Judge-Your-Neighbor Worksheet

Think of a stressful situation with someone—for example, an argument. As you meditate on that specific time and place and begin to feel what that felt like, fill in the blanks below. Use short, simple sentences.

1. In this situation, who angers, confuses, hurts, saddens, or disappoints you, and why?

I am _____ with _____ because _____
      emotion   name

_____

I am angry with Paul because he lied to me.

WANTS 2. In this situation, how do you want him/her to change? What do you want him/her to do?

I want _____ to _____
      name

_____

I want Paul to see that he is wrong. I want him to stop lying to me.

ADVICE 3. In this situation, what advice would you offer him/her? "He/she should/shouldn't…"

_____ should/shouldn't _____
    name

_____

_____

Paul shouldn't frighten me with his behavior. He should take a deep breath.

NEEDS 4. In order for *you* to be happy in this situation, what do you need him/her to think, say, feel, or do?

I need _____ to _____
     name

_____

I need Paul to stop talking over me. I need him to really listen to me.

COMPLAINTS 5. What do you think of him/her in this situation? Make a list. (It's okay to be petty and judgmental.)

_____ is _____
    name

Paul is a liar, arrogant, loud, dishonest, and unconscious.

6. What is it about this person and situation that you don't ever want to experience again?

I don't ever want _____

_____

I don't ever want Paul to lie to me again. I don't ever want to be disrespected again.

Now question each of your statements, using the four questions of The Work, below. For the turnaround to statement 6, replace the words *I don't ever want...* with *I am willing to...* and *I look forward to...*

The four questions
Example: Paul lied to me.
1. Is it true? (Yes or no. If no, move to question 3.)
2. Can you absolutely know that it's true? (Yes or no.)
3. How do you react, what happens, when you believe that thought?
4. Who or what would you be without the thought?

Turn the thought around.
I lied to me.
I lied to Paul.
Paul *didn't* lie to me.
Paul *told me the truth.*

As you visualize the situation, contemplate how each turnaround is as true or truer.

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Table S2.
Differences between study participants and dropouts.

		Study participants (N= 60)	Dropouts (N=7)	T-test between groups	
		Mean (SD)	Mean (SD)	Test statistic	P value
Age (yrs)		45.3 (9.1)	42.4 (10.6)	T= 0.79	0.431
Education (yrs)		17.5 (2.6)	18.9 (7.4)	T= 1.04	0.303
Seniority[a] (yrs)		16.3 (9.7)	15.4 (10.7)	T= 0.21	0.832
Job percent (%)		92.5 (14.3)	92.3 (7.6)	T= 0.03	0.973
Gender[b]	Female	52 (86.7%)	6 (85.7%)	X^2= 0.00[a]	0.944
	Male	8 (13.3%)	1 (14.3%)		
Marital status[b]	Single	5 (8.3%)	2 (28.6%)	X^2= 5.09[a]	0.278
	Married without children	3 (5.0%)	0 (0.0%)		
	Married with children	44 (73.3%)	3 (42.9%)		
	Divorced	7 (11.7%)	2 (28.6%)		
	widowed	1 (1.7%)	0 (0.0%)		
Economic[b]	Below average	5 (30%)	1 (14.3%)		0.641
	Average	37 (61.7%)	5 (71.4%)		
	Above average	18 (8.3%)	1 (14.3%)		
PERMA		156.2 (20.2)	160.4 (18.6)	T= 0.52	0.604
SWLS		25.5 (5.4)	26.0 (4.8)	T= 0.23	0.821
PANAS-P		39.4 (5.4)	36.7 (5.7)	T= 1.22	0.227
PANAS-N		18.5 (6.1)	18.4 (4.9)	T= 0.04	0.963
BRS		3.3 (0.8)	3.4 (0.5)	T= 0.17	0.865
MBI EE		11.3 (5.6)	16.3 (6.2)	T= 2.19	0.032*
MBI PA		9.2 (5.3)	12.4 (6.9)	T= 1.48	0.143
MITS		74.5 (7.2)	77.4 (5.7)	T= 1.04	0.300
PSS		36.5 (10.2)	31.4 (10.7)	T= 1.24	0.216

Abbreviations: PERMA, positive emotion, engagement, relationships, meaning, and accomplishment; SWLS, Satisfaction with Life Scale; PANAS, Positive and Negative Affect Scale; BRS, Brief Resilience Scale; MBI, Maslach Burnout Inventory, EE- emotional exhaustion, PA- personal accomplishment; MITS, Mindfulness in Teaching Scale; PSS, Perceived Stress Scale;
ANOVA, analysis of variance; SD, standard deviation.
* p-value of <0.05 indicating statistical significance.
[a] How many years have you been in the teaching profession?
[b] N (% within group)

Table S3
Differences in baseline outcomes between younger (age≤46 years) and elder (age>46 years) participants.

