify the conclusion that Leah wants no contact. This one reply does not tell her what happens in every family or settle her own beliefs.
Return condition	Relevant new information, a later change in contact, or another real decision. Not a need to feel completely certain.

Maya can accept the invitation without deciding what leaving a faith does in every family. She can still have feelings and unanswered questions.

Next: finish your record and try one fresh practice case.

Explain the choice, then stop

Finish your record before looking at the model again. Make each answer specific enough that another person could follow your reasons. You can keep your answer private. A finished learning task is not a test of your character or intelligence.

A final fresh case

A library advertises, "Our new booking page eliminates booking mistakes." Omar selects a room for 2:00 and keeps the screen confirmation showing 2:00. The email confirmation says 3:00. He needs the room tomorrow. He has evidence of one mismatch, not a comparison of every booking method. This case is fictional.

Try before reading Answer P8. This is practice, not a reserved outcome assessment.

- Name one supported observation.
- Name a larger claim these observations do not prove.
- Give Omar a small action and a check limit.
- Write a result that would justify reviewing the choice.

My short answers

Use it once: After completing your record, set it aside. Use the routine again when a new situation calls for it. If checking is repeating, disrupting daily life, or making things worse, stop the exercise and seek appropriate support. You can also decide this particular tool is not useful to you.

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

For your own decision, use the starting record or the separate practice sheets. You can use a fictional person.

You have finished the personal course when you can explain one decision. Teaching or outreach is a separate choice.

Practice feedback: P1, P2

Compare after your attempt. These are examples of good reasoning; accurate alternatives can also fit.

Answer P1

E, F, M, U, E, M. Nico’s event is two days without a reply; feeling is annoyance; meaning is that the neighbor wants him to pay; urge is to leave an angry note.

A different explanation might be that the neighbor has not seen the message or does not yet know the answer. These possibilities are not facts. The original concern also remains possible. A fair response keeps that distinction.

Answer P2

Asha knows there are three charges she did not expect. Theft by the housemate is a possible explanation. Order records linking unauthorized purchases to the housemate could support it. Duplicate bank charges, authorized purchases, or another buyer could weaken it.

The useful next step is checking the account records, with practical care about access and conflict. The supported concern is unexplained charges; the stronger accusation needs more information.

Practice feedback: P3, P4

Compare after your attempt. These are examples of good reasoning; accurate alternatives can also fit.

Answer P3

The broad claim is that the filter removes every harmful substance. One lead test is described. A narrower statement is that the reported test found removal of lead under that condition, if the report is accurate and the method sound. It does not establish removal of every other substance or performance in all circumstances.

Repeating a brochure is not a new test. Other substances and ordinary use conditions need suitable evidence. The answer should neither accept the universal claim nor reject the lead finding just because the maker sells the product.

Answer P4

The colleague case calls for checking a meaning, perhaps asking what source is needed. The drink claim needs evidence beyond selected quotes. Sunday plans involve values, energy, and commitments. The road claim needs a current reliable record. Ruth’s result supports three early arrivals in four trials and contradicts the all-four prediction.

One possible choice is an earlier bus or another backup if a late arrival has a high cost. Four days do not guarantee future timing or prove the new timetable caused the pattern.

Practice feedback: P5, P6

Compare after your attempt. These are examples of good reasoning; accurate alternatives can also fit.

Answer P5

Lee can keep the company and the relief from a friendly message. The claim that the supplement causes the improvement, and that stopping it would erase progress, needs separate evidence. The EBT reader can report feeling clearer after reading two pages.

That experience does not establish effectiveness for everyone, prove every course claim, or explain critics’ motives. Criticism may be fair, mistaken, or mixed; examine its reasons rather than assign a motive from the label.

Answer P6

The rule is not to discuss pay. The attached claim is that asking causes conflict and shows a person cannot be trusted. Devon needs the job, privacy, and an accurate calculation. One small step is comparing Devon’s own pay slips with the written raise policy.

The supervisor’s disapproval does not establish the claim. A careful information step does not require public disclosure or prove what Devon should do afterward. Serious employment questions can need suitable outside advice.

Practice feedback: P7, P8

Compare after your attempt. These are examples of good reasoning; accurate alternatives can also fit.

Answer P7

Reliability, care for the friend, and preventing damage at home matter. Tess should clarify the plumber’s timing and what help she can realistically offer. Telling the friend promptly respects the friend’s ability to arrange other help.

One plan could be: "When I confirm the plumber’s time this afternoon, I’ll call my friend and explain the change. I’ll offer two hours later if that is realistic." No single option is required; honesty, timing, reasons, and practical fit matter.

Answer P8

The screen and email support one observed booking mismatch. That contradicts the advertised promise of no mistakes. It does not show that phone booking is always better or identify what caused the mismatch. Omar can contact the library once to confirm the date, room, and time. An unresolved mismatch or a later change would justify another check; otherwise he can finish.

Count the whole spam folder

Sometimes a claim needs numbers. Start with people or objects you can picture, and name the “out of” group.

Try this fictional email case

In one week, 1,000 messages arrive. Ten are scams; 990 are ordinary emails. The filter puts all 10 scams in spam, along with 90 ordinary emails.

In the spam folder	Count
Scam messages	10
Ordinary messages	90
All flagged messages	100

Try before reading the answer

You choose a message from that spam folder. What share of the messages in the folder are scams? Which two counts make the total?

My answer: ___ scams out of ___ messages, or ___%.

Compare after trying

There are 100 messages in the folder: 10 scams plus 90 ordinary messages. Ten out of 100 are scams, or 10%. Counting all 1,000 received emails answers a different question. Counting only the 10 scams ignores the 90 ordinary messages that were also flagged.

Use the same question elsewhere

Ask, “How many, out of which total?” A warning may be worth checking without being proof. These numbers describe only this invented example, not a real filter’s performance.

This is optional practice, not another routine to memorize.

Words used in the course

Word	Plain meaning
Event	What someone said or did; the observed part of a situation.
Meaning	The conclusion or explanation you add to the event.
Claim	A statement that can be compared with evidence.
Evidence	Information relevant to the question; quality matters.
Prediction	What you expect to observe, stated before the result.
Revision condition	A result that would make you reconsider a view.
Lateral reading	Looking outside an unfamiliar source to learn about it.
Original source	The record, study, or observation a report draws on.
Independent source	A source with its own evidence, not a copy.
Comparison group	A relevant group or condition used for comparison.
Baseline	The starting measurement before a change.
Confound	Another difference that could explain the result.
Base rate	How common something is in the relevant group.
Denominator	The total: the “out of” group in a fraction.
Keep / Narrow / Change	The view fits / went too far / needs a different conclusion.
I do not know yet	The information does not settle this question.
Pending	The action or result has not happened yet.
Value	Something you care about that can guide an action.