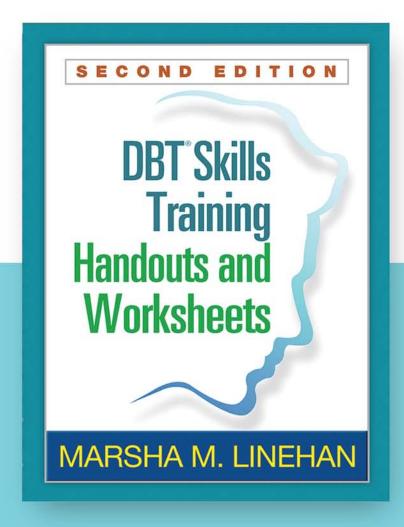
SECOND EDITION

DBT Skills Training Handouts and Worksheets

MARSHA M. LINEHAN



Orientation and General Skills

Handouts and Worksheets

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GENERAL HANDOUT 1



(General Worksheet 1)

Goals of Skills Training

GENERAL GOAL

To learn how to change your own behaviors, emotions, and thoughts that are linked to problems in living and are causing misery and distress.

SPECIFIC GOALS

Behaviors to Decrease:

Deliaviors to Decrease.
☐ Mindlessness; emptiness; being out of touch with self and others; judgmentalness.
☐ Interpersonal conflict and stress; loneliness.
☐ Absence of flexibility; difficulties with change.
☐ Up-and-down and extreme emotions; mood-dependent behavior; difficulties in regulating emotions.
☐ Impulsive behaviors; acting without thinking; difficulties accepting reality as it is; willfulness; addiction.
Skills to Increase:
☐ Mindfulness skills.
☐ Interpersonal effectiveness skills.
☐ Emotion regulation skills.
☐ Distress tolerance skills.
PERSONAL GOALS
Behaviors to Decrease:
1
2
3
Skills to Increase:
1
2
2

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Options for Solving Any Problem

When life presents you with problems, what are your options?

1. SOLVE THE PROBLEM

Change the situation . . . or avoid, leave, or get out of the situation for good.

2. FEEL BETTER ABOUT THE PROBLEM

Change (or regulate) your emotional response to the problem.

3. TOLERATE THE PROBLEM

Accept and tolerate both the problem and your response to the problem.

4. STAY MISERABLE

Or possibly make it worse!

1. TO PROBLEM-SOLVE:

Use interpersonal effectiveness skills
Walking the Middle Path (from interpersonal effectiveness skills)
Use problem-solving skills (from emotion regulation skills)

2. TO FEEL BETTER ABOUT THE PROBLEM:

Use emotion regulation skills

3. TO TOLERATE THE PROBLEM:

Use distress tolerance and mindfulness skills

4. TO STAY MISERABLE:

Use no skills!

Overview: Introduction to Skills Training

GUIDELINES FOR SKILLS TRAINING

SKILLS TRAINING ASSUMPTIONS

BIOSOCIAL THEORY
OF EMOTIONAL AND
BEHAVIORAL DYSREGULATION



Guidelines for Skills Training

1. Participants who drop out of skills training are *not* out of skills training.

a. The only way out is to miss four scheduled sessions of skills training in a row.

2. Participants who join the skills training group support each other and:

- a. Keep names of other participants and information obtained during sessions confidential.
- b. Come to each group session on time and stay until the end.
- c. Make every effort to practice skills between sessions.
- d. Validate each other, avoid judging each other, and assume the best about each other.
- e. Give helpful, noncritical feedback when asked.
- f. Are willing to accept help from a person they ask or call for help.

3. Participants who join the skills training group:

a. Call ahead of time if they are going to be late or miss a session.

4. Participants do not tempt others to engage in problem behaviors and:

- a. Do not come to sessions under the influence of drugs or alcohol.
- b. If drugs or alcohol have already been used, come to sessions acting and appearing clean and sober.
- c. Do not discuss, inside or outside sessions, current or past problem behaviors that could be contagious to others.

5. Participants do not form confidential relationships with each other outside of skills training sessions and:

- a. Do not start a sexual or a private relationship that cannot be discussed in group.
- b. Are not partners in risky behaviors, crime, or drug use.

Other guidelines for this group/notes:			



Skills Training Assumptions

An assumption is a belief that cannot be proved, but we agree to abide by it anyway.

1. People are doing the best they can.

All people at any given point in time are doing the best they can.

2. People want to improve.

The common characteristic of all people is that they want to improve their lives and be happy.

3. People need to do better, try harder, and be more motivated to change.*

The fact that people are doing the best they can, and want to do even better, does not mean that these things are enough to solve the problem.

4. People may not have caused all of our own problems, but they have to solve them anyway.**

People have to change their own behavioral responses and alter their environment for their life to change.

5. New behavior has to be learned in all relevant contexts.

New behavioral skills have to be practiced in the situations where the skills are needed, not just in the situation where the skills are first learned.

6. All behaviors (actions, thoughts, emotions) are caused.

There is always a cause or set of causes for our actions, thoughts, and emotions, even if we do not know what the causes are.

7. Figuring out and changing the causes of behavior work better than judging and blaming.

Judging and blaming are easier, but if we want to create change in the world, we have to change the chains of events that cause unwanted behaviors and events.

^{*}But trying harder and being more motivated may not be needed if progress is steady and at a realistic rate of improvement.

^{**}Parents and caregivers must assist children in this task.

Biosocial Theory

Why do I have so much trouble controlling my emotions and my actions?

Emotional vulnerability is BIOLOGICAL: It's simply how some people are born.
 □ They are more <i>sensitive</i> to emotional stimuli; they can detect subtle emotional information in the environment that others don't even notice. □ They experience emotions <i>much more often</i> than others. □ Their emotions seem to hit for no reason, from <i>out of the blue</i>.
☐ They have more <i>intense</i> emotions.
☐ Their emotions hit like a <i>ton of bricks</i> .
☐ And their emotions are <i>long-lasting</i> .
Impulsivity also has a BIOLOGICAL basis: Regulating action is harder for some than for others.
☐ They find it <i>very hard to restrain</i> impulsive behaviors.
Often, without thinking, they do things that get them in trouble.
☐ Sometimes their <i>behavior seems to come out of nowhere.</i>
☐ They find it very <i>hard to be effective</i> .

(continued on next page)

☐ They *cannot control* behaviors linked to their moods.

An involidation COCIAL anvisanment
An invalidating SOCIAL environment can make it very hard to regulate emotions.
 An invalidating environment doesn't seem to understand your emotions. It tells you your emotions are <i>invalid</i>, <i>weird</i>, <i>wrong</i>, or <i>bad</i>. It often <i>ignores</i> your emotional reactions and does nothing to help you. It may say things like "Don't be such a baby!" "Quit your blubbering." "Quit being such a chicken and just solve the problem." or "Normal people don't get this frustrated."
 People who invalidate are OFTEN DOING THE BEST THEY CAN. They may not know how to validate or how important it is to validate, or they may be afraid that if they validate your emotions, you will get more emotional, not less.
 They may be under high stress or time pressure, or they may have too few resources themselves. There may be just a poor fit between you and your social environment: You may be a tulip in a rose garden.
An ineffective SOCIAL environment is a big problem when you want
to learn to regulate emotions and actions.
to learn to regulate emotions and actions. ☐ Your environment may <i>reinforce out-of-control emotions and actions.</i>
 Your environment may <i>reinforce out-of-control emotions and actions</i>. If people give in when you get out of control, it will be hard for you to get in
 Your environment may <i>reinforce out-of-control emotions and actions</i>. If people give in when you get out of control, it will be hard for you to get in control. If others command you to change, but don't coach you on how to do this,
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 Your environment may reinforce out-of-control emotions and actions. □ If people give in when you get out of control, it will be hard for you to get in control. □ If others command you to change, but don't coach you on how to do this, it will be hard to keep on trying to change. It's the TRANSACTIONS that count between the person and the social environment. □ Biology and the social environment influence the person.

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Handouts for Analyzing Behavior
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GENERAL HANDOUT 6

(General Worksheets 2, 3)

Overview: Analyzing Behavior

To figure out its causes and plan for problem solving.

Chain Analysis is for when you engage in ineffective behavior.

A chain analysis examines the chain of events that leads to ineffective behaviors, as well as the consequences of those behaviors that may be making it hard to change them. It also helps you figure out how to repair the damage.

Missing-Links Analysis is for when you fail to engage in effective behaviors.

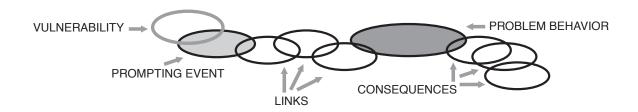
A missing-links analysis helps you identify what got in the way of doing things you needed or hoped to do, things you agreed to do, or things others expected you to do. It also helps you problemsolve for the future.

GENERAL HANDOUT 7

(General Worksheets 2, 2a)

Chain Analysis

TO UNDERSTAND BEHAVIOR, DO A CHAIN ANALYSIS.



- **Step 1:** Describe the **PROBLEM BEHAVIOR**.
- **Step 2:** Describe the **PROMPTING EVENT** that started the chain of events leading to the problem behavior.
- **Step 3:** Describe the factors happening before the event that made you **VULNERABLE** to starting down the chain of events toward the problem behavior.
- Step 4: Describe in excruciating detail the CHAIN OF EVENTS that led to the problem behavior.
- **Step 5:** Describe the **CONSEQUENCES** of the problem behavior.

To change behavior:

- **Step 6:** Describe **SKILLFUL** behaviors to replace problem links in the chain of events.
- Step 7: Develop PREVENTION PLANS to reduce vulnerability to stressful events.
- Step 8: REPAIR important or significant consequences of the problem behavior.

GENERAL HANDOUT 7A (p. 1 of 2)

(General Worksheets 2, 2a)

Chain Analysis, Step by Step

- 1. Describe the specific PROBLEM BEHAVIOR (overeating or overdrinking, yelling at your kids, throwing a chair, having an overwhelming emotional outburst, dissociating, not coming or coming late to skills training, putting off or refusing to do skills practice, etc.).
 - A. Be very specific and detailed. No vague terms.
 - B. Identify exactly what *you did, said, thought, or felt* (if feelings are the targeted problem behavior). Identify what *you did not do*.
 - C. Describe the intensity of the behavior and other characteristics of the behavior that are important.
 - D. Describe the problem behavior in enough detail that an actor in a play or movie could recreate the behavior exactly.
 - E. If the behavior is something *you did not do*, ask yourself whether (a) you did not know you needed to do it (it did not get into short-term memory); (b) you forgot it and later it never came into your mind to do it (it did not get into long-term memory); (c) you put it off when you did think of it; (d) you refused to do it when you thought of it; or (e) you were willful and rejected doing it, or some other behavior, thoughts, or emotions interfered with doing it. If (a) or (b) is the case, skip from here to Step 6 below (working on solutions). Otherwise, keep going from here.
- 2. Describe the specific PROMPTING EVENT that started the whole chain of behavior. Begin with the environmental event that started the chain. Always begin with some event in your environment, even if it doesn't seem to you that the environmental event "caused" the problem behavior. Otherwise, we could ask about any behavior, thought, feeling, or experience, "What prompted that?" Possible questions to help you get at this are:
 - A. What exact event precipitated the start of the chain reaction?
 - B. When did the sequence of events that led to the problem behavior begin? When did the problem start?
 - C. What was going on right before the thought of or impulse for the problem behavior occurred?
 - D. What were you doing/thinking/feeling/imagining at that time?
 - E. Why did the problem behavior happen on that day instead of the day before?
- 3. Describe specific VULNERABILITY FACTORS happening before the prompting event. What factors or events made you more vulnerable to reacting to the prompting event with a problematic chain? Areas to examine are:
 - A. Physical illness; unbalanced eating or sleeping; injury.
 - B. Use of drugs or alcohol; misuse of prescription drugs.
 - C. Stressful events in the environment (either positive or negative).
 - D. Intense emotions, such as sadness, anger, fear, loneliness.
 - E. Previous behaviors of your own that you found stressful coming into your mind.

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GENERAL HANDOUT 7A (p. 2 of 2)

- 4. Describe in excruciating detail the CHAIN OF EVENTS that led to the problem behavior. Imagine that your problem behavior is chained to the precipitating event in the environment. How long is the chain? Where does it go? What are the links? Write out all **links** in the chain of events, no matter how small. Be very specific, as if you are writing a script for a play. Links in the chain can be:
 - A. Actions or things you do.
 - B. Body sensations or feelings.
 - C. Cognitions (i.e., beliefs, expectations, or thoughts).
 - D. Events in the environment or things others do.
 - E. Feelings and emotions that you experience.

What exact thought (or belief), feeling, or action followed the prompting event? What thought, feeling, or action followed that? What next? What next? And so forth.

- Look at each link in the chain after you write it. Was there another thought, feeling, or action that could have occurred? Could someone else have thought, felt, or acted differently at that point? If so, explain how that specific thought, feeling, or action came to be.
- For each link in the chain, ask whether there is a smaller link you could describe.
- 5. Describe the CONSEQUENCES of this behavior. Be specific. (How did other people react immediately and later? How did you feel immediately following the behavior? Later? What effect did the behavior have on you and your environment?)
- **6. Describe in detail** at each point where you could have used a **skillful** behavior to head off the problem behavior. What key links were most important in leading to the problem behavior? (In other words, if you had eliminated these behaviors, the problem behavior probably would not have happened.)
 - A. Go back to the chain of behaviors following the prompting event. Circle each link where, if you had done something different, you would have avoided the problem behavior.
 - B. What could you have done differently at each link in the chain of events to avoid the problem behavior? What coping behaviors or skillful behaviors could you have used?
- 7. **Describe in detail a PREVENTION STRATEGY** for how you could have kept the chain from starting by reducing your vulnerability to the chain.
- **8.** Describe what you are going to do to REPAIR important or significant consequences of the problem behavior.
 - A. Analyze: What did you really harm? What was the negative consequence you can repair?
 - B. Look at the harm or distress you actually caused others, and the harm or distress you caused yourself. Repair what you damaged. (Don't bring flowers to repair a window you broke: fix the window! Repair a betrayal of trust by being very trustworthy long enough to fit the betrayal, rather than trying to fix it with love letters and constant apologies. Repair failure by succeeding, not by berating yourself.)

GENERAL HANDOUT 8

(General Worksheet 3)

Missing-Links Analysis

Ask the following questions to understand how and why effective behavior that is needed or expected did not occur.

1. Did you know what effective behavior was needed or expected (what skills homework was given, what skills to use, etc.)?

IF NO to Question 1, ask what got in the way of knowing what was needed or expected. Ideas might include not paying attention, unclear instructions, never getting the instructions in the first place, becoming too overwhelmed and couldn't process the information, and so on.

PROBLEM-SOLVE what got in the way. For example, you might work on paying attention, ask for clarification when you don't understand instructions, call others, look up information, and so on.

2. IF YES to Question 1, ask were you willing to do the needed or expected effective behavior?

IF NO to Question 2, ask what got in the way of willingness to do effective behaviors. Ideas might include willfulness, feeling inadequate, or feeling demoralized.

PROBLEM-SOLVE what got in the way of willingness. For example, you might practice radical acceptance, do pros and cons, practice opposite action, and so on.

3. IF YES to Question 2, ask did the thought of doing the needed or expected effective behavior ever enter your mind?

IF NO to Question 3,

PROBLEM-SOLVE how to get the thought of doing effective behaviors into your mind. For example, you might put it on your calendar, set your alarm to go off, put your skills notebook next to your bed, practice coping ahead with difficult situations (see Emotion Regulation Handout 19), and so on.

4. IF YES to Question 3, ask what got in the way of doing the needed or expected effective behavior right away? Ideas might include putting it off, continuing to procrastinate, not being in the mood, forgetting how to do what was needed, thinking that no one would care anyway (or no one would find out), and so on.

PROBLEM-SOLVE what got in the way. For example, you might set a reward for doing what is expected, practice opposite action, do pros and cons, and so on.

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General Worksheets Orientation Worksheet

GENERAL WORKSHEET 1

(General Handout 1)

Pros and Cons of Using Skills

Due D	ate:	Name:		Week Starting:
skillfull	y) to reach your goal	s. The idea here is	s to figu	disadvantages to you of using skills (i.e., acting re out what is the most effective way for you to ur goals, not someone else's goals.
Desc	ribe the situation or	problem:		
Desc	ribe your goal in thi	s situation:		
Make a	a list of the Pros and	Cons of practicing	your sl	kills in this situation.
Make a		s and Cons for no	ot praction	cing your skills or of not practicing them
Check	-	hat you are correc	ct in you	ır assessment of advantages and
Write	on the back if you nee	ed more space.		
Sc	Practicing Skills			Not Practicing Skills
PROS				
W	Practicing Skills			Not Practicing Skills
CONS			_	
What	did you decide to de	o in this situation	1?	
ls this	the best decision (in Wise Mind)? _		

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Worksheets for Analyzing Behavior
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(General Handouts 7, 7a)

Chain Analysis of Problem Behavior

Due Date:	Name:	Date:
VULNERABILITY =	OMPTING EVENT	PROBLEM BEHAVIOR CONSEQUENCES CONSEQUENCES
1. What exactly is	s the major PROBLE	M BEHAVIOR that I am analyzing?
behavior? Inclumind.	ude what happened	environment started me on the chain to my problem RIGHT BEFORE the urge or thought came into my
	-	in my environment made me VULNERABLE. ble started:

(continued on next page)

GENERAL WORKSHEET 2 (p. 2 of 4)

LINKS IN THE CHAIN OF EVENTS: Behaviors (Actions, Body sensations, Cognitions/Thoughts, Feelings) and Events (in the environment) **Possible Types of Links** A. Actions B. Body sensations C. Cognitions/thoughts E. Events **F.** Feelings 4. List the chain of events (specific 6. List new, more skillful behaviors to behaviors and environmental events that replace ineffective behaviors. Use the actually did happen). Use the ABC-EF list ABC-EF list. above. 1st. 1st. 2nd. 2nd. 3rd. 3rd. _____ 4th. _____ 4th. _____ 5th. 5th. _____ 6th. _____ 6th. _____ 7th. ____ 7th. _____ 8th. _____ 8th. _____ 9th. _____ 9th. _____

GENERAL WORKSHEET 2 (p. 3 of 4)

LINKS IN THE CHAIN OF EVENTS: Behaviors (Actions, Body sensations, Cognitions/Thoughts, Feelings) and Events (in the environment) **Possible Types of Links** A. Actions B. Body sensations C. Cognitions/thoughts E. Events F. Feelings 4. List the chain of events (specific 6. List new, more skillful behaviors to behaviors and environmental events that replace ineffective behaviors. Use the actually did happen). Use the ABC-EF list ABC-EF list. above. 10th. 10th. _____ 11th. 11th. _____ 12th. 12th. 13th. _____ 13th. _____ 14th. 14th. 15th. _____ 15th. ___ 16th. 16th. 17th. 17th. _____

GENERAL WORKSHEET 2 (p. 4 of 4)

5. What exactly were the consequences in the environment?
And in myself?
What <i>harm</i> did my problem behavior cause?
7. Prevention plans: Ways to reduce my vulnerability in the future:
Ways to prevent <i>precipitating event</i> from happening again:
8. Plans to <i>repair</i> , correct, and overcorrect the harm:

GENERAL WORKSHEET 2A (p. 1 of 3)

(General Handouts 7, 7a)

Example: Chain Analysis of Problem Behavior

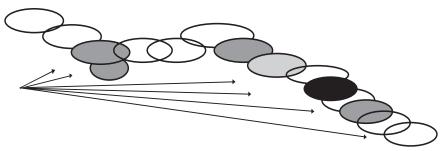
Due Date:	Name:		Date:
Problem Behavior:			
VULNERABILITY	E EVENT LINKS	CONSEQUENCES	PROBLEM BEHAVIOR
1 What exactly is the m	aior PPORI EM REH	AVIOR that I am analyzing?	
Drinking too much an		AVIOR mai i am analyzing?	
Difficient and	a anving arani		
behavior? Include who mind. Day prompting event of the sister from out of the second	at happened RIGHT E occurred: <u>Monda</u> fown called me and sa id she would, because	nent started me on the chain BEFORE the urge or thought y id she was not going to com her husband had an importa	e visit me the next
3. Describe what things Day the events makin	-	nvironment made me VULNI ed: <u>Sunday</u>	ERABLE.
My boyfriend said he	had to take a business	s trip sometime in the next m	onth.

(continued on next page)

LINKS IN THE CHAIN OF EVENTS: Behaviors (Actions, Body sensations, Cognitions/Thoughts, Feelings) and Events (in the environment)

Possible Types of Links

- A. Actions
- B. Body sensations
- C. Cognitions/thoughts
- E. Events
- **F.** Feelings



- List the *chain of events* (specific behaviors and environmental events that actually did happen). Use the ABC-EF list above.
- **1st.** I felt hurt and started sobbing on the phone with my sister and was angry with her.
- **2nd.** I thought, "I can't stand it. No one loves me."
- **3rd.** I felt very ashamed once I hung up from talking to my sister.
- **4th.** I thought "My life is useless; no one will ever be here for me."
- **5th.** Tried watching TV, but nothing was on I liked.
- **6th.** I started feeling agitated and thought, "I can't stand this."
- **7th.** I decided to drink a glass of wine to feel better, but ended up drinking two whole bottles.
- **8th.** Got in my car to drive to a late-night concert.
- **9th.** While I was bending down to pick up a piece of paper, car swerved. I was stopped by a cop and taken in on a DUI.

- List new, more skillful behaviors to replace ineffective behaviors. Use the ABC-EF list.
- **1st.** Listen to why my sister could not come.
- **2nd.** Remember that my sister and my boyfriend love me.
- **3rd.** Check the facts; is my sister going to reject me over this?
- **4th.** Call my sister back and apologize for being angry (since I know she will validate how I feel).
- **5th.** Download a movie, work on a puzzle, or call a friend instead.
- **6th.** Try my TIP skills to bring down arousal.
- **7th.** Walk down the street and have a dinner out, because I won't drink too much in public.
- **8th.** Call my boyfriend and ask him to come over for a while.
- **9th.** Take a long bath, try TIP skills again; Keep checking the facts; remember these emotions will pass; call my therapist for help.

GENERAL WORKSHEET 2A (p. 3 of 3)

5. What exactly were the consequences in the environment?

Short-term: I had to spend the night in jail.

Long-term: My boyfriend has less trust in me; my sister is upset about it.

And in myself?

Short-term: I am ashamed and furious with myself.

Long-term: I will have to pay more for car insurance and may have trouble getting a job.

What harm did my problem behavior cause?

It hurt me by giving me a DUI record. My sister feels guilty because she upset me.

7. Prevention plans:

Ways to reduce my *vulnerability* in the future:

Make plans for how to cope whenever my boyfriend is out of town.

Ways to prevent precipitating event from happening again:

I can't keep the precipitating event from happening, so I need to practice coping ahead and have plans for how to manage when I am at home alone.

8. Plans to *repair*, correct, and overcorrect the harm:

Apologize to my sister and reassure her that she has a perfect right to change her plans. Work with her to plan a new time for a visit. Ask if it would be easier for her if I came to visit her.

GENERAL WORKSHEET 3

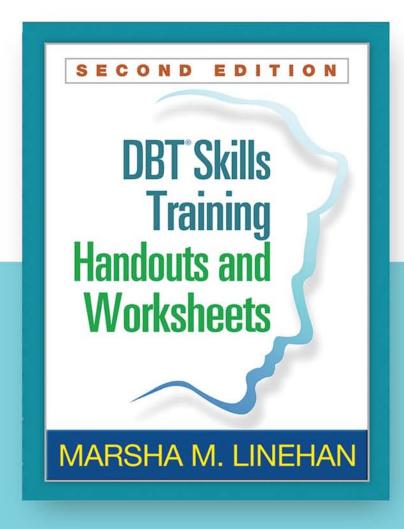
(General Handout 8)

Missing-Links Analysis

To understand missing effective behavior, do a missing-links analysis.

Dι	ıe Date:	Name:	Date:
Mi	ssing Behavior: _		
thi	ngs you agreed t	0 0	f doing things you needed or hoped to do, or . Then use that information to problem-solve, oped for, or expected next time.
1.	Did I know wha	t effective behavior was needed	or expected? Yes No
	IF NO to Question	on 1, what got in the way of knowing	g?
	Describe proble	em solving:	
			STOP
2.	IF YES to Quest	ion 1, was I willing to do what was	needed? Yes No
	IF NO to Question	on 2, what got in the way of wantin	g to do what was needed?
	Describe proble	em solving:	
			STOP
3.	IF YES to Quest mind? Yes		at was needed or expected ever enter my
	IF NO to Question	on 3, describe problem solving:	
4.	IF YES to Quest	ion 3, what got in the way of doing	what was needed or expected right away?
			STOP
	Describe proble	em solving:	
			STOP

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Module 1 / Mindfulness Skills

Handouts and Worksheets

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Mindfulness Handouts Handouts for Goals and Definitions

MINDFULNESS HANDOUT 1



(Mindfulness Worksheet 1)

Goals of Mindfulness Practice

REDUCE SUFFERING AND INCREASE HAPPINESS

☐ Reduce pain, tension, and stress.
□ Other:
INCREASE CONTROL OF YOUR MIND
☐ Stop letting your mind be in control of you.
□ Other:
EXPERIENCE REALITY AS IT IS
☐ Live life with your eyes wide open.
☐ Experience the reality of your
connection to the universe.
• essential "goodness."
essential validity.
□ Other:

Mindfulness Definitions

WHAT IS MINDFULNESS?

- Intentionally living with awareness in the present moment.

 (Waking up from automatic or rote behaviors to participate and be present to our own lives.)
- Without judging or rejecting the moment.

 (Noticing consequences, discerning helpfulness and harmfulness—but letting go of evaluating, avoiding, suppressing, or blocking the present moment.)
- Without attachment to the moment.
 (Attending to the experience of each new moment, rather than ignoring the present by clinging to the past or grabbing for the future.)

WHAT ARE MINDFULNESS SKILLS?

 Mindfulness skills are the specific behaviors to practice that, when put together, make up mindfulness.

WHAT IS MINDFULNESS PRACTICE?

- **Mindfulness and mindfulness skills** can be practiced at any time, anywhere, while doing anything. Intentionally paying attention to the moment, without judging it or holding on to it, is all that is needed.
- **Meditation** is practicing mindfulness and mindfulness skills while sitting, standing, or lying quietly for a predetermined period of time. When meditating, we *focus* the mind (for example, we *focus* on body sensations, emotions, thoughts, or our breath), or we *open* the mind (paying attention to whatever comes into our awareness). There are many forms of meditation that differ mostly by whether we are opening the mind or focusing the mind—and, if focusing, depending on what is the focus of our attention.
- Contemplative prayer (such as Christian centering prayer, the rosary, Jewish Shema, Islamic Sufi practice, or Hindu raja yoga) is a spiritual mindfulness practice.
- **Mindfulness movement** also has many forms. Examples include yoga, martial arts (such as Qigong, tai chi, akido, and karate), and spiritual dancing. Hiking, horseback riding, and walking can also be ways to practice mindfulness.

•••••
Handouts for Core Mindfulness Skills
•••••

(Mindfulness Worksheets 2–2c, 3)

Overview: Core Mindfulness Skills

WISE MIND:

STATES OF MIND

"WHAT" SKILLS

(what you do when practicing mindfulness):

Observing, Describing, Participating

"HOW" SKILLS

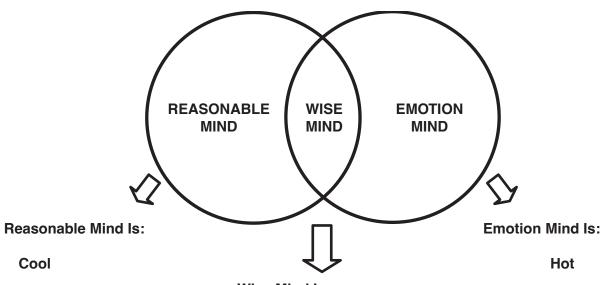
(how you practice when practicing mindfulness):

Nonjudgmentally, One-Mindfully, Effectively



(Mindfulness Worksheet 3)

Wise Mind: States of Mind



Rational

Task-Focused

When in *reasonable mind*, you are ruled by facts, reason, logic, and pragmatics. Values and feelings are not important.

Wise Mind Is:

The wisdom within each person

Seeing the value of both reason and emotion

Bringing left brain and right brain together

The middle path

Mood-Dependent

Emotion-Focused

When in emotion mind, you are ruled by your moods, feelings, and urges to do or say things. Facts, reason, and logic are not important.

MINDFULNESS HANDOUT 3A (p. 1 of 2)

(Mindfulness Worksheet 3)

Ideas for Practicing Wise Mind

The mindfulness skills often require a *lot* of practice. As with any new skill, it is important to first practice when you don't need the skill. If you practice in easier situations, the skill will become automatic, and you will have the skill when you need it. Practice with your eyes closed and with your eyes open.

- 1. Stone flake on the lake. Imagine that you are by a clear blue lake on a beautiful sunny day. Then imagine that you are a small flake of stone, flat and light. Imagine that you have been tossed out onto the lake and are now gently, slowly, floating through the calm, clear blue water to the lake's smooth, sandy bottom.
 - Notice what you see, what you feel as you float down, perhaps in slow circles, floating toward the bottom. As you reach the bottom of the lake, settle your attention there within yourself.
 - Notice the serenity of the lake; become aware of the calmness and quiet deep within.
 - As you reach the center of your self, settle your attention there.
- 2. Walking down the spiral stairs. Imagine that within you is a spiral staircase, winding down to your very center. Starting at the top walk very slowly down the staircase, going deeper and deeper within yourself.
 - Notice the sensations. Rest by sitting on a step, or turn on lights on the way down if you wish. Do not force yourself further than you want to go. Notice the quiet. As you reach the center of your self, settle your attention there—perhaps in your gut or your abdomen.
- 3. Dereathing "Wise" in, "Mind" out. Breathing in, say to yourself, "Wise"; breathing out, say "Mind."
 - Focus your entire attention on the word "wise," then, focus it again entirely on the word "mind."
 - Continue until you sense that you have settled into Wise Mind.
- 4. Asking Wise Mind a question. Breathing in, silently ask Wise Mind a question.
 - Breathing out, listen for the answer.
 - Listen, but do not give yourself the answer. Do not tell yourself the answer, listen for it.
 - Continue asking on each in-breath for some time. If no answer comes, try again another time.

(continued on next page)

MINDFULNESS HANDOUT 3A (p. 2 of 2)

5.	Asking is this Wise Mind? Breathing in, ask yourself, "Is this (action, thought, plan, etc.) Wise Mind?"
	Breathing out, listen for the answer.
	• Listen, but do not give yourself the answer. Do not tell yourself the answer; listen for it.
	Continue asking on each in-breath for some time. If no answer comes, try again another time.
6.	Attending to your breath coming in and out, let your attention settle into your center.
	• Breathing in completely, notice and follow the sensations of your breath coming in.
	 Let your attention settle into your center, at the bottom of your breath, at your solar plexus—or
	• Let your attention settle in the center of your forehead, your "third eye," at the top of your breath.
	• Keeping your attention at your center, exhale, breathing normally, maintaining attention.
	Settle into Wise Mind.
7.	Expanding awareness. Breathing in, focus your awareness on your center.
	 Breathing out, stay aware of your center, but expand awareness to the space you are in now.
	Continue on in the moment.
8.	Dropping into the pauses between inhaling and exhaling.
	Breathing in, notice the pause after inhaling (top of breath).
	Breathing out, notice the pause after exhaling (bottom of breath).
	At each pause, let yourself "fall into" the center space within the pause.
9.	Other Wise Mind practice ideas:



(Mindfulness Worksheets 2–2c, 4–4b)

Taking Hold of Your Mind: "What" Skills

OBSERVE

Notice your body sensations (coming through your eyes, ears, nose, skin, and tongue).
Pay attention on purpose, to the present moment.
Control your attention, but not what you see. Push away nothing. Cling to nothing.
Practice wordless watching: Watch thoughts come into your mind and let them slip right by like clouds in the sky. Notice each feeling, rising and falling, like waves in the ocean.
Observe both inside and outside yourself.
DESCRIBE
Put words on the experience. When a feeling or thought arises, or you do something, acknowledge it. For example, say in your mind, "Sadness has just enveloped me," or "Stomach muscles tightening," or "A thought 'I can't do this' has come into my mind."
Label what you observe. Put a name on your feelings. Label a thought as just a thought, a feeling as just a feeling, an action as just an action.
Unglue your interpretations and opinions from the facts. Describe the "who, what, when, and where" that you observe. Just the facts.
Remember, If you can't observe it through your senses, you can't describe it.
PARTICIPATE
Throw yourself completely into activities of the current moment. Do not separate yourself from what is going on in the moment (dancing, cleaning, talking to a friend, feeling happy or feeling sad).
Become one with whatever you are doing, completely forgetting yourself. Throw your attention to the moment.
Act intuitively from Wise Mind. Do just what is needed in each situation—a skillful dancer on the dance floor, one with the music and your partner, neither willful nor sitting on your hands.
Go with the flow. Respond with spontaneity.

(Mindfulness Worksheets 2-2c, 4-4b)

Ideas for Practicing Observing

BY COMING BACK TO YOUR SENSES

Remember: Observing is bringing your mind back to the sensations of your body and mind.

Observe with your eyes:

1.		Lie on the ground and watch the clouds in the sky.
		Walking slowly, stopping somewhere with a view, notice flowers, trees, and nature itself.
		Sit outside. Watch who and what go by in front of you, without following them with your
		head or your eyes.
4.		Notice the facial expression and movements of another person. Refrain from labeling the
		person's emotions, thoughts, or interests.
5.		Notice just the eyes, lips, or hands of another person (or just one feature of an animal).
		Pick up a leaf, a flower, or a pebble. Look at it closely, trying to see each detail.
7.		Find something beautiful to look at, and spend a few minutes contemplating it.
8.	Ot	her:
Ωh	Ser	rve sounds:
		Stop for a moment and just listen. Listen to the texture and shape of the sounds around
Ο.	_	you. Listen to the silences between the sounds.
10.		If someone is talking, listen to the pitch of the voice, to the smoothness or roughness of the
		sounds, to the clarity or the mumbling of the speech, to the pauses between the words.
11.		Listen to music, observing each note as it comes and the spaces between the notes. Try
		breathing the sounds into your body and letting them flow out again on your out breath.
12.	Ot	her:
Ωh	601	ve smells around you:
		Breathing in, notice any smells around you. Bring something close to your nose, and notice
10.	_	the smells. Take it away, and then notice the smells again. Do they linger?
14	П	When eating, notice the aroma of the food; when cooking, notice the aroma of the spices or
		other ingredients; when bathing, smell the soap or shampoo; when walking outside, notice
		the aroma of the air; when near flowers, bend down and "smell the roses."
15.	Ot	her:
		rve taste and the act of eating:
10.	_	Putting something in your mouth, pay attention to the taste. Keep it in your mouth, and notice all the taste sensations.
17		Lick a lollipop or something else. Notice just the sensation of taste.
		Eat a meal, or even a part of a meal, paying attention to the taste of each mouthful.
		her:
		ve urges to do something:
		you are feeling an urge to do something impulsive,
20.	ч	"Urge-surf" by imagining that your urges are a surfboard and you are standing on the
04		board, riding the waves.
		Notice any urge to avoid someone or something.
		Scan your entire body, and notice the sensations. Where in the body is the urge?
		When you are chewing your food, notice when you have the urge to swallow. her:
∠4.	Οl	(continued on payt page)

(continued on next page)

MINDFULNESS HANDOUT 4A (p. 2 of 4)

Observe sensations of touch on your skin: 25. □ Stroke your upper lip with your fingernail. • Stop stroking, and notice how long it takes before you can't sense your upper lip at all.
 26. □ When walking, notice the sensations of walking—your feet hitting the ground and rising up and down. Sometimes walk very slowly and notice. Sometimes walk very fast and notice. 27. □ When sitting, notice your thighs on the chair. Notice the curve of your knees and your back.
 Pay attention to anything touching you. Try to feel your feet in your shoes, your body touching your clothes. Feel your arms touching a chair. Notice the sensations of your hands.
 29. ☐ Touch something—the wall, a fabric, a table top, a pet, a piece of fruit, a person. Notice the texture of what you feel, notice the sensations on your skin. Try it again with another part of your body. Notice the sensations again.
30. ☐ Focus your attention on the sensations in your chest, your stomach, or your shoulders. 31. ☐ Focus your attention on the place in your body where you feel tight or tense. 32. ☐ Focus your attention on the space between your eyes. 33. Other:
Observe your breath: Breathe evenly and gently, focusing your attention on:
 The movement of your stomach. As you begin to breathe in, allow your belly to rise in order to bring air into the lower half of your lungs. As the upper halves of your lungs begin to fill with air, your chest begins to rise.
 As you breathe out, notice your belly, then notice your chest. Don't tire yourself. 35. The pauses in your breathing. As you breathe in, notice the brief pause when your lungs have filled with air. As you breathe out, notice the brief pause when you have expelled all the air.
 As you breathe out, notice the blief pause when you have expelled all the all. The sensations in your nose as you breathe in and as you breathe out. As you breathe, close your mouth and breathe in through your nose, noticing the sensations traveling up and down your nostrils.
 37. Your breath while walking slowly. Breathe normally. Determine the length of your breath—the exhalation and the inhalation—by the number of your footsteps. Continue for a few minutes. Begin to lengthen your exhalation by one step. Do not force a longer inhalation. Let it be
 Match your inhalation carefully to see whether there is a desire to lengthen it. Now lengthen the exhalation by one more footstep.
 Watch to see whether the inhalation also lengthens by one step or not. Only lengthen the inhalation when you feel that it will be comfortable. After 20 breaths, return your breath to normal.
38. ☐ Your breath while listening to a piece of music.Breathe long, light, and even breaths.
 Follow your breath; be master of it, while remaining aware of the movement and sentiments of the music. Do not get lost in the music, but continue to be master of your breath and yourself.
39. ☐ Your breath while listening to a friend's words and your own replies. Continue as with music

(continued on next page)

MINDFULNESS HANDOUT 4A (p. 3 of 4)

Observed the could be a could be less and south of community de-
Observe thoughts coming in and out of your mind:
41. Notice thoughts as they come into your mind.
Ask, "Where do thoughts come from?"
 Then watch them to see if you can see where they come into your mind.
42. As you notice thoughts in your mind, notice the pauses between each thought.
43. Imagine that your mind is the sky and that thoughts are clouds.
 Notice each thought-cloud as it drifts by, letting it drift in and out of your mind.
 Imagine thoughts as leaves on water flowing down a stream, as boats drifting by on the
lake, or as train cars rolling by you.
44. When worries go round and round in your mind, move your attention to the sensations
in your body (those most intense right now). Then, keeping your attention on your body
sensations, notice how long it takes for the worries to ooze away.
45. Step back from your mind, as if you are on top of a mountain and your mind is just a
boulder down below.
 Gaze at your mind, watching what thoughts come up when you are watching it.
 Come back into your mind before you stop.
46. Watch for the first two thoughts that come into your mind.
47. Other:
Imagine that your mind is a:
48. ☐ Conveyor belt, and that thoughts and feelings are coming down the belt.
 Put each thought or feeling in a box, and then put it on the conveyor belt and let it go by.
49. ☐ Conveyor belt, and that you are sorting thoughts and feelings as they come down the belt.
Label the types of thoughts or feelings coming by (e.g., worry thoughts, thoughts about
my past, thoughts about my mother, planning-what-to-do thoughts, angry feeling, sad
feelings).
Put them in boxes nearby for another time.
50. ☐ River, and that thoughts and feelings are boats going down the river.
Imagine sitting on the grass, watching the boats go by.
 Describe or label each boat as it goes by.
Try not to jump on the boat.
51. A Railroad track, and that thoughts and feelings are train cars going by.
Describe or label each as it goes by. Try not to jump on the train. Chart
52. Other:
Observe by expanding awareness:
53. Breathing in, notice your breath. Then, keeping your breath in your awareness, on the
next breath notice your hands. Then, keeping both in your awareness, on the next breath
expand your awareness to sounds.
 Continue holding all three in awareness at the same time.
 Practice this awareness of threes at other times, selecting other things to be aware of.
54. ☐ Keeping your focus on what you are currently doing, gently expand your awareness to
include the space around you.
55. ☐ Go hug a tree, and feel the sensations of the embrace.
 Attend to the embrace of the sheets and blankets or comforters around you as you lie in
bed.
 Do this when you feel lonely and want to be loved or to love.
56. Other:

MINDFULNESS HANDOUT 4A (p. 4 of 4)

Open your mind to your senses:

- 57. Practice walking with your senses as wide open as you can make them.
 - Notice what you hear, see, and feel.
 - Notice what you feel when shifting your weight between each step.
 - Notice your body experience as you turn.
- 58.

 For one mouthful in a meal, pause with a spoonful or forkful of food.
 - Look at what you are going to eat, smell it, and listen to it. Then, when you are ready, put it in your mouth.
 - Note the taste, texture, temperature, and even the sound your teeth make in chewing your mouthful slowly.
 - Note the changes in its taste, texture, temperature, and sound as you chew it to completion.
- 59. Focus your mind on paying attention to each sensation that comes into your mind.
 - Attend to sensations of sight, smell, touch, hearing, and taste, or to the thoughts generated by your brain.
 - Notice sensations as they arise, and notice them as they fall away.
 - Let your mind focus on each sensation as it arises.
 - Notice each sensation with curiosity, allowing it to be. Examine the uniqueness of each sensation.
- 60. □ Be here. Be in the present now.
 - Take a moment to notice every sense you are aware of.
 - To yourself, make a statement, about each sense: "I feel the chair; the chair feels me." "I hear the heater; the heater hears me." "I see the wall; the wall sees me." "I hear a stomach growl; it hears me."
- 61. ☐ When a feeling arises within you, notice it—saying, for example, "A feeling of sadness is arising within me."
- 62. ☐ When a thought arises within you, notice it—saying, for example, "The thought 'It is hot in here' is arising within me."
- 63.

 Take just a moment of your time, and practice "nothing-to-do" mind.
 - Let yourself become completely aware of your present experience, noticing sensations and the space around you.
- 64. ☐ Find a small object, one you can hold in your hand. Place it in front of you on a table or in your lap. Observe it closely—first not moving it, and then picking it up and turning it over and around, gazing at it from different angles and in different lights. Just notice shapes, colors, sizes, and other characteristics that are visible.
 - Then change your focus to your fingers and hands touching the object. Notice the sensations of touching the object; notice the texture, temperature, and feel of the object.
 - Put the object down. Close your eyes, and inhale and exhale deeply and slowly.
 - Then, with beginner's mind, open your eyes. With new vision, once again notice the object. With beginner's mind, open to feeling new textures and sensations, explore the object with your fingers and hands.

object with your inigers and harids.	
 Put down the object, and once again focus your mind on inhaling and exhaling once. 	
65. Other:	

(Mindfulness Worksheets 2–2c, 4–4b)

Ideas for Practicing Describing

Practice describing what you see outside of yourself:

1.		Lie on the ground and watch the clouds in the sky. Find and describe cloud patterns that you see.
2.		Sit on a bench on a busy street or at a park. Describe one thing about each person who walks by you.
3.		Find things in nature—a leaf, a drop of water, a pet or other animal. Describe each thing in as much detail as you can.
4.		Describe as accurately as you can what a person has just said to you. Check to see if you are correct.
5.		Describe a person's face when the person seems angry, afraid, or sad. Notice and describe the shape, movement, and placement of the forehead, eyebrows, and eyes; the lips and mouth; the cheeks; and so on.
6.		Describe what a person has done or is doing now. Be very specific. Avoid describing intentions or outcomes of the behavior that you do not directly observe. Avoid judgmental language.
7.	Ot	her:
Pra	cti	ce describing thoughts and feelings:
		Describe your feelings as they arise within you: "A feeling of anger is arising within me."
		Describe your thoughts when you feel a strong emotion: "I feel X, and my thoughts are Y."
10.		Describe your feelings after someone else does or says something: "When you do X , I feel Y ."
11.		Describe thoughts, feelings, and what you observed others do: "When you do X, I feel Y, and my thoughts are Z." "When X occurs, I feel Y, and my thoughts are Z."
		Describe as many of your thoughts as you can while feeling a strong emotion. her:
Pra	cti	ce describing your breathing:
14.		Each time you inhale and exhale, as you inhale, be aware that "I am inhaling, 1." When you exhale, be aware that "I am exhaling, 1." Remember to breathe from the stomach. When beginning the second inhalation, be aware that "I am inhaling, 2." And, slowly exhaling, be aware that "I am exhaling, 2." Continue on up through 10. After you have reached 10, return to 1. Whenever you lose count, return to 1.
15.		Begin to inhale gently and normally (from the stomach), describing in your mind that "I am inhaling normally." Exhale in awareness, "I am exhaling normally." Continue for three breaths. On the fourth breath, extend the inhalation, describing in your mind that "I am breathing in a long inhalation." Exhale in awareness, "I am breathing out a long exhalation." Continue for three breaths.
16.		Follow the entrance and exit of air. Say to yourself, "I am inhaling and following the inhalation from its beginning to its end. I am exhaling and following the exhalation from its beginning to its end."
17.	Ot	her:

(Mindfulness Worksheets 2–2c, 4–4b)

Ideas for Practicing Participating

Participate with awareness of connection to the universe:

1. 🗖	Focus your attention on where your body touches an object (floor or ground, air molecules, a chair or armrest, your bed sheets and covers, your clothes, etc.). Try to see all the ways you are connected to and accepted by that object. Consider the function of that object with relation to you. That is, consider what the object does for you. Consider its kindness in doing that. Experience the sensation of touching the object, and focus your entire attention on that kindness until a sense of being connected or loved or cared for arises in your heart.
	Examples: Focus your attention on your feet touching the ground. Consider the kindness of the ground holding you up, providing a path for you to get to other things, not letting you fall away from everything else. Focus your attention on your body touching the chair you sit in. Consider how the chair accepts you totally, holds you up, supports your back, and keeps you from falling down on the floor. Focus your attention on the sheets and covers on your bed. Consider the touch of the sheets and covers holding you, surrounding and keeping you warm and comfortable. Consider the walls in the room. They keep out the wind and the cold and the rain. Think of how the walls are connected to you via the floor and the air in the room. Experience your connection to the walls that provide you with a secure place to do things. Go hug a tree. Think of how you and the tree are connected. Life is in you and in the tree and both of you are warmed by the sun, held by the air and supported by the earth. Try and experience the tree loving you by providing something to lean on, or by shading you.
2. 🗖	Dance to music.
3. 🗖	Sing along with music you are listening to.
4. 🗖	Sing in the shower.
5. 🗖	Sing and dance while watching TV.
6. 🗖	Jump out of bed and dance, or sing before getting dressed.
7. 🗖	Go to a church that sings, and join in the singing.
8. 🗖	Play karaoke with friends or at a karaoke club or bar.
9. 🗖	Throw yourself into what another person is saying.
0. 🗖	Go running, focusing only on running.
1. 🗖	Play a sport and throw yourself into playing.
2. 🗖	Become the count of the breath, becoming only "one" when you count 1, becoming only "two" when you count 2, and so on.
3. 🗖	Become a word as you slowly say the word over and over and over.
4. 🗖	Take a class in improvisational acting.
5. 🗖	Take a dance class.
6. Ot	ther:



(Mindfulness Worksheets 2–2c, 5–5c)

Taking Hold of Your Mind: "How" Skills

NONJUDGMENTALLY

See, but don't evaluate as good or bad. Just the facts.
Accept each moment like a blanket spread out on the lawn , accepting both the rain and the sun and each leaf that falls upon it.
Acknowledge the difference between the helpful and the harmful, the safe and the dangerous but don't judge them.
Acknowledge your values, your wishes, your emotional reactions, but don't judge them.
When you find yourself judging, don't judge your judging.
ONE-MINDFULLY
Rivet yourself to now. Be completely present to this one moment.
Do one thing at a time. Notice the desire to be half-present, to be somewhere else, to go somewhere else in your mind, to do something else, to multitask—and then come back to one thing at a time.
 When you are eating, eat. When you are walking, walk. When you are worrying, worry. When you are planning, plan. When you are remembering, remember.
Let go of distractions. If other actions, or other thoughts, or strong feelings distract you, go back to what you are doing—again, and again, and again.
Concentrate your mind. If you find you are doing two things at once, stop—go back to one thing at a time (the opposite of multitasking!).
EFFECTIVELY
Be mindful of your goals in the situation, and do what is necessary to achieve them.
Focus on what works. (Don't let emotion mind get in the way of being effective.)
Play by the rules.
Act as skillfully as you can. Do what is needed for the situation you are in—not the situation you wish you were in; not the one that is fair; not the one that is more comfortable.
Let go of willfulness and sitting on your hands.

(Mindfulness Worksheets 2–2c, 5–5c)

Ideas for Practicing Nonjudgmentalness

Leaving out comparisons, judgments, and assumptions:

 Practice observing judgmental thoughts and statements, saying in your mind, "A judgmental thought arose in my mind."
2. Count judgmental thoughts and statements (by moving objects or pieces of paper from one pocket to another, by clicking a sports counter, or by marking a piece of paper).
3. Replace judgmental thoughts and statements with nonjudgmental thoughts and statement
Tips for replacing judgment by stating the facts:
1. Describe the facts of the event or situation— <i>only</i> what is observed with your senses.
2. Describe the consequences of the event. Keep to the facts.
 Describe your own feelings in response to the facts (remember, emotions are not judgments).
4. □ Observe your judgmental facial expressions, postures, and voice tones (including voice tones in your head).
5. ☐ Change judgmental expressions, postures, and voice tones.
6. ☐ Tell someone what you did today nonjudgmentally, or about an event that occurred. Stay very concrete; only relate what you observed directly.
7. Write out a nonjudgmental description of an event that prompted an emotion.
8. Write out a nonjudgmental blow-by-blow account of a particularly important episode in your day. Describe both what happened in your environment and what your thoughts, feelings, and actions were. Leave out any analysis of why something happened, or why you thought felt, or acted as you did. Stick to the facts that you observed.
9. Imagine a person you are angry with. Bring to mind what the person has done that has caused so much anger. Try to become that person, seeing life from that person's point of view. Imagine that person's feelings, thoughts, fears, hopes, and wishes. Imagine that person's history and what has happened in his or her history. Imagine understanding that person.
10. □ When judgmental, practice half-smiling and/or willing hands. (See Distress Tolerance Handout 14: Half-Smiling and Willing Hands.)
44 00

(Mindfulness Worksheets 2–2c, 5–5c)

Ideas for Practicing One-Mindfulness

1.		Awareness while making tea or coffee. Prepare a pot of tea or coffee to serve a guest or to drink by yourself. Do each movement slowly, in awareness. Do not let one detail of your movements go by without being aware of it. Know that your hand lifts the pot by its handle. Know that you are pouring the fragrant, warm tea or coffee into the cup. Follow each step in awareness. Breathe gently and more deeply than usual. Take hold of your breath if your mind strays.
2.		Awareness while washing the dishes. Wash the dishes consciously, as though each bowl is an object of contemplation. Consider each bowl sacred. Follow your breath to prevent your mind from straying. Do not try to hurry to get the job over with. Consider washing the dishes the most important thing in life.
3.		Awareness while hand-washing clothes. Do not wash too many clothes at one time. Select only three or four articles of clothing. Find the most comfortable position to sit or stand, so as to prevent a backache. Scrub the clothes consciously. Hold your attention on every movement of your hands and arms. Pay attention to the soap and water. When you have finished scrubbing and rinsing, your mind and body will feel as clean and fresh as your clothes. Remember to maintain a half-smile and take hold of your breath whenever your mind wanders.
4.		Awareness while cleaning house. Divide your work into stages: straightening things and putting away books, scrubbing the toilet, scrubbing the bathroom, sweeping the floors, and dusting. Allow a good length of time for each task. Move slowly, three times more slowly than usual. Focus your attention fully on each task. For example, while placing a book on the shelf, look at the book; be aware of what book it is; know that you are in the process of placing it on the shelf; and know that you intend to put it in that specific place. Know that your hand reaches for the book and picks it up. Avoid any abrupt or harsh movement. Maintain awareness of the breath, especially when your thoughts wander.
5.		Awareness while taking a slow-motion bath. Allow yourself 30–45 minutes to take a bath. Don't hurry for even a second. From the moment you prepare the bath water to the moment you put on clean clothes, let every motion be light and slow. Be attentive of every movement. Place your attention on every part of your body, without discrimination or fear. Be aware of each stream of water on your body. By the time you've finished, your mind will feel as peaceful and light as your body. Follow your breath. Think of yourself as being in a clean and fragrant lotus pond in the summer.
6.		Awareness with meditation. Sit comfortably on the floor with your back straight, on the floor or in a chair with both feet touching the floor. Close your eyes all the way, or open them slightly and gaze at something near. With each breath, say to yourself, quietly and gently, the word "One." As you inhale, say the word "One." As you exhale, say the word "One," calmly and slowly. Try to collect your whole mind and put it into this one word. When your mind strays, return gently to saying "One." If you start wanting to move, try not to move. Just gently observe wanting to move. Continue practicing a little past wanting to stop. Just gently observe wanting to stop.
7.	Ot	her:

Note. Adapted from The Miracle of Mindfulness (pp. 84–87) by Thich Nhat Hanh. Copyright 1975, 1976 by Thich Nhat Hanh. Preface and English translation copyright 1975, 1976, 1987 by Mobi Ho. Adapted by permission of Beacon Press, Boston.

(Mindfulness Worksheets 2–2c, 5–5c)

Ideas for Practicing Effectiveness

1.		Observe when you begin to get angry or hostile with someone. Ask yourself, "Is this effective?"
2.		Observe yourself when you start wanting to be "right" instead of effective. Give up being "right" and switch to trying to be effective.
3.		Notice willfulness in yourself. Ask yourself, "Is this effective?"
4.		Drop willfulness, and practice acting effectively instead. Notice the difference.
5.		When feeling angry or hostile or like you're about to do something ineffective, practice willing hands.
6.	Ot	her:

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Handouts for Other Perspectives on Mindfulness Skills	
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(Mindfulness Worksheets 6-10b)

Overview: Other Perspectives on Mindfulness

MINDFULNESS PRACTICE:

A Spiritual Perspective

SKILLFUL MEANS:

Taking hold of your everyday life by balancing Doing Mind and Being Mind

WISE MIND:

Walking the Middle Path

(Mindfulness Worksheet 1)

Goals of Mindfulness Practice: A Spiritual Perspective

TO EXPERIENCE:

ground of our being.
□ Other:
TO GROW IN WISDOM:
☐ Of the heart and of action.
□ Other:
TO EXPERIENCE FREEDOM:
☐ By letting go of attachments to the demands of your own desires, cravings, and intense emotions, and radically accepting reality as it is.
□ Other:
TO INCREASE LOVE AND COMPASSION:
☐ Toward yourself.
☐ Toward others.
□ Other:
□ Other:

Wise Mind from a Spiritual Perspective

Wise Mind as Contemplative practice Mindfulness Meditation Contemplative prayer Contemplative action Centering prayer	 Thoughts, attitudes, and actions designed to help us express or experience connection to: The sacred, the divine within, the transcendent. God, the Great Spirit, the Absolute, Elohim, the nameless one, Brahma, Allah, Parvardigar. Ultimate reality, the totality, the source, our essential nature, our true self, the core of our being, the ground of being. No self, emptiness.
Wise Mind experience from a spiritual perspective	Experience where a deeper layer of reality rises to consciousness. A reality that has always been there but has been misperceived. An experience of expansion of consciousness; the experience of unity and oneness within the sacred.
Wise Mind from the perspective of mysticism (seven characteristics of mystical experiences)	 Direct experience: Experience without words of <i>ultimate reality</i>. Experience of unity: Awareness of oneness and of no distance between oneself, reality, and all other beings. Without words: Experience of reality that cannot be grasped and can only be described with metaphors and stories. Certain: During the experience, certainty of the experience is total, undeniable, clear. Practical: Experience that is concretely beneficial to one's life and well-being. Integrative: Experience that establishes harmony of love, compassion, mercy, kindness; quieting of extreme emotions. Sapiential: Experience that leads to wisdom, enhances capacity for intuitive knowledge.

(Mindfulness Worksheet 6)

Practicing Loving Kindness to Increase Love and Compassion

WHAT IS LOVING KINDNESS?

Loving kindness is a mindfulness practice designed to increase love and compassion first for ourselves and then for our loved ones, for friends, for those we are angry with, for difficult people, for enemies, and then for all beings.

Loving kindness can protect us from developing and holding on to judgmentalness, ill will, and hostile feelings toward ourselves and others.

PRACTICING LOVING KINDNESS

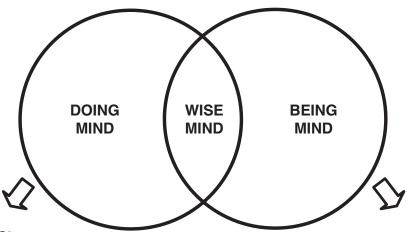
Practicing loving kindness is like saying a prayer for yourself or someone else. As when you are asking or praying for something for yourself or others, you actively send loving and kind wishes, and recite in your mind words and phrases that express good will toward yourself and others.

LOVING KINDNESS INSTRUCTIONS

- 1. Choose a person to send loving kindness toward. Do *not* select a person you do not want to relate to with kindness and compassion. Start with yourself, or, if this is too difficult, with a person you already love.
- 2. Sitting, standing, or lying down, begin by breathing slowly and deeply. Opening the palms of your hands, gently bring the person to mind.
- 3. Radiate loving kindness by reciting a set of warm wishes, such as "May I be happy," "May I be at peace," "May I be healthy," "May I be safe," or another set of positive wishes of your own. Repeat the script slowly, and focus on the meaning of each word as you say it in your mind. (If you have distracting thoughts, just notice them as they come and go and gently bring your mind back to your script.) Continue until you feel yourself immersed in loving kindness.
- **4.** Gradually work yourself up through loved ones, friends, those you are angry with, difficult people, enemies, and finally all beings. For example, use a script such as "May John be happy," "May John be at peace," and so on (or "John, may you be happy," "May you be at peace," and so on), as you concentrate on radiating loving kindness to John.
- **5.** Practice each day, starting with yourself and then moving to others.

(Mindfulness Worksheets 7, 8, 9)

Skillful Means: Balancing Doing Mind and Being Mind



Doing Mind Is:

- Discriminating Mind
- Ambitious Mind
- Goal-Oriented

When in doing mind, you view your thoughts as facts about the world. You are focused on problem solving and achieving goals.



Wise Mind Is:

- A balance of doing and being
- The middle path

When in Wise Mind, you:

Use skillful means.

Let go of having to achieve goals—and throw your entire self into working toward these same goals.

Enhance awareness while engaging in activities.

- Being Mind Is:
- Nothing-to-Do Mind
- Present-Oriented

Curious Mind

When in *being mind*, you view your thoughts as sensations of the mind. You are focused on the uniqueness of each moment, letting go of focusing on goals.

Note. The terms "doing mind," "being mind," and "nothing-to-do mind" were first used by Jon Kabat-Zinn in Full Catastrophe Living (1990, 2013).

MINDFULNESS HANDOUT 9A (p. 1 of 2)

(Mindfulness Worksheets 7, 8, 9)

Ideas for Practicing Balancing Doing Mind and Being Mind

The mindfulness skills require a lot of practice. The practice ideas below are to help you act skillfully in everyday life, bringing together doing activities of everyday life with being mind.

1. 🗆	Wise Mind reading. To increase your desire for mindfulness, find readings or quotations that have the effect of making you actually want to practice mindfulness in your everyday
	life. Put these quotations at strategic spots in your life (e.g., near the coffee maker), and then while you are waiting for other things, read the inspirational messages.
2. 🗖	Wise Mind reminders. Set an alarm at home, at work, or (if possible) on your cell phone or watch to go off randomly or at set times. Use the alarm as a reminder to be mindful of your current activities. (See <i>www.mindfulnessdc.org/bell/index.html</i> or a similar Internet site for a free mindfulness clock to download onto your computer.) Set up automatic text messages or Twitter messages to remind yourself. Write out mindfulness quotations that you like, and tape them in strategic places where you will see them as reminders to practice mindfulness.
3. 🗖	Wise Mind in the routine of daily life. Choose one routine activity in your daily life (such as brushing your teeth, getting dressed, making coffee or tea, working on a task). Make a deliberate effort to bring moment-to-moment awareness to that activity.
4. 🗖	"Just this one moment" Wise Mind. When you begin to feel overwhelmed or frazzled, say, "Just this one moment, just this one task," to remind yourself that your only requirement at the moment is to do one thing in the moment—wash one dish, take one step, move one set of muscles. In this moment, let the next moment go until you get there.
	(continued on next page)

Note. Exercises 3 and 4 are from Segal, Z. V., Williams, J. M. G., & Teasdale, J. D. (2013). Mindfulness-based cognitive therapy for depression: A new approach to preventing relapse (2nd ed.). New York: Guilford Press. Copyright 2013 by The Guilford Press. Adapted by permission. All other exercises are adapted from Kabat-Zinn, J. (1990). Full catastrophe living: Using the wisdom of your body and mind to face stress, pain, and illness. New York: Delacorte Press. Copyright 1990 by Jon Kabat-Zinn. Adapted by permission of Random House.

MINDFULNESS HANDOUT 9A (p. 2 of 2)

5.	Wise Mind awareness of events. Notice events in your everyday life (both pleasant and unpleasant), even if they are only very small (such as warm water on your hands when washing, the taste of something you eat, the feel of wind on your face, the fact that your car is running out of gas or that you are tired).
6.	Wise Mind awareness of what needs to be done. When relaxing after a hard day's work or at a break during the day, stay aware of what needs to be done and focus on doing what is needed.
7.	Wise Mind willingness. Practice willingness to do what is needed when you are asked, or when you see that something needs to be done. Do what is needed with a balance of being and doing, focusing the mind, immersing yourself in the task.
8.	Three-minute WISE MIND: Slowing down "doing mind" in your everyday life
	 Bring yourself into the present moment by adopting a "wide-awake" posture, and then, in Wise Mind, ask, "What is my experience right now? What thoughts and images are going through my mind?" Notice them as mental events, as neural firing in your brain. Next ask "What are my feelings and sensations in my body?" Notice these as they come into your awareness. Then say, "OK, this is how it is right now."
	 Settle into Wise Mind and focus your entire attention on your breath as it goes in and as it goes out, one breath after another. Gather yourself all together, and focus on the movements of your chest and abdomen, the rise and fall of your breath, moment by moment, breath by breath as best you can. Let your breath become an anchor to bring you into the present moment.
	 Once you have gathered yourself to some extent, allow your awareness to expand. As well as being aware of the breath, include also a sense of the body as a whole, your posture, your facial expression, your hands. Follow the breath as if your whole body is breathing. When you are ready, step back into your activities, acting from Wise Mind of your whole body in the present moment.
9.	Other Wise Mind practice ideas:

(Mindfulness Worksheets 10, 10a, 10b)

Walking the Middle Path: Finding the Synthesis between Opposites

Reasonable mind		Emotion mind
Both reg	ulate actions and make decisions base	d on reason,
take into account valu	ues and experience even strong emotion	ns as they come and go.
Doing mind	•	Nothing-to-do mind
	the moment (including reviewing the p And fully the uniqueness of each moment in	-
Intense desire for change of the moment		Radical acceptanceof the moment
	have an intense desire to have something to have something to have in your life in	
Self-denial		► Self-indulgence
	Both practice moderation, And satisfy the senses.	
	Other:	
		·

•••••

Mindfulness Worksheets

Worksheets for Core Mindfulness Skills

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MINDFULNESS WORKSHEET 1

(Mindfulness Handouts 1, 7)

Pros and Cons of Practicing Mindfulness

Due Da	tte: Name:		W	eek Starting:				
Make a Check t	Make a list of the pros and cons of practicing mindfulness skills. Make another list of the pros and cons of <i>not</i> practicing mindfulness skills. Check the facts to be sure that you are correct in your assessment of advantages and disadvantages.							
Rate W	Rate Willingness to Practice (0 = None; 100 = Very High) Before: After:							
Fill this worksheet out when you are: Trying to decide whether to work on becoming more mindful of the moments in your life. Feeling willful; saying no to letting go of emotion mind or extreme reasonable mind. Resisting observing the present moment, rather than escaping it or trying to control it. Resisting giving up your interpretations of others or yourself, rather than just describing. Resisting throwing yourself into the flow of the moment; wanting to stand on the outside. Feeling threatened whenever you think of letting go of judgments. Not in the mood for being effective instead of proving you are right. When you are filling out this worksheet, think about these questions: Is a mindless life in your best interest (i.e., effective), or not in your best interest (i.e., ineffective): Will refusing to go into Wise Mind solve a problem, or make a new problem for you? Is observing the moment without reacting to it immediately likely to increase your freedom, or decrease it? Is being attached to your thoughts instead of the facts you can describe useful, or not? Is staying judgmental helping you change the things you want to change, or getting in the way? Is it more important to be effective, or to be right?								
PROS	Stay Mindless, Judgmental, Ineffective		Practice	Mindfulness				
CONS	Stay Mindless, Judgmental, Ineffective		Practice	Mindfulness				
Is this	lid you decide to do? the best decision (in Wise Mind)? y and all wise things you did this week.							

MINDFULNESS WORKSHEET 2

(Mindfulness Handouts 2–5c)

Mindfulness Core Skills Practice

Due Date:	Name:	Week Starting:					
Describe the situations that prompted you to practice mindfulness.							
SITUATION 1							
Situation (who, what,	Situation (who, what, when, where):						
 □ Wise Mind □ Observe □ Describe □ Participate □ Nonjudgmentally □ One-mindfully □ Effectively 	At left, check the skills y	ou used, and describe your use of them here.					
Describe experience of	using the skill:						
Check if practicing this mindfulness skill has influenced any of the following, even a little bit: Reduced sufferingIncreased happinessIncreased ability to focusDecreased reactivityIncreased wisdomIncreased experiencing theIncreased connectionIncreased sense of personal validitypresent SITUATION 2							
Situation (who, what,	when, where):						
□ Wise Mind □ Observe □ Describe □ Participate □ Nonjudgmentally □ One-mindfully □ Effectively At left, check the skills you used, and describe your use of them here							
Describe experience of using the skill:							
Check if practicing this mindfulness skill has influenced any of the following, even a little bit: Reduced sufferingIncreased happinessIncreased ability to focusDecreased reactivityIncreased wisdomIncreased experiencing theIncreased connectionIncreased sense of personal validity present List any and all wise things you did this week.							

MINDFULNESS WORKSHEET 2A

(Mindfulness Handouts 2–5c)

Mindfulness Core Skills Practice

Due Da	ate:	Name:		Wee	k Starting:
	ch mindfulness s Iness you experi		wn what you did during t your practice.	he week, and t	hen rate the quality of
for eve	not focus my mind en 1 second; I was ely mindless and quit.	_	I was able to focus my mind somewhat and stay in the present moment.	_	I became centered in Wise Mind and was free to let go and do what was needed.
	1	2	3	4	5
Day		Wise M	ind		
	/				
	/			_ Mindfulness:	
Day:		Observ			
	/				
	/				
	/			_ Mindfulness:	
Day:		Descri	be		
	/				
	/				
	/			_ Mindfulness:	
Day:		Particip	ate		
	/				
	<i>I</i>			_ Mindfulness:	
	<i>I</i>			_ Mindfulness:	
Day:		Nonjudgme	entally		
	/			_ Mindfulness:	
	<i>I</i>			_ Mindfulness:	
	<i>I</i>			_ Mindfulness:	
Day:		One-mind	lfully		
	/			_ Mindfulness:	
	/			_ Mindfulness:	
	/			_ Mindfulness:	
Day:		Effectiv	ely		
	/			_ Mindfulness:	
	<i>I</i>			_ Mindfulness:	
	<i>I</i>			_ Mindfulness:	
List an	y and all wise t	hings you d	id this week.		

MINDFULNESS WORKSHEET 2B

(Mindfulness Handouts 2–5c)

Mindfulness Core Skills Practice

		How much	Rate before	e/after skill use	
When did you pr skill, and what did practice	What was going on that prompted practicing mindfulness (if anything)?	time passed when you were doing this skill?	Degree of focusing my mind (0–100)	Degree of being centered in Wise Mind (0-100)	Conclusions or questions about this skills practice
Wise Mind:			1	/	
			1	/	
Observe:			1	/	
			1	/	
Describe:			1	/	
			1	/	
Participate:			1	/	
			1	/	
Nonjudgmentally:			1	/	
			1	/	
One-mindfully:			1	/	
			1	/	
Effectively:			1	/	
			1	1	

List any and all wise things you did this week:

Note. Adapted from an unpublished worksheet by Seth Axelrod, with his permission.

MINDFULNESS WORKSHEET 2C (p. 1 of 2)

(Mindfulness Handouts 2-5c)

Mindfulness Core Skills Calendar

Week Starting: ____

Due Date: _____ Name: ____

Check off skills to prac Wise MindObs		_ParticipatingNonjudgmentallyOne-mindfully _	Effectively				
Vhile you are practicing skills, stay as aware and mindful as you can. Write it down later.							
Name(s) of skill(s)	How did you practice the skill?	Describe your experience, including body sensations, emotions, and thoughts while practicing the skill	What is your experience now, after using the skill?				
Example: Participating	I went to a party and joined in conversations with other people.	I felt a tight knot in my stomach, shallow breathing, dry mouth, anxiety that other people would not like me; later I enjoyed the conversation, smiled, noticed other people around me, and ended up having a good time.	I feel amazed that I managed to do this and felt good about myself. I am thinking I may be able to do this again.				
Monday:							
Tuesday:							
Wednesday:							

(continued on next page)

MINDFULNESS WORKSHEET 2C (p. 2 of 2)

Name(s) of skill(s)	How did you practice the skill?	Describe your experience, including body sensations, emotions, and thoughts while practicing the skill	What is your experience now, after using the skill?
Thursday:			
Friday:			
Saturday:			
Sunday:			

List any and all wise things you did this week:

MINDFULNESS WORKSHEET 3

(Mindfulness Handouts 3, 3a)

Wise Mind Practice

Due Date:	Na	me:		Wee	ek Starting:
Wise Mind	Practice Exerc	ise: Check	off an exercise each tir	ne you do one	∋.
00001.	□□□ 1. Attended to my breath coming in and out, letting my attention settle into my center.				
	-		stone on the lake.	•	·
			inner spiral stairs.		
	_		etween inhaling and exl	haling.	
	Breathed "wise"	•	•	Ü	
 6.	Asked Wise Mir	nd a guestic	on (breathing in) and list	tened for the a	answer (breathing out).
	Asked myself, "	-			,
	-				
	•				
Describe t	he situation and	d how you	practiced Wise Mind:		
How effecti	ve was the pract	ice in helpi	ng you become centere	ed in your Wisc	e Mind?
Not effe	•	'	Somewhat effective:	,	Very effective:
I couldn't do for even 1 mi			was able to practice Wise Mind nd became somewhat centered		I became centered in Wise Mind, and was free to do
distracted	•		in my Wise Mind.		what needed to be done.
1		2	3	4	5
Describe t	he situation and	d how you	practiced Wise Mind:		
How effecti	ve was the pract	ice in helpi	ng you become centere	d in your Wise	e Mind?
Not effe		1.	Somewhat effective:	d	Very effective: I became centered in Wise
for even 1 mi	nute. I got		was able to practice Wise Mind and became somewhat centered		Mind, and was free to do
distracted 1	or quit.	2	in my Wise Mind. 3	4	what needed to be done. 5
					-
List any ar	nd all wise thing	s you did	this week:		

MINDFULNESS WORKSHEET 4

(Mindfulness Handouts 4-4c)

Mindfulness "What" Skills: Observing, Describing, Participating

Due Date:	Name:	Week Starting:
	ulness skills you practiced this wee I a mindfulness skill. Use back of s	ek. Write out descriptions of two different times sheet for more examples.
Observing	DescribingParticipate	ting
Describe the situa	tion and how you practiced the	skill:
Check if practicing	this mindfulness skill has improved	d any of the following, even a little bit:
Reduced suffe	ringIncreased happiness	Increased ability to focus
Decreased rea	ctivityIncreased wisdom	Increased experiencing the present
Increased con	nectionIncreased sense of p	personal validity
Describe how the	skill helped or did not help you	become more mindful:
Describe the situa	ition and how you practiced the	skill:
Check if practicing	this mindfulness skill has improved	d any of the following, even a little bit:
Reduced suffe	ringIncreased happiness	Increased ability to focus
		Increased experiencing the present
Increased con	nectionIncreased sense of	personal validity
Describe how the	skill helped or did not help you	become more mindful:
List any and all wi	se things you did this week:	

MINDFULNESS WORKSHEET 4A

(Mindfulness Handouts 4-4c)

Observing, Describing, Participating Checklist

Check off mindfulness skills that you use when you use them. You can check each skill up to four times. If you practice a skill more than four times, extend your checks toward the edge of the page or use the back of the page if needed. Practice observing: Check off an exercise each time you do one.	Due Date: _	Name:	Week Starting:
 □□□□ 1. What you see:Watch without following what you see. □□□□ 2. Sounds:Sounds around you,pitch and sound of someone's voice,music. □□□□ 3. Smells around you:Aroma of food,soap,air as you walk. □□□ 4. The taste of what you eat and the act of eating. □□□ 5. Urges to do something:Urge-surf,notice urge to avoid,notice where in body urge isnotice where in body urge is	times. If you	practice a skill more than four times, e	•
 □□□□ 3. Smells around you:Aroma of food,soap,air as you walk. □□□ 4. The taste of what you eat and the act of eating. □□□ 5. Urges to do something:Urge-surf,notice urge to avoid,notice where in body urge is. □□□ 6. Body sensations:Body scan,sensation of walking,body touching something. □□□ 7. Thoughts coming in and out of your mind:Imagine your mind as a river,as a conveyor belt. □□□ 8. Your breath:Movement of stomach,sensations of air in and out nose. □□□ 9. By expanding awareness:To your entire body,to space around you,to hugging a tree. □□□ 10. By opening the mind:To each sensation arising, not attaching, letting go of each□□ 11. Other (describe):	 1.	What you see:Watch without followards:Sounds around you,	wing what you see.
 G. Body sensations:Body scan,sensation of walking,body touching something. C. Thoughts coming in and out of your mind:Imagine your mind as a river,as a conveyor belt. B. Your breath:Movement of stomach,sensations of air in and out nose. B. Sy expanding awareness:To your entire body,to space around you,to hugging a tree. C. By opening the mind:To each sensation arising, not attaching, letting go of each to the (describe):	4 .	Smells around you:Aroma of food The taste of what you eat and the act Urges to do something:Urge-surf	of eating.
as a conveyor belt.		Body sensations:Body scan,	_sensation of walking,body touching
 9. By expanding awareness:To your entire body,to space around you,to hugging a tree. 10. By opening the mind:To each sensation arising, not attaching, letting go of each		as a conveyor belt.	
 □□□□ 10. By opening the mind:To each sensation arising, not attaching, letting go of each □□□□ 11. Other (describe):		By expanding awareness:To you	
 12. What you see outside of your body. 13. Thoughts, feelings, and body sensations inside yourself. 14. Your breathing. 15. Other (describe): Practice participating: Check off an exercise each time you do one. 16. Dance to music. 17. Sing along with music you are listening to. 18. Sing in the shower. 19. Sing and dance while watching TV. 20. Jump out of bed and dance or sing before getting dressed. 21. Go to a church that sings and join in the singing. 22. Play karaoke with friends or at a karaoke club or bar. 23. Throw yourself into what another person is saying. 24. Go running, riding, skating, walking; become one with the activity. 25. Play a sport and throw yourself into playing. 26. Become the count of your breath, becoming only "one" when you count 1, becoming only "two" when you count 2, and so on. 27. Become a word as you slowly say the word over and over and over. 28. Throw caution to the wind, and throw yourself into a social or work activity. 		By opening the mind:To each set	
 16. Dance to music. 17. Sing along with music you are listening to. 18. Sing in the shower. 19. Sing and dance while watching TV. 20. Jump out of bed and dance or sing before getting dressed. 21. Go to a church that sings and join in the singing. 22. Play karaoke with friends or at a karaoke club or bar. 23. Throw yourself into what another person is saying. 24. Go running, riding, skating, walking; become one with the activity. 25. Play a sport and throw yourself into playing. 26. Become the count of your breath, becoming only "one" when you count 1, becoming only "two" when you count 2, and so on. 27. Become a word as you slowly say the word over and over and over. 28. Throw caution to the wind, and throw yourself into a social or work activity. 	□□□□ 12. □□□□ 13. □□□□ 14.	What you see outside of your body. Thoughts, feelings, and body sensation Your breathing.	
List any and all wise things you did this week:		Dance to music. Sing along with music you are listening Sing in the shower. Sing and dance while watching TV. Jump out of bed and dance or sing be Go to a church that sings and join in the Play karaoke with friends or at a karaother personal to the property of the play a sport and throw yourself into play a sport and throw you count 2, and so only "two" when you count 2, and so only "two" when you slowly say the Throw caution to the wind, and throw you other (describe):	fore getting dressed. le singing. ke club or bar. on is saying. ecome one with the activity. aying. oming only "one" when you count 1, becoming n. word over and over and over.

MINDFULNESS WORKSHEET 4B (p. 1 of 2)

(Mindfulness Handouts 4-4c)

Observing, Describing, Participating Calendar

Due Date: _____ Week Starting: ____

Check off at least two	skills to practice this wee	k:ObservingDescribingParticipating	
While you are practicing	skills, stay as aware and m	indful as you can. Write it down later.	
Name(s) of skill(s)	How did you practice the skill?	Describe your experience, including body sensations, emotions, and thoughts while practicing the skill	What is your experience now, after using the skill?
Example: Observing	I took a walk in the park and observed the trees I encountered.	I felt calm, my shoulders relaxed. I felt curiosity toward the trees I was observing, a sense of detachment from my own worries; I thought the leaves of the trees were very green and refreshing.	I feel somewhat relaxed; I think I should go for walks more often. I am anxious that next time I might not be able to pay attention to the practice.
Monday:			
Tuesday:			
Wednesday:			

(continued on next page)

MINDFULNESS WORKSHEET 4B (p. 2 of 2)

Name(s) of skill(s)	How did you practice the skill?	Describe your experience, including body sensations, emotions, and thoughts while practicing the skill	What is your experience now, after using the skill?
Thursday:			
Friday:			
Saturday:			
Sunday:			
Sulluay.			

List any and all wise things you did this week:

MINDFULNESS WORKSHEET 5

(Mindfulness Handouts 5–5c)

Mindfulness "How" Skills: Nonjudgmentalness, One-Mindfulness, Effectiveness

Due Date: Na	me:	Week Starting:
Check off the mindfulness s when you practiced a mindf		k. Write out descriptions of two different times heet for more examples.
Nonjudgmentalness	One-mindfulness	Effectiveness
Describe the situation and	d how you practiced the	skill:
Check if practicing this mind	dfulness skill has improved	I any of the following, even a little bit:
Reduced suffering	Increased happiness	Increased ability to focus
Decreased reactivity	Increased wisdom _	Increased experiencing the present
Increased connection	Increased sense of p	personal validity
		become more mindful:
Describe the situation and	d how you practiced the	skill:
Check if practicing this mind	dfulness skill has improved	I any of the following, even a little bit:
Reduced suffering	Increased happiness	Increased ability to focus
Decreased reactivity	Increased wisdom _	Increased experiencing the present
Increased connection	Increased sense of p	personal validity
Describe how the skill hel	ped or did not help you	become more mindful:
	us vou did this week:	

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MINDFULNESS WORKSHEET 5A

(Mindfulness Handouts 5–5c)

Nonjudgmentalness, One-Mindfulness, Effectiveness Checklist

Due Date	e: iname:	vveek Starting:
	nonjudgmentalness: Check off an 1. Say in your mind, "A judgmental to 2. Count judgmental thoughts.	-
	3. Replace judgmental thoughts and statements.	d statements with nonjudgmental thoughts and
	4. Observe your judgmental facial e	
	5. Change judgmental expressions,6. Stay very concrete and describe	
		ption of an event that prompted an emotion.
		by-blow account of a particularly important episode in
		with. Imagine understanding that person.
	10. When you feel judgmental, practi	ce half-smiling and/or willing hands.
Describe	e the situation and how you praction	ced nonjudgmentalness:
	one-mindfulness: Check off an exe	
	11. Awareness while making tea or c	
	 Awareness while washing the dis Awareness while hand-washing of 	
	14. Awareness while cleaning house	
	15. Awareness while taking a slow-m	
	16. Awareness with meditation.	
Describe	e the situation and how you praction	ed one-mindfulness:
Practice	effectiveness: Check off an exercise	se each time you do one.
	17. Give up being right	,
	18. Drop willfulness 19. Doing what is effective	
Describe	e the situation and how you praction	ced effectiveness:
List anv	and all wise things you did this we	eek:

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MINDFULNESS WORKSHEET 5B (p. 1 of 2)

(Mindfulness Handouts 5-5c)

Nonjudgmentalness, One-Mindfulness, Effectiveness Calendar

Due Date:	_ Name:	Week Starting:	
Check off at least to	wo skills to practice this week:N	onjudgmentallyOne-mindfullyEff	ectively
While you are praction	sing skills, stay as aware and mindful as	you can. Write it down later.	
Name(s) of skill(s)	How did you practice the skill?	Describe your experience, including body sensations, emotions, and thoughts while practicing the skill	What is your experience now, after using the skill?
Example: One-mindfully	I dusted my house and focused only on that task while doing it.	I experienced the softness of the cloth on my hands; I felt content I was able to do something useful; I started to think about all the other cleaning I needed to do afterward, but I brought my focus back to just doing the dusting.	I remember it felt good my husband noticed I cleaned up the house; I feel content I did my practice; I think I could have practiced better if my mind had drifted away less.
Monday:			
Tuesday:			
Wednesday:			

MINDFULNESS WORKSHEET 5B (p. 2 of 2)

Name(s) of skill(s)	How did you practice the skill?	Describe your experience, including body sensations, emotions, and thoughts while practicing the skill	What is your experience now, after using the skill?
Thursday:			
Friday:			
Saturday:			
Sunday:			

List any and all wise things you did this week:

MINDFULNESS WORKSHEET 5C (p. 1 of 2)

(Mindfulness Handouts 5–5c)

Nonjudgmentalness Calendar

Due Date:	Name:		Week Starting:		
		thoughts and expressions happening. Write it down la		the following questions to fo	ocus your awareness on the
Did you practice observing judgmental thoughts?	Did you count judgmental thoughts? If so, how many?	If you replaced a judgmental thought or assumption, what was the judgmental thought or assumption?	What was the replacement thought or assumption?	If you replaced judgmental with nonjudgmental facial or other physical expressions, please describe.	Describe any change after practicing.
Example: Yes	21	My boyfriend is such a jerk because he should have remembered to pick me up.	He did forget to pick me up! I wish he had not forgotten to pick me up.	I half-smiled and unclenched my fists.	
Monday:					
Tuesday:					
Wednesday:					

MINDFULNESS WORKSHEET 5C (p. 2 of 2)

Did you practice observing judgmental thoughts?	Did you count judgmental thoughts? If so, how many?	If you replaced a judgmental thought or assumption, what was the judgmental thought or assumption?	What was the replacement thought or assumption?	If you replaced judgmental with nonjudgmental facial or other physical expressions, please describe.	Describe any change after practicing.
Thursday:					
Friday:					
Saturday:					
Sunday:					

List any and all wise things you did this week:

•••••	•
Worksheets for Other Perspectives on Mindfulness Skills	
•••••	•

MINDFULNESS WORKSHEET 6

(Mindfulness Handout 8)

Loving Kindness

Due Date:	Name:	Week Starting:
	ent times when you pra	nindfulness practices you did this week. Write out descrip- acticed loving kindness. Use the back of this worksheet if
-		To a friendTo someone I was angry with emyTo all beingsOther:
Describe the sci	ript you used (i.e., the	warm wishes you sent):
1		
2		
5		
person:IFeelings of c	Feelings of warmth or connectionWisdo	increased any of the following, even a little bit toward this aringLoveCompassion mHappinessSense of personal validity not help you become more compassionate:
_		To a friendTo someone I was angry with emyTo all beingsOther:
Describe the screet).	ript you used (i.e., the	warm wishes you sent):Same as above (check if cor-
1		
2		
4		
5		
person:f	eelings of warmth or ca	increased any of the following, even a little bit toward this aringLoveCompassion mHappinessSense of personal validity
		ot help you become more compassionate:
List any and all	wise things you did th	is week:

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MINDFULNESS WORKSHEET 7

(Mindfulness Handouts 9, 9a)

Balancing Being Mind with Doing Mind

Due Date	: N	lame:		We	eek Starting:		
Everyday	Wise Mind pra	ctice: Che	eck off Wise Mind practice	exercises e	ach time you do one.		
	1. Wrote out and	d then reac	I an inspirational writing or	mindfulnes	S.		
	2. Set Wise Min	d reminde	s to remind me to practice	mindfulnes	S.		
	3. Put written re	minders to	practice mindfulness in st	rategic place	9S.		
	4. Made a delibe activity.	Made a deliberate effort to bring moment-to-moment awareness to an everyday activity.					
	5. Focused on ju	ust "this on	e moment" when I was ov	erwhelmed,	frazzled, or scattered.		
	6. Focused awa	reness on	events in my everyday life				
	7. Focused awa	reness on	what needs to be done in	my everyda	y life.		
	8. Acted willingly	y and did v	/hat was needed.				
	9. Did 3-minute	Wise Mind	to slow down "doing mind	l" in my ever	yday life.		
	0. Other (descri	be):					
How effect Not ended in the contraction of the cont			ping you find Wise Mind in Somewhat effective: I was able to practice Wise Mind and became somewhat centered in my Wise Mind. 3				
Describe	one or more si	tuations v	here you balanced bein	g with doin	g mind:		
How effect	ctive was the pra	ctice in hel	ping you find Wise Mind in	ı your everye	day life?		
I couldn't for even 1 distracte	ffective: do the skill minute. I got ed or quit. 1	2	Somewhat effective: I was able to practice Wise Mind and became somewhat centered in my Wise Mind. 3	4	Very effective: I became centered in Wise Mind, and was free to do what needed to be done. 5		
	and all wise thir			- T			

MINDFULNESS WORKSHEET 7A (p. 1 of 2)

(Mindfulness Handouts 9, 9a)

Mindfulness of Being and Doing Calendar

Due Date: _____ Week Starting: _____

What was the experience?	What was the one activity in just one moment that you could bring your attention to?	How did your body feel doing one thing at a time?	Describe your experience of practicing the skill.	What is your experience now, after using the skill?
Example: Feeling overwhelmed at the number of dishes I had to wash before going to bed.	Washing just one dish.	Arms relaxed, hands felt warm and sudsy, back relaxed.	Relief, "Oh, only one dish," tension flowing out.	This was not so hard, but what about next time? I'll have to practice this.
Monday:				
Tuesday:				
Wednesday:				

MINDFULNESS WORKSHEET 7A (p. 2 of 2)

What was the experience?	What was the one activity in just one moment that you could bring your attention to?	How did your body feel doing one thing at a time?	Describe your experience of practicing the skill.	What is your experience now, after using the skill?
Thursday:				
Friday:				
Saturday:				
Sunday:				

List any and all wise things you did this week: _____

MINDFULNESS WORKSHEET 8 (p. 1 of 2)

(Mindfulness Handouts 9, 9a)

Mindfulness of Pleasant Events Calendar

Due Date: _____ Week Starting: ____

What was the experience?	Were you aware of the pleasant feelings while the event was happening?	How did your body feel during this experience?	Describe your emotions and thoughts while practicing the skill.	What is your experience now, after using the skill?
Example: Seeing a bird while walking around green lake.	Yes.	Lightness across the face, aware of shoulders dropping, uplift of corners of mouth.	Relief, pleasure, "That's good," "How lovely (the bird) sings," "It's so nice to be outside."	It was such a small thing but I'm glad I noticed it.
Monday:				
Tuesday:				
Wednesday:				

MINDFULNESS WORKSHEET 8 (p. 2 of 2)

What was the experience?	Were you aware of the pleasant feelings while the event was happening?	How did your body feel during this experience?	Describe your emotions and thoughts while practicing the skill.	What is your experience now, after using the skill?
Thursday:				
Friday:				
Saturday:				
Sunday:				
Sulluay:				

List any and all wise things you did this week:

MINDFULNESS WORKSHEET 9 (p. 1 of 2)

(Mindfulness Handouts 9, 9a)

Mindfulness of Unpleasant Events Calendar

Week Starting:

Due Date:

Name:

		-	
Be aware of an unpleasant event at the ti ant to you. Try to experience the moment, experience as it is happening. Write it down	even if it is only fleeting. Use the follow	• • •	

What was the experience?	Were you aware of the unpleasant feelings while the event was happening?	How did your body feel during this experience?	Describe your emotions and thoughts while practicing the skill.	What is your experience now, after using the skill?
Example: My boyfriend forgot my birthday.	Yes.	Tears just behind my eyes, sinking feeling in stomach, drooping of face and shoulders, tired.	Hurt, sadness, "He doesn't care enough to remember me," "Does he really love me?" Wanting to go to sleep until tomorrow.	He is a pretty forgetful guy. Maybe I need to remind him a lot.
Monday:				
Tuesday:				
Wednesday:				

MINDFULNESS WORKSHEET 9 (p. 2 of 2)

What was the experience?	Were you aware of the unpleasant feelings while the event was happening?	How did your body feel during this experience?	Describe your emotions and thoughts while practicing the skill.	What is your experience now, after using the skill?
Thursday:				
Friday:				
Saturday:				
Sunday:				

List any and all wise things you did this week:

MINDFULNESS WORKSHEET 10

(Mindfulness Handouts 3, 10)

Walking the Middle Path to Wise Mind

Due Date:	Name	:		We	ek Starting:
WALKING	THE MIDDLE PAT	H: Check off WIS	E MIND practice	exercises	each time you do one.
Worked at	balancing:				
 1.	Reasonable mind	with emotion mine	d to get to Wise M	ind.	
 2.	Doing mind with be	eing mind to get to	o Wise Mind.		
 3.	Desire for change	of the present mo	ment with radical	acceptan	ce to get to Wise Mind.
 4.	Self-denial with se	lf-indulgence to g	et to Wise Mind.		
 5.	Other:				
	THE MIDDLE PAT		or more situatio	ons where	e you walked the mid-
	ive was the practice	. •	•	h?	Vary official
Not effe I couldn't d for even 1 m distracted	o the skill inute. I got	I was able to pand became s	that effective: practice Wise Mind somewhat centered Wise Mind. 3	4	Very effective: I became centered in Wise Mind, and was free to do what needed to be done. 5
	THE MIDDLE PAT and tell how you die		or more situatio	ons where	e you walked the mid-
Not effe		Somew	hat effective:	h?	Very effective:
I couldn't de for even 1 m distracted	inute. I got I or quit.	and became s	oractice Wise Mind somewhat centered Wise Mind.		I became centered in Wise Mind, and was free to do what needed to be done.
1	2		3	4	5
List any a	nd all wise things y	ou did this wee	k:		

MINDFULNESS WORKSHEET 10A

(Mindfulness Handout 10)

Analyzing Yourself on the Middle Path

Due	Date:	Name: _				Week Starti	ng:	
of ar	the followi e most of t	where you are of ng Wise Mind dile he time. If you are ar the end that you	emmas, per fairly ba	out an X on the alanced, put the	line that r	epresents where	you thin	k you
	Reas	onable mind	•			Emotion min	d	
		Doing mind	•			Nothing-to-d	o mind	
(se desire for the moment	•			Radical acce what is	ptance	of
		Self-denial	•			Self-indulger	nce	
		e dilemma. Descr e what you do too	•	specifically wh	at you are	doing that is too	much, a	and
_		Too much						
yd su "b	ou do too m ire to work	acts. Check for in nuch of or too little on your middle pa dgmental languaç gmental.	of is in the of is	fact accurate. Comeone else's	Check you s. Also che	r own values in W eck for judgments	ise Mind . Avoid	d: Be "good,"
	ecide on o	ne (or at most two	o) very s	<i>pecific</i> things to	o do in the	next week to get	closer to	0
		Do less				Do more		
5. D	escribe wh	nat you did since l	ast weel	<:				
		fective the practic 1 (did not help at					e middle	e path.
List a	any and al	ll wise things you	u did thi	s week:				

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(Mindfulness Handout 10)

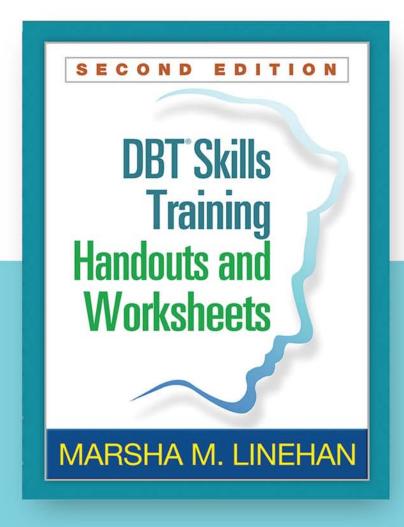
Walking the Middle Path Calendar

Due Date:	Name:	Week	Starting:
	Describe the ten	sion between the:	Describe in detail how you managed the tension
Day	Pull to one side	Pull to opposite side	between the pulls of the two sides.
Example: Doing projects around the house	Desperately working on lots of projects to renovate my house.	Watching TV, eating ice cream, leaving projects needed to sell house undone	I decided to do one small project each day and one medium project each week to improve the house. I also decided to have at least 1 hour each day of not thinking or worrying about the house, and instead doing something pleasant for myself.
Monday:			
Tuesday:			
Wednesday:			

MINDFULNESS WORKSHEET 10B (p. 2 of 2)

	Describe the ten	sion between the:	Describe in detail how you managed the tension
Day	Pull to one side	Pull to opposite side	Describe in detail how you managed the tension between the pulls of the two sides.
Thursday:			
Friday:			
i iiday.			
Saturday:			
Sunday:			

List any and all wise things you did this week:



Module 2 / Interpersonal Effectiveness Skills

Handouts and Worksheets

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Interpersonal Effectiveness Worksheet 13: Self-Validation and Self-Respect Interpersonal Effectiveness Worksheet 14: Changing Behavior with Reinforcement Interpersonal Effectiveness Worksheet 15: Changing Behavior by Extinguishing or

Punishing It

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Interpersonal Effectiveness Handouts

Handouts for Goals and Factors
That Interfere

INTERPERSONAL EFFECTIVENESS HANDOUT 1



(Interpersonal Effectiveness Worksheet 1)

Goals of Interpersonal Effectiveness

BE SKILLFUL IN GETTING WHAT YOU WANT AND NEED FROM OTHERS

Get others to do things you would like them to do.
Get others to take your opinions seriously.
Say no to unwanted requests effectively.
Other:
BUILD RELATIONSHIPS AND END DESTRUCTIVE ONES
Strengthen current relationships.
□ Don't let hurts and problems build up.
☐ Use relationship skills to head off problems.☐ Repair relationships when needed.
☐ Resolve conflicts before they get overwhelming.
Find and build new relationships.
End hopeless relationships.
Other:
WALK THE MIDDLE PATH
WALK THE MIDDLE LATT
Create and maintain balance in relationships.
Balance acceptance and change in relationships.
Other:

INTERPERSONAL EFFECTIVENESS HANDOUT 2



Factors in the Way of Interpersonal Effectiveness

☐ YOU DON'T HAVE THE INTERPERSONAL SKILLS YOU NEED
YOU DON'T KNOW WHAT YOU WANT
☐ You have the skills, but can't decide what you really want from the other person.
☐ You can't figure out how to balance your needs versus the other person's needs:
☐ Asking for too much versus not asking for anything.
☐ Saying no to everything versus giving in to everything.
YOUR EMOTIONS ARE GETTING IN THE WAY
☐ You have the skills, but emotions (anger, pride, contempt, fear, shame, guilt) control what you do.
YOU FORGET YOUR LONG-TERM GOALS FOR SHORT-TERM GOALS
☐ You put your immediate urges and wants ahead of your long-term goals. The future vanishes from your mind.
OTHER PEOPLE ARE GETTING IN YOUR WAY
☐ You have the skills but other people get in the way.
☐ Other people are more powerful than you.
☐ Other people may be threatened or may not like you if you get what you want.
☐ Other people may not do what you want unless you sacrifice your self-respect, at least a little.
YOUR THOUGHTS AND BELIEFS ARE GETTING IN THE WAY
□ Worries about negative consequences if you ask for what you want or say no to someone's request get in the way of acting effectively.
☐ Beliefs that you don't deserve what you want stop you in your tracks.
☐ Beliefs that others don't deserve what they want make you ineffective.

INTERPERSONAL EFFECTIVENESS HANDOUT 2A

(Interpersonal Effectiveness Worksheet 2)

Myths in the Way of Interpersonal Effectiveness

Myths in the Way of Objectives Effectiveness

	1.	I don't deserve to get what I want or need.
	2.	If I make a request, this will show that I am a very weak person.
	3.	I have to know whether a person is going to say yes before I make a request.
	4.	If I ask for something or say no, I can't stand it if someone gets upset with me.
	5.	If they say no, it will kill me.
	6.	Making requests is a really pushy (bad, self-centered, selfish, etc.) thing to do.
	7.	Saying no to a request is always a selfish thing to do.
	8.	I should be willing to sacrifice my own needs for others.
	9.	I must be really inadequate if I can't fix this myself.
1	0.	Obviously, the problem is just in my head. If I would just think differently I wouldn't have to bother everybody else.
1	1.	If I don't have what I want or need, it doesn't make any difference; I don't care really.
1	2.	Skillfulness is a sign of weakness.
		Other myth:
		Other myth:
		Myths in the Way of Relationship and Self-Respect Effectiveness
1	3.	Myths in the Way of Relationship and Self-Respect Effectiveness I shouldn't have to ask (say no); they should know what I want (and do it).
1	4.	I shouldn't have to ask (say no); they should know what I want (and do it). They should have known that their behavior would hurt my feelings; I shouldn't have to tell
□ 1 □ 1	4. 5.	I shouldn't have to ask (say no); they should know what I want (and do it). They should have known that their behavior would hurt my feelings; I shouldn't have to tell them.
111	4.5.6.	I shouldn't have to ask (say no); they should know what I want (and do it). They should have known that their behavior would hurt my feelings; I shouldn't have to tell them. I shouldn't have to negotiate or work at getting what I want.
11111	4. 5. 6. 7.	I shouldn't have to ask (say no); they should know what I want (and do it). They should have known that their behavior would hurt my feelings; I shouldn't have to tell them. I shouldn't have to negotiate or work at getting what I want. Other people should be willing to do more for my needs.
11111	4. 5. 6. 7.	I shouldn't have to ask (say no); they should know what I want (and do it). They should have known that their behavior would hurt my feelings; I shouldn't have to tell them. I shouldn't have to negotiate or work at getting what I want. Other people should be willing to do more for my needs. Other people should like, approve of, and support me.
111111	4.5.6.7.8.9.	I shouldn't have to ask (say no); they should know what I want (and do it). They should have known that their behavior would hurt my feelings; I shouldn't have to tell them. I shouldn't have to negotiate or work at getting what I want. Other people should be willing to do more for my needs. Other people should like, approve of, and support me. They don't deserve my being skillful or treating them well.
	4. 5. 6. 7. 8. 9.	I shouldn't have to ask (say no); they should know what I want (and do it). They should have known that their behavior would hurt my feelings; I shouldn't have to tell them. I shouldn't have to negotiate or work at getting what I want. Other people should be willing to do more for my needs. Other people should like, approve of, and support me. They don't deserve my being skillful or treating them well. Getting what I want when I want it is most important.
	4. 5. 6. 7. 8. 9. 20.	I shouldn't have to ask (say no); they should know what I want (and do it). They should have known that their behavior would hurt my feelings; I shouldn't have to tell them. I shouldn't have to negotiate or work at getting what I want. Other people should be willing to do more for my needs. Other people should like, approve of, and support me. They don't deserve my being skillful or treating them well. Getting what I want when I want it is most important. I shouldn't be fair, kind, courteous, or respectful if others are not so toward me.
	4. 5. 6. 7. 8. 9. 20. 21.	I shouldn't have to ask (say no); they should know what I want (and do it). They should have known that their behavior would hurt my feelings; I shouldn't have to tell them. I shouldn't have to negotiate or work at getting what I want. Other people should be willing to do more for my needs. Other people should like, approve of, and support me. They don't deserve my being skillful or treating them well. Getting what I want when I want it is most important. I shouldn't be fair, kind, courteous, or respectful if others are not so toward me. Revenge will feel so good; it will be worth any negative consequences.
11111222222	4. 5. 6. 7. 8. 9. 20. 21. 22.	I shouldn't have to ask (say no); they should know what I want (and do it). They should have known that their behavior would hurt my feelings; I shouldn't have to tell them. I shouldn't have to negotiate or work at getting what I want. Other people should be willing to do more for my needs. Other people should like, approve of, and support me. They don't deserve my being skillful or treating them well. Getting what I want when I want it is most important. I shouldn't be fair, kind, courteous, or respectful if others are not so toward me. Revenge will feel so good; it will be worth any negative consequences. Only wimps have values.
11111222222	4. 5. 6. 7. 8. 9. 20. 21. 22.	I shouldn't have to ask (say no); they should know what I want (and do it). They should have known that their behavior would hurt my feelings; I shouldn't have to tell them. I shouldn't have to negotiate or work at getting what I want. Other people should be willing to do more for my needs. Other people should like, approve of, and support me. They don't deserve my being skillful or treating them well. Getting what I want when I want it is most important. I shouldn't be fair, kind, courteous, or respectful if others are not so toward me. Revenge will feel so good; it will be worth any negative consequences. Only wimps have values. Everybody lies.

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Handouts for Obtaining Objectives Skillfully	
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Overview: Obtaining Objectives Skillfully

CLARIFYING PRIORITIES

How important is:

Getting what you want/obtaining your goal?

Keeping the relationship?

Maintaining your self-respect?

OBJECTIVES EFFECTIVENESS: DEAR MAN

Be effective in asserting your rights and wishes.

RELATIONSHIP EFFECTIVENESS: GIVE

Act in such a way that you maintain positive relationships and that others feel good about themselves and about you.

SELF-RESPECT EFFECTIVENESS: FAST

Act in such a way that you keep your self-respect.

FACTORS TO CONSIDER

Decide how firm or intense you want to be in asking for something or saying no.

INTERPERSONAL EFFECTIVENESS HANDOUT 4



(Interpersonal Effectiveness Worksheet 3)

Clarifying Goals in Interpersonal Situations

OBJECTIVES EFFECTIVENESS: Getting What You Want from Another Person

- Obtaining your legitimate rights.
- Getting another person to do something you want that person to do.
- Saying no to an unwanted or unreasonable request.
- · Resolving an interpersonal conflict.
- Getting your opinion or point of view taken seriously.

Questions

- 1. What specific **results or changes** do I want from this interaction?
- 2. What do I have to do to get the results? What will work?

RELATIONSHIP EFFECTIVENESS: Keeping and Improving the Relationship

- Acting in such a way that the other person keeps liking and respecting you.
- Balancing immediate goals with the good of the long-term relationship.
- Maintaining relationships that matter to you.

Questions

- 1. How do I want the **other person to feel about me** after the interaction is over (whether or not I get the results or changes I want)?
- 2. What do I have to do to get (or keep) this relationship?

SELF-RESPECT EFFECTIVENESS: Keeping or Improving Self-Respect

- · Respecting your own values and beliefs.
- Acting in a way that makes you feel moral.
- Acting in a way that makes you feel capable and effective.

Questions

- 1. How do I want to **feel about myself** after the interaction is over (whether or not I get the results or changes I want)?
- 2. What do I have to do to feel that way about myself? What will work?

INTERPERSONAL EFFECTIVENESS HANDOUT 5 (p. 1 of 2)



(Interpersonal Effectiveness Worksheets 4, 5)

Guidelines for Objectives Effectiveness: Getting What You Want (DEAR MAN)

A way to remember these skills is to remember the term **DEAR MAN**:

Describe

Express

Assert

Reinforce

(Stay) Mindful

Appear Confident

Negotiate

escribe

Describe the current SITUATION (if necessary). Stick to the facts.

Tell the person exactly what you are reacting to.

"You told me you would be home by dinner but you didn't get here until 11."

Express

Express your FEELINGS and OPINIONS about the situation.

Don't assume that the other person knows how you feel.

"When you come home so late, I start worrying about you."

Use phrases such as "I want" instead of "You should," "I don't want"

instead of "You shouldn't."

Assert

Assert yourself by ASKING for what you want or SAYING NO clearly.

Do not assume that others will figure out what you want.

Remember that others cannot read your mind.

"I would really like it if you would call me when you are going to be late."

Reinforce

 $\underline{\mathsf{R}}\mathsf{einforce} \ (\mathsf{reward}) \ \mathsf{the} \ \mathsf{person} \ \mathsf{ahead} \ \mathsf{of} \ \mathsf{time} \ (\mathsf{so} \ \mathsf{to} \ \mathsf{speak})$

by explaining positive effects of getting what you want or need. If necessary, also clarify the negative consequences of not getting

what you want or need.

"I would be so relieved, and a lot easier to live with, if you do that."

Remember also to reward desired behavior after the fact.

INTERPERSONAL EFFECTIVENESS HANDOUT 5 (p. 2 of 2)

(Stay)				
lindful	Keep your focus ON YOUR GOALS. Maintain your position. Don't be distracted. Don't get off the topic.			
"Broken record":	Keep asking, saying no, or expressing your opinion over and over Just keep replaying the same thing again and again.			
Ignore attacks:	f another person attacks, threatens, or tries to change the subject, gnore the threats, comments, or attempts to divert you. Do not respond to attacks. Ignore distractions. Just keep making your point.			
Λ	"I would still like a call."			
Appear confident	Appear EFFECTIVE and competent.			
	Use a confident voice tone and physical manner; make good eye contact.			
	No stammering, whispering, staring at the floor, retreating.			
N	No saying, "I'm not sure," etc.			
egotiate	Be willing to GIVE TO GET. Offer and ask for other solutions to the problem. Reduce your request. Say no, but offer to do something else or to solve the problem another way. Focus on what will work.			
	"How about if you text me when you think you might be late?"			
Turn the tables:	Turn the problem over to the other person. Ask for other solutions.			
	"What do you think we should do? I can't just stop worrying about you [or I'm not willing to]."			
Other ideas:				

INTERPERSONAL EFFECTIVENESS HANDOUT 5A

Applying DEAR MAN Skills to a Difficult Current Interaction

To turn around really difficult situations, focus the skills on the other person's behavior right now.

When other people have really good skills themselves, and keep refusing your legitimate requests or pestering you to do something you don't want to do.

Apply DEAR MAN Skills

1. <u>Describe the current interaction</u>. If the "broken record" and ignoring don't work, make a statement about what is happening between you and the person now, *but without imputing motives*.

Example: "You keep asking me over and over, even though I have already said no several times," or "It is hard to keep asking you to empty the dishwasher when it is your month to do it."

Not: "You obviously don't want to hear what I am saying," "You obviously don't care about me," "Well, it's obvious that what I have to say doesn't matter to you," "Obviously you think I'm stupid."

2. Express feelings or opinions about the interaction. For instance, in the middle of an interaction that is not going well, you can express your feelings of discomfort in the situation.

Example: "I am sorry I cannot do what you want, but I'm finding it hard to keep discussing it," or "It's becoming very uncomfortable for me to keep talking about this, since I can't help it. I am starting to feel angry about it," or "I'm not sure you think this is important for you to do."

Not: "I hate you!", "Every time we talk about this, you get defensive," "Stop patronizing me!"

3. <u>Assert wishes in the situation</u>. When another person is pestering you, you can ask him or her to stop it. When a person is refusing a request, you can suggest that you put the conversation off until another time. Give the other person a chance to think about it.

Example: "Please don't ask me again. My answer won't change," or "OK, let's stop discussing this now and pick it up again sometime tomorrow," or "Let's cool down for a while and then get together to figure out a solution."