	Younger participants (N=34)	Elder Participants (N=33)	Difference between groups	
	Mean (SD)	Mean (SD)	Test statistic	P value
PERMA[d]	153.9 (21.9)	159.7 (17.5)	F= 1.39	0.244
SWLS[b,d]	26.4 (5.6)	24.8 (4.9)	F= 1.53	0.220
PANAS-P[a,c]	57.7 (7.6)	61.9 (6.9)	F= 4.70	0.034*
PANAS-N[d]	17.6 (5.9)	19.5 (5.9)	F= 1.65	0.204
BRS[d]	3.4 (0.8)	3.3 (0.9)	F= 0.46	0.502
MBI EE	12.4 (5.9)	11.3 (5.7)	F= 0.60	0.441
MBI PA	9.7 (5.5)	9.3 (5.6)	F= 0.08	0.785
MITS	74.9 (7.7)	74.6 (6.6)	F= 0.04	0.849
PSS	35.6 (10.7)	36.4 (9.9)	F= 0.08	0.778

Abbreviations: PERMA, positive emotion, engagement, relationships, meaning, and accomplishment; SWLS, Satisfaction with Life Scale; PANAS, Positive and Negative Affect Scale; BRS, Brief Resilience Scale; MBI, Maslach Burnout Inventory, EE- emotional exhaustion, PA- personal accomplishment; MITS, Mindfulness in Teaching Scale; PSS, Perceived Stress Scale;
* p-value of <0.05 indicating statistical significance.
N (% within group)
[a] N (Younger)= 30
[b] N (Younger)= 33
[c] N (Elder)= 30
[d] N (Elder)= 32

Table S4

Differences in baseline outcomes between male and female participants.

	Female participants (N=58)	Male Participants (N=9)	t-test between groups	
	Mean (SD)	Mean (SD)	Test statistic	P value
PERMA[a]	156.4 (20.2)	158.4 (19.1)	T= 0.25	0.800
SWLS[a,b]	25.2 (5.3)	28.4 (4.1)	T= 1.63	0.109
PANAS-P[b]	39.0 (5.6)	39.3 (4.7)	T= 0.15	0.880
PANAS-N[b]	18.9 (6.2)	15.8 (2.8)	T= -1.49	0.139
BRS[a]	3.3 (0.8)	3.7 (0.5)	T= 1.48	0.143
MBI EE	12.2 (5.8)	9.5 (5.6)	T= -1.26	0.210
MBI PA	9.8 (5.6)	7.8 (4.6)	T= -1.02	0.313
MITS	74.9 (7.1)	73.8 (7.4)	T= -0.45	0.654
PSS	35.4 (10.4)	39.5 (8.9)	T= 1.12	0.268

Abbreviations: PERMA, positive emotion, engagement, relationships, meaning, and accomplishment; SWLS, Satisfaction with Life Scale; PANAS, Positive and Negative Affect Scale; BRS, Brief Resilience Scale; MBI, Maslach Burnout Inventory, EE- emotional exhaustion, PA- personal accomplishment; MITS, Mindfulness in Teaching Scale; PSS, Perceived Stress Scale;
* p-value of <0.05 indicating statistical significance.
N (% within group)
[a] N (Male)= 8
[b] N (Female)= 57

Table S5

Cronbach's Alpha of research questionnaires.

	Cronbach's Alpha before
PERMA	$\alpha = 0.812$
SWLS	$\alpha = 0.810$
PANAS-P	$\alpha = 0.770$
PANAS-N	$\alpha = 0.841$
BRS	$\alpha = 0.824$
MBI EE	$\alpha = 0.877$
MBI PA	$\alpha = 0.799$
MITS	$\alpha = 0.707$
PSS	$\alpha = 0.859$

Abbreviations: PERMA, positive emotion, engagement, relationships, meaning, and accomplishment; SWLS, Satisfaction with Life Scale; PANAS, Positive and Negative Affect Scale; BRS, Brief Resilience Scale; MBI, Maslach Burnout Inventory, EE- emotional exhaustion, PA- personal accomplishment; MITS, Mindfulness in Teaching Scale; PSS, Perceived Stress Scale;