Not: "Would you shut up?" "You should do this!", "You should really calm down and do what's right here."

4. Reinforce. When you are saying no to someone who keeps asking, or when someone won't take your opinion seriously, suggest ending the conversation, since you aren't going to change your mind anyway. When trying to get someone to do something for you, you can suggest that you will come up with a better offer later.

Example: "Let's stop talking about this now. I'm not going to change my mind, and I think this is just going to get frustrating for both of us," or "OK, I can see you don't want to do this, so let's see if we can come up with something that will make you more willing to do it."

Not: "If you don't do this for me, I'll never do anything for you ever again," "If you keep asking me, I'll get a restraining order against you," "Gosh, you must be a terrible person for not doing this/for asking me to do this."

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INTERPERSONAL EFFECTIVENESS HANDOUT 6



(Interpersonal Effectiveness Worksheets 4, 5)

Guidelines for Relationship Effectiveness: Keeping the Relationship (GIVE)

A way to remember these skills is to remember the word GIVE (DEAR MAN, GIVE):

(Be) Gentle (Act) Interested **V**alidate (Use an) Easy manner

(Be) BE NICE and respectful. No verbal or physical attacks. No hitting, clenching fists. No harassment of any No attacks:

kind. Express anger directly with words.

No threats: If you have to describe painful consequences for not getting what you want,

describe them calmly and without exaggerating.

No "manipulative" statements, no hidden threats. No "I'll kill myself if you . . . " Tolerate a "no." Stay in the discussion even if it gets painful. Exit gracefully.

No moralizing. No "If you were a good person, you would . . . " No judging:

No "You should . . . " or "You shouldn't . . . " Abandon blame.

No sneering: No smirking, eye rolling, sucking teeth. No cutting off or walking away.

No saying, "That's stupid, don't be sad," "I don't care what you say."

LISTEN and APPEAR INTERESTED in the other person. (Act)

nterested

Listen to the other person's point of view.

Face the person; maintain eye contact; lean toward the person rather than

away. Don't interrupt or talk over the person.

Be sensitive to the person's wish to have the discussion at a later time. Be

patient.

With WORDS AND ACTIONS, show that you understand the other person's feelings and thoughts about the situation. See the world from the other person's

point of view, and then say or act on what you see.

"I realize this is hard for you, and \dots ", "I see that you are busy, and \dots "

Go to a private place when the person is uncomfortable talking in a public

place.

(Use an) Use a little humor.

asv manner

SMILE. Ease the person along. Be light-hearted. Sweet-talk.

Use a "soft sell" over a "hard sell." Be "political."

Leave your attitude at the door.

Office lucas.			

Expanding the V in GIVE: Levels of Validation

1. ☐ Pay Attention:	Look interested in the other person instead of bored (no multitasking).
2. ☐ Reflect Back:	Say back what you heard the other person say or do, to be sure you understand exactly what the person is saying. No judgmental language or tone of voice!
3. □ "Read Minds":	Be sensitive to what is <i>not</i> being said by the other person. Pay attention to facial expressions, body language, what is happening, and what you know about the person already. Show you understand in words or by your actions. Check it out and make sure you are right. Let go if you are not.
4. □ Understand:	Look for how what the other person is feeling, thinking, or doing makes sense, based on the person's past experiences present situation, and/or current state of mind or physical condition (i.e., the causes).
5. ☐ Acknowledge the Valid:	Look for how the person's feelings, thinking, or actions are valid responses because they fit current facts, or are understandable because they are a logical response to current facts.
6. □ Show Equality:	Be yourself! Don't "one-up" or "one-down" the other person. Treat the other as an equal, not as fragile or incompetent.



(Interpersonal Effectiveness Worksheets 4, 5)

Guidelines for Self-Respect Effectiveness: Keeping Respect for Yourself (FAST)

A way to remember these skills is to remember the word FAST (DEAR MAN, GIVE FAST).

(Be) <u>Fair</u>
(No) <u>Apologies</u>
<u>S</u>tick to Values
(Be) Truthful

(Be) L air	Be fair to YOURSELF and to the OTHER person. Remember to VALIDATE YOUR OWN feelings and wishes, as well as the other person's.
(No) pologies	Don't overapologize. No apologizing for being alive or for making a request at all. No apologies for having an opinion, for disagreeing. No LOOKING ASHAMED, with eyes and head down or body slumped. No invalidating the valid.
Stick to values	Stick to YOUR OWN values. Don't sell out your values or integrity for reasons that aren't VERY important Be clear on what you believe is the moral or valued way of thinking and acting, and "stick to your guns."
(Be) ruthful	Don't lie. Don't act helpless when you are not. Don't exaggerate or make up excuses.
Other ideas:	

INTERPERSONAL EFFECTIVENESS HANDOUT 8 (p. 1 of 3)



(Interpersonal Effectiveness Worksheet 6)

Evaluating Options for Whether or How Intensely to Ask for Something or Say No

Before asking for something or saying no to a request, you have to decide how intensely you want to hold your ground.

Options range from **very low** intensity, where you are very flexible and accept the situation as it is, to **very high** intensity, where you try every skill you know to change the situation and get what you want.

	ОРТІО	NS	
Low intensity (let go, give in)			
Asking		Saying No	
Don't ask; don't hint.	1	Do what the other person wants without being asked.	
Hint indirectly; take no.	2	Don't complain; do it cheerfully.	
Hint openly; take no.	3	Do it, even if you're not cheerful about it.	
Ask tentatively; take no.	4	Do it, but show that you'd rather not.	
Ask gracefully, but take no.	5	Say you'd rather not, but do it gracefully.	
Ask confidently; take no.	6	Say no confidently, but reconsider.	
Ask confidently; resist no.	7	Say no confidently; resist saying yes.	
Ask firmly; resist no.	8	Say no firmly; resist saying yes.	
Ask firmly; insist; negotiate; keep trying.	9	Say no firmly; resist; negotiate; keep trying.	
Ask and don't take no for an answer.	10	Don't do it.	
High inte	ensity	(stay firm)	

(continued on next page)

FACTORS TO CONSIDER

When deciding how firm or intense you want to be in asking or saying no, think about:

- 1. The other person's or your own capability.
- 2. Your priorities.
- 3. The effect of your actions on your **self-respect**.
- 4. Your or the other's moral and legal **rights** in the situation.
- 5. Your **authority** over the person (or his or hers over you).
- 6. The type of **relationship** you have with the person.
- 7. The effect of your action on **long- versus short-term goals.**
- 8. The degree of give and take in your relationship.
- 9. Whether you have done your **homework** to prepare.
- 10. The **timing** of your request or refusal.
- 1. CAPABILITY:
- Is the person able to give you what you want? If YES, raise the intensity of ASKING.
- Do you have what the person wants? If NO, raise the intensity of NO.
- 2. PRIORITIES:
- Are your GOALS very important? Increase intensity.
- Is your RELATIONSHIP shaky? Consider reducing intensity.
- Is your SELF-RESPECT on the line? Intensity should fit your values.
- 3. SELF-RESPECT:
- Do you usually do things for yourself? Are you careful to avoid acting helpless when you are not? If YES, raise the intensity of ASKING.
- Will saying no make you feel bad about yourself, even when you are thinking about it wisely? If NO, raise the intensity of NO.
- 4. RIGHTS:
- Is the person required by law or moral code to give you what you want? If YES, raise the intensity of ASKING.
- Are you required to give the person what he or she is asking for? Would saying no violate the other person's rights? If NO, raise the intensity of NO.
- 5. AUTHORITY:
- Are you responsible for directing the person or telling the person what to do? If YES, raise the intensity of ASKING.
- Does the person have authority over you (e.g., your boss, your teacher)? And is
 what the person is asking within his or her authority? If NO, raise the intensity of
 NO.

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INTERPERSONAL EFFECTIVENESS HANDOUT 8 (p. 3 of 3)

- 6. RELATIONSHIP:
- Is what you want appropriate to the current relationship? If YES, raise the intensity of ASKING.
- Is what the person is asking for appropriate to your current relationship? If NO, raise the intensity of NO.
- 7. LONG-TERM **VERSUS** SHORT-TERM GOALS:
- Will not asking for what you want keep the peace now but create problems in the long run? If YES, raise the intensity of ASKING.
- Is giving in to keep the peace right now more important than the long-term welfare of the relationship? Will you eventually regret or resent saying no? If NO, raise the intensity of NO.
- 8. GIVE AND TAKE: What have you done for the person? Are you giving at least as much as you ask for? Are you willing to give if the person says yes? If YES, raise the intensity of ASKING.
 - Do you owe this person a favor? Does he or she do a lot for you? If NO, raise the intensity of NO.
- 9. HOMEWORK:
- Have you done your homework? Do you know all the facts you need to know to support your request? Are you clear about what you want? If YES, raise the intensity of ASKING.
- Is the other person's request clear? Do you know what you are agreeing to? If NO, raise the intensity of NO.
- 10. TIMING:
- Is this a good time to ask? Is the person "in the mood" for listening and paying attention to you? Are you catching the person when he or she is likely to say yes to your request? If YES, raise the intensity of ASKING.
- Is this a bad time to say no? Should you hold off answering for a while? If NO, raise the intensity of NO.

Other factors:					



(Interpersonal Effectiveness Worksheet 7)

Troubleshooting: When What You Are Doing Isn't Working

1

Do I have the skills I need? Check out the instructions.

Review what has already been tried.

- Do I know how to be skillful in getting what I want?
- Do I know how to say what I want to say?
- Do I follow the skill instructions to the letter?

2

Do I know what I really want in this interaction?

Ask:

- Am I undecided about what I really want in this interaction?
- Am I unsure of my priorities?
- Am I having trouble balancing:
 - Asking for too much versus too little?
 - Saying no to everything versus saying yes to everything?
- Is fear or shame getting in the way of knowing what I really want?

3

Are short-term goals getting in the way of long-term goals?

Ask:

- Is "NOW, NOW, NOW" winning out over getting what I really want in the future?
- Is emotion mind controlling what I say and do instead of WISE MIND?

(continued on next page)

4

Are my emotions getting in the way of using my skills?

Ask:

- Do I get too upset to use my skills?
- Are my emotions so HIGH that I am over my skills breakdown point?

Are worries, assumptions, and myths getting in my way?

Ask:

- Are THOUGHTS about bad consequences blocking my action?
 "They won't like me," "She will think I am stupid."
- Are THOUGHTS about not deserving things getting in my way?
 "I am such a bad person I don't deserve this."
- Am I calling myself NAMES that stop me from doing anything?
 "I won't do it right," "I'll probably fall apart," "I'm so stupid."
- Do I believe MYTHS about interpersonal effectiveness?
 "If I make a request, this will show that I am a weak person,"
 "Only wimps have values."

h

Is the environment more powerful than my skills?

Ask:

- Are the people who have what I want or need more powerful than I am?
- Are other people more in control of the situation than I am?
- Will others be threatened if I get what I want?
- Do others have reasons for not liking me if I get what I want?

Other ideas:

7

••••••
Handouts for Building Relationships and Ending Destructive Ones

Overview: Building Relationships and Ending Destructive Ones

FINDING AND GETTING PEOPLE TO LIKE YOU

Proximity, similarity, conversation skills, expressing liking, and joining groups

MINDFULNESS OF OTHERS

Building closeness through mindfulness of others

ENDING DESTRUCTIVE/ INTERFERING RELATIONSHIPS

Staying in WISE MIND
Using skills
Staying safe

INTERPERSONAL EFFECTIVENESS HANDOUT 11 (p. 1 of 2)

(Interpersonal Effectiveness Worksheet 8)

Finding and Getting People to Like You

REMEMBER: <u>ALL</u> HUMAN BEINGS ARE LOVABLE.

But finding friends may take effort on your part.

LOOK FOR PEOPLE WHO ARE CLOSE BY YOU.

Familiarity often leads to liking and sometimes love.

To find people you might like and who might like you, it is important to make sure that you are frequently around and visible to a group of people. Many people find friends who are classmates or members of groups they join, or who work at or go to the same places.

LOOK FOR PEOPLE WHO ARE SIMILAR TO YOU.

We often make friends with people who share our interests and attitudes.

Though always agreeing with someone will not make you more attractive to them, a lot of people are attracted to those who share the same important interests and attitudes, such as politics, lifestyle, morals.

WORK ON YOUR CONVERSATION SKILLS.

Ask and respond to questions; respond with a little more info than requested.

Make small talk; don't underestimate the value of chit-chat.

Self-disclose skillfully; keep your self-disclosure close to that of the other person.

Don't interrupt; don't start talking just fractionally before or after someone else.

Learn things to talk about: Watch others; read; increase your activities and experiences.

EXPRESS LIKING (SELECTIVELY).

We often like the people we think like us.

Express genuine liking for the other person. But don't try to suck up to the other person or grovel. Find things to compliment that are not super-obvious. Don't praise too much too often, and never use compliments to obtain favors.

(continued on next page)

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INTERPERSONAL EFFECTIVENESS HANDOUT 11 (p. 2 of 2)

JOIN AN ONGOING GROUP CONVERSATION.

If we wait for people to approach us, we may never have friends.

Sometimes we must make the first move in finding friends. This often requires us to know how to tell if a group is open or closed, and then, when it is open, how to approach and join in the ongoing group.

FIGURE OUT IF A GROUP IS OPEN OR CLOSED.

In open groups new members are welcome.

In closed groups new members may not be welcome.

Open Groups

- Everyone is standing somewhat apart.
- Members occasionally glance around the room
- There are gaps in the conversation.
- Members are talking about a topic of general interest.

Closed Groups

- Everyone is standing close together.
- Members attend exclusively to each other.
- There is a very animated conversation with few gaps.
- Members seem to be pairing off.

FIGURE OUT HOW TO J	OIN AN OPEN GROUP CONVERSATION.
Ways of Joining an Open Group	Potential Outcomes
Move gradually closer to the group.	It may not be clear from the slowness of your approach that you want to join them; it might even look as though you were creeping up and trying to eavesdrop!
Offer to refill members' glasses/ serve them food.	That could be overdoing things a bit. What would you do if they refused more food/drinks? Would it be clear enough that you wanted to join the group?
Stand beside them and chip in on their conversation.	That might seem rude. They haven't invited you to join them, and anyway, what exactly are you going to say when you chip in?
Go up and introduce yourself.	Isn't that overly formal? Having introduced yourself, then what do you say? Will they introduce themselves to you? Wouldn't you interrupt the conversation?
Wait for a break in the conversation, stand beside a friendly-looking member of the group and say something like "Mind if I join you?"	This makes your intention clear and doesn't seem rude or interrupt the conversation; group members can then choose whether to introduce themselves or not.

Identifying Skills to Find People and Get Them to Like You

For each A and B pair, check the more effective responses.

	Realize that good relationships depend on what you do. Think of relationships in vague, abstract terms.			Stay out of conversations other people are having, so people know you're respectful. Politely ask to join in conversations, so you can meet more people.
	Expect people to beat a path to your door. Create and make full use of opportunities to come into regular contact with others.			Say nothing or everything about yourself, regardless of what others reveal. Disclose roughly the same amount of personal information to others as they disclose to you.
	Mix with people who share your attitudes and interests. Mix with people with whom you have little in common.	{		Keep good opinions of others to yourself. If you like others, let them know.
	Mix with people who respond positively to you and to life generally. Mix with cynics and pessimists.			Protect yourself, and comment only on good points that are obvious to anyone and everyone. Don't express liking indiscriminately.
	Express your opinions and attitudes, so that others can recognize similarities with you. Keep your opinions and attitudes to yourself.			Rely on flattery to get what you want when you think it will work. Don't use flattery to influence others.
	Answer questions briefly, and seldom ask or return them. Show interest in others by asking questions.			Stand near a friendly-looking person in a new group, wait for a lull in the conversation, and then ask if it's OK for you to join the group. Stand near a group of new people and make sure your comments or opinions are heard.

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(Interpersonal Effectiveness Worksheet 9)

Mindfulness of Others

FRIENDSHIPS LAST LONGER WHEN WE ARE MINDFUL.

OBSERVE Pay attention with interest and curiosity to others around you. Stop multitasking; focus on the people you are with.
 Stay in the present rather than planning what to say next. Let go of a focus on self, and focus on others around you. Be open to new information about others. Notice judgmental thoughts about others, and let them go. Give up clinging to always being right.
DESCRIBE
 Replace judgmental words with descriptive words. Avoid assuming or interpreting what other people think about you without checking the facts. (Remember, <i>no one</i> has ever observed another person's thoughts, motives, intentions, feelings, emotions, desires, or experiences.) Avoid questioning other people's motives (unless you have very good reasons to do so). Give others the benefit of the doubt.
PARTICIPATE
 □ Throw yourself into interactions with others. □ Go with the flow, rather than trying to control the flow. □ Become one with group activities and conversations.

Identifying Mindfulness of Others

For each A and B pair, check the more effective response. ■ 1A. Multi-task and expect the other ☐ 6A. Be open to people's changing their minds about things, as well as their person to understand. ☐ **1B.** Give your complete attention to beliefs or feelings. the person you are with. ☐ 6B. Assume that when people change, they are not trustworthy. ☐ 7A. Evaluate other people's behaviors and ■ 2A. Figure that if you already know thoughts, and tell them that they are someone, you don't really have to wrong or that they should be different pay such close attention to them when you feel sure you are right. any more. ☐ 7B. If you do not approve of or agree ☐ 2B. Recognize that closeness is built with what another person is doing by attending to and learning more or thinking, try to understand how it and more about people you care would make sense if you knew the about. causes. ■ 8A. "You should stop doing that." ☐ 3A. "My feelings are really hurt by ■ 8B. "I wish you would stop doing that." what you did, and the thought went through my mind that you ☐ 9A. "You are lazy and have given up." hate me. I know that you don't ☐ 9B. "I worry that you have given up." really, but did you feel that way at the time?" □ 10A. "I don't think that is correct." ☐ 3B. "I know you hate me. There is □ **10B.** "How could you possibly think that?" no other reason for what you did to me. Don't tell me differently, either." □ 4A. In social situations, throw yourself ☐ 11A. Stay in control so that relationships into interactions. turn out the way you want. ☐ 11B. Go with the flow much of the time ☐ 4B. Stay reserved and watch social interactions so you don't make when in social interactions with mistakes. groups of friends.

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☐ 12A. Hold back in a conversation until you

are sure you like the person.

until you are sure you don't like it.

☐ **12B.** Throw yourself into a conversation

□ **5A.** Find people with your values.

☐ 5B. Do little immoral things so as not

to be a drag on friendships.

(Interpersonal Effectiveness Worksheet 10)

Ending Relationships

A destructive relationship has the quality of destroying or completely spoiling either the quality of the relationship or aspects of yourself—such as your physical body and safety, your self-esteem or sense of integrity, your happiness or peace of mind, or your caring for the other person.

An interfering relationship is one that blocks or makes difficult your pursuing goals that are important to you; your ability to enjoy life and do things you like doing; your relationships with other persons; or the welfare of others that you love.

Decide to end relationships in WISE MIND, NEVER in emotion mind.

If the relationship is IMPORTANT and NOT destructive, and there is reason to hope it can be improved, try PROBLEM SOLVING to repair a difficult relationship.

COPE AHEAD to troubleshoot and practice ending the relationship ahead of time.

Be direct: Use the DEAR MAN GIVE FAST interpersonal effectiveness skills.

Practice OPPOSITE ACTION FOR LOVE when you find you love the wrong person.

PRACTICE SAFETY FIRST!

Before leaving a highly abusive or life-threatening relationship, call a local domestic violence hotline or the toll-free National Domestic Violence Hotline (1-800-799-7233) for help with safety planning and a referral to a qualified professional. See also the International Directory of Domestic Violence Agencies (www.hotpeachpages.net).

Identifying How to End Relationships

For each A and B pair, check the more effective response.

 □ 1A. If a relationship is threatening your integrity or physical wellbeing, it is probably your fault, and you should see a therapist. □ 1B. A relationship threatening your integrity or physical well-being is destructive, and you should consider getting out of it. 	In the middle of an argument, you are so mad at the other person you don't want to have anything t do with this person any more. □ 5A. You should end the relationship right then! You may forget all about how enraging the person is if you wait. □ 5B. You should get out of emotion mind and into Wise Mind, and evaluate whether to stay or leave the relationship.
 ■ 2A. Relationships should be easy. If it's hard to have a relationship with someone, it's probably not worth it, and you should end it. ■ 2B. Most relationships need problem solving to work. 	☐ 6A. If ending a destructive relationship will be difficult, it's most effective to stay together. ☐ 6B. If ending a destructive relationship will be difficult, it's most effective to cope ahead of time.
 □ 3A. If you are in love with someone who does not love you back, practice DEAR MAN skills to get the person to love you. □ 3B. If you are in love with someone who does not love you back, practice opposite action to love. 	 ☐ 7A. In an abusive relationship, if the person hits you, you should use your interpersonal skills to tell the person you are leaving the relationship. ☐ 7B. In an abusive relationship, you should seek professional assistance to leave the relationship.
 □ 4A. To decide whether to end a relationship, do PROS and CONS. □ 4B. To decide whether to end a relationship, use GIVE skills. 	■ 8A. If you feel consistently invalidated in a relationship, it is probably your fault. ■ 8B. If you are consistently invalidated, the relationship is likely destructive.

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Handouts for Walking the Middle Path
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(Interpersonal Effectiveness Worksheets 11-15)

Overview: Walking the Middle Path

Balancing Acceptance and Change

DIALECTICS

Balancing opposites while entering the paradox of "yes" and "no," "true" and "not true," at the very same time.

VALIDATION

Including the valid and understanable in ourselves and others.

RECOVERING FROM INVALIDATION

From a nondefensive position, find the valid, acknowledge the invalid, and radically accept yourself.

STRATEGIES FOR CHANGING BEHAVIOR

Use behavioral principles to increase desired behaviors and decrease undesired behaviors.

(Interpersonal Effectiveness Worksheets 11, 11a, 11b)

Dialectics

DIALECTICS REMINDS US THAT

1. The universe is filled with opposing sides/opposing forces.

There is always more than one way to see a situation, and more than one way to solve a problem.

Two things that seem like opposites can both be true.

2. Everything and every person is connected in some way.

The waves and the ocean are one.

The slightest move of the butterfly affects the furthest star.

3. Change is the only constant.

Meaning and truth evolve over time.

Each moment is new; reality itself changes with each moment.

4. Change is transactional.

What we do influences our environment and other people in it.

The environment and other people influence us.

(Interpersonal Effectiveness Worksheets 11, 11a, 11b)

How to Think and Act Dialectically

U 1.	Th	ere is always more than one side to anything that exists. Look for both sides.
		Ask Wise Mind: What am I missing? Where is the kernel of truth in the other side?
		Let go of extremes: Change "either-or" to "both-and," "always" or "never" to "sometimes."
		Balance opposites: Validate both sides when you disagree, accept reality, and work to change.
		Make lemonade out of lemons.
		Embrace confusion: Enter the paradox of yes and no, or true and not true.
		Play devil's advocate: Argue each side of your own position with equal passion.
		Use metaphors and storytelling to unstick and free the mind.
		Other ways to see all sides of a situation:
□ 2.	Ве	aware that you are connected.
		Treat others as you want them to treat you.
		Look for similarities among people instead of differences.
		Notice the physical connections among all things.
		Other ways to stay aware of connections:
□ 3.	Em	nbrace change.
		Throw yourself into change: Allow it. Embrace it.
		Practice radical acceptance of change when rules, circumstances, people, and relationships change in ways you don't like.
		Practice getting used to change: Make small changes to practice this (e.g., purposely change where you sit, who you talk with, what route you take when going to a familiar place).
		Other ways to embrace change:
4 .	Ch	ange is transactional: Remember that you affect your environment and your
		vironment affects you.
		Pay attention to your effect on others and how they affect you.
		Practice letting go of blame by looking for how your own and others' behaviors are caused by many interactions over time.
		Remind yourself that all things, including all behaviors, are caused.
		Other ways to see transactions:

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Examples of Opposite Sides That Can Both Be True

1.	You can want to change and be doing the best you can, AND still need to do better, try harder, and be more motivated to change.
2.	You are tough AND you are gentle.
3.	You can be independent AND also want help. (You can allow somebody else to be independent AND also give them help.)
4.	You can want to be alone AND also want to be connected to others.
5.	You can share some things with others AND also keep some things private.
6.	You can be by yourself AND still be connected to others.
7.	You can be with others AND be lonely.
8.	You can be a misfit in one group AND fit in perfectly in another group. (A tulip in a rose garden can also be a tulip in a tulip garden.)
9.	You can accept yourself the way you are AND still want to change. (You can accept others as they are AND still want them to change.)
10.	At times you need to both control AND tolerate your emotions.
11.	You may have a valid reason for believing what you believe, AND you may still be wrong or incorrect.
12.	Someone may have valid reasons for wanting something from you, AND you may have valid reasons for saying no.
13.	The day can be sunny, AND it can rain.
14.	You can be mad at somebody AND also love and respect the person.
15.	(You can be mad at yourself AND also love and respect yourself.)
16.	You can have a disagreement with somebody AND also be friends.
17.	You can disagree with the rules AND also follow the rules.
18.	You can understand why somebody is feeling or behaving in a certain way, AND also disagree with his or her behavior and ask that it be changed.
19.	Others:

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Important Opposites to Balance

	1.	Accepting reality AND working to change it.
	2.	Validating yourself and others AND acknowledging errors.
	3.	Working AND resting.
	4.	Doing things you need to do AND doing things you want to do.
	5.	Working on improving yourself AND accepting yourself exactly as you are.
	6.	Problem solving AND problem acceptance.
	7.	Emotion regulation AND emotion acceptance.
	8.	Mastering something on your own AND asking for help.
	9.	Independence AND dependence.
	10.	Openness AND privacy.
	11.	Trust AND suspicion.
	12.	Watching and observing AND participating.
	13.	Taking from others AND giving to others.
	14.	Focusing on yourself AND focusing on others.
	15.	Others:
	16.	Others:
_		
	17.	Others:

Identifying Dialectics

For each group, check the most dialectical response.

	 □ 1A. Pay attention to your effect on others. □ 1B. Assume that others' reactions to you are unrelated to your treatment of them. 	□ 5A. Examine a difficult relationship by looking at how the interactions over time between you and the other person may be problematic. □ 5B. Assume that difficulties in a relationship are caused completely by you or by the other person.
	Saying:	Saying:
	☐ 2A. "I know I am right about this."	☐ 6A. "It is hopeless. I cannot do it."
~	☐ 2B. "I can see your point of view, even though I do not agree with it."	GB. "This is a breeze. I've got no problems."
	□ 2C. "The way you are thinking doesn't make any sense."	□ 6C. "This is really hard for me, and I am going to keep trying."
	Saying:	☐ 7A. When you disagree with someone, be sure and be very clear about your
	☐ 3A. "Everyone always treats me unfairly."	point of view.
	☐ 3B. "I believe the coach should reconsider his decision to cut me from the team."	☐ 7B. When you disagree with someone, try and see their point of view.
	☐ 3C. "Coaches know best who to keep on teams and who to cut."	
	☐ 4A. Judge friends as disloyal and uncaring if they start changing in ways you don't	
	like. 4B. Accept that interests change.	□ 8B. Embrace change and see it as inevitable.

Note. Adapted in part from Miller, A. L., Rathus, J. H., & Linehan, M. M. (2007). Dialectical behavior therapy with suicidal adolescents. New York: Guilford Press. Copyright 2007 by The Guilford Press. Adapted by permission.

(Interpersonal Effectiveness Worksheet 12)

Validation

VALIDATION MEANS:

- Finding the kernel of truth in another person's perspective or situation; verifying the facts of a situation.
- Acknowledging that a person's emotions, thoughts, and behaviors have causes and are therefore understandable.
- Not necessarily agreeing with the other person.
- Not validating what is actually invalid.

WHY VALIDATE?

- It improves our relationships by showing we are listening and understand.
- It improves interpersonal effectiveness by reducing:
 - 1. Pressure to prove who is right
 - 2. Negative reactivity
 - 3. Anger
- It makes problem solving, closeness, and support possible.
- Invalidation hurts.

IMPORTANT THINGS TO VALIDATE

- The valid (and only the valid).
- The facts of a situation.
- A person's experiences, feelings/emotions, beliefs, opinions, or thoughts about something.
- Suffering and difficulties.

REMEMBER:

- Every invalid response makes sense in some way.
- Validation is not necessarily agreeing.
- Validation doesn't mean you like it.
- Only validate the valid!

Note. Adapted from Linehan, M. M. (1997). Validation and psychotherapy. In A. Bohart & L. Greenberg (Eds.), *Empathy reconsidered: New directions in psychotherapy* (pp. 353–392). Washington, DC: American Psychological Association. Copyright 1997 by the American Psychological Association. Adapted by permission.

(Interpersonal Effectiveness Worksheet 12)

A "How To" Guide to Validation

1. Pay Attention:

Look interested, listen, and observe. No multitasking. Make eye contact. Stay focused. Nod occasionally. Respond with your face (e.g., smile at happy statements; look concerned when hearing something painful).

2. Reflect Back:

Say back what you heard or observed to be sure you actually understand what the person is saying. *No* judgmental language or voice tone!

Try to really "get" what the person feels or thinks. Have an open mind. (No disagreeing, criticizing, or trying to change the person's mind or goals.) Use a voice tone that allows the other person to correct you . . . and *check the facts!*

Example: "So you are mad at me because you think I lied just to get back at you. Did I get it right?"

3. ☐ "Read Minds":

Be sensitive to what is *not* being said by the other person. Pay attention to facial expressions, body language, what is happening, and what you know about the person already. Show that you understand in words or by your actions. *Be open to correction.*

Example: When you are asking a friend for a ride at the end of a long day and the person slumps down, say, "You look really tired. Let me look for someone else."

4. Understand:

Look for how the other person feels, is thinking, or if he or she is making sense, given the person's history, state of mind or body, or current events (i.e. the causes) — even if you don't approve of the person's behavior, or if his or her belief is incorrect. Say "It makes sense that you . . . because . . . "

Example: If you sent a party invitation to the wrong address, say, "I can see why you thought I might be excluding you on purpose."

5. Acknowledge the valid:

Show that you see that the person's thoughts, feelings, or actions are valid, given current reality and facts. Act as if the person's behavior is valid.

Example: If you are criticized for not taking out the garbage on your day, admit that it is your day and take it out. If people present a problem, help them solve it (unless they just want to be heard). If people are hungry, give them food. Acknowledge the effort a person is making.

6. ☐ Show Equality:

Be yourself! Don't "one-up" or "one-down" the other person. Treat the other as an equal, not as fragile or incompetent.

Example: Be willing to admit mistakes. If someone introduces him- or herself by first name, introduce yourself by your first name. Ask other people for their opinions. Give up being defensive. Be careful in giving advice or telling someone what to do if you are not asked or required to do so. Even then, remember you could be wrong.

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Identifying Validation

For each A and B pair, check the more effective response.

 1A. Think about your day when the other person is talking about his or her day. 1B. Throw yourself into listening about the other person's day. 	☐ 5A. Remember that people's thoughts, feelings, and behaviors don't always match. Check the facts. ☐ 5B. Assume that you can tell exactly what people are feeling and thinking.
 □ 2A. If you are uncertain of people's thoughts and feelings, ask them what they are thinking or feeling, or try to imagine yourself in their situation. □ 2B. Assume that if people want you to know what they are thinking or feeling, they will tell you. 	 □ 6A. Evaluate other people's behaviors and thoughts, and tell them that they are wrong or that they should be different when you feel sure you are right. □ 6B. If you do not agree with what another person is doing or thinking, try to understand how it could make sense if you understood the causes.
 □ 3A. Observe the small clues that indicate what is going on in social situations. □ 3B. Observe only what people say, and ignore nonverbal signals. 	 □ 7A. Assume that if you tell a person his or her request of you makes sense, that's all you have to do to validate the person. □ 7B. When a person asks you for something, giving the person what has been asked for is validation.
 4A. Jump to conclusions about what people mean. 4B. Realize that the same behavior can mean many things. 	 ■ 8A. Assume that other people's reactions to you have nothing to do with yours to them. ■ 8B. Treat each person with respect and as an equal.

(Interpersonal Effectiveness Worksheet 13)

Recovering from Invalidation

NOTICE THAT INVALIDATION CAN BE HELPFUL AND PAINFUL AT THE SAME TIME

Remember: Invalidation Is Helpful When

- 1. It corrects important mistakes (your facts are wrong).
- 2. It stimulates intellectual and personal growth by listening to other views.

3. (Other:				
------	--------	--	--	--	--

Invalidation Is Painful When

- 1. You are being ignored.
- 2. You are not being repeatedly misunderstood.
- 3. You are being misread.
- 4. You are being misinterpreted.
- 5. Important facts in your life are ignored or denied.
- 6. You are receiving unequal treatment.
- 7. You are being disbelieved when being truthful.
- 8. Your private experiences are trivialized or denied.

9.	Other:	

(continued on next page)

Be Nondefensive and Check the Facts
☐ Check ALL the facts to see if your responses are valid or invalid. Check them out with someone you can trust to validate the valid.
Acknowledge when your responses don't make sense and are not valid.
■ Work to change invalid thinking, comments, or actions. (Also, stop blaming. It rarely helps a situation.)
☐ Drop judgmental self-statements. (Practice opposite action.)
☐ Remind yourself that all behavior is caused and that you are doing your best.
☐ Be compassionate toward yourself. Practice self-soothing.
☐ Admit that it hurts to be invalidated by others, even if they are right.
Acknowledge when your reactions make sense and are valid in a situation.
☐ Remember that being invalidated, even when your response is actually valid, is rarely a complete catastrophe.
☐ Describe your experiences and actions in a supportive environment.
☐ Grieve traumatic invalidation and the harm it created.
☐ Practice radical acceptance of the invalidating person.

Validate Yourself Exactly the Way You Would Validate Someone Else

Identifying Self-Validation

For each A and B pair, check the more effective response when someone else invalidates you.

 □ 1A. Describe your own experience, point of view, emotion, or action in a matter-of-fact way. □ 1B. Say, "How stupid of me," or put yourself down for your response. 	 □ 4A. Jump to anger and call yourself a wimp if you start feeling sad or alone. □ 4B. Accept that it hurts to be invalidated, and feel the pain.
 □ 2A. Blast the other person and argue your point of view, even if you might be wrong. □ 2B. When someone disagrees with what you think or do, be open to being wrong and being OK with that. Check the facts. 	 □ 5A. When you make a mistake, remind yourself that you are human, and humans make mistakes. □ 5B. Blame and punish yourself for being wrong; avoid people who know you were wrong.
 □ 3A. When you are checking the facts (if only in your mind), stand up for yourself if you are correct or if your response is reasonable. □ 3B. Assume that your experience of the facts is wrong. Give up and give in. Judge yourself and the person who invalidated you. 	□ 6A. See yourself as "screwed up" or "damaged goods," and give in to shame and misery. □ 6B. Respond and talk to yourself with understanding and compassion. Remind yourself that all responses are caused and make sense if you explore the reasons long enough.

(Interpersonal Effectiveness Worksheet 14)

Strategies for Increasing the Probability of Behaviors You Want

Describe behaviors for yourself or others that you would like to start or increase:

Reinforcer = Δ consequence that increases frequency of a behavior

Positive reinforcement = positive consequences (i.e., reward).
Behavior is increased by consequences a person wants, likes, or will work to get.
Examples:
Negative reinforcement = removal of negative events (i.e., relief).
Behavior is increased by consequences that stop or reduce something negative.
Examples:
Shaping = Reinforcing small steps toward the behavior you want.
 Reinforce small steps that lead toward the goal. As new behavior stabilizes, require a little bit more before reinforcing. Continue until you reach the goal behavior.
Examples of steps to a goal behavior:

Timing counts.

- Reinforce behavior immediately after it occurs.
- When shaping new behavior, at first reinforce every instance of the behavior.
- Once behavior is established, gradually start to reinforce only some of the time.

CAUTION: When you vary reinforcement, behavior becomes very hard to stop.

(Interpersonal Effectiveness Worksheet 15)

Strategies for Decreasing or Stopping Unwanted Behaviors

Extinction = Stopping an ongoing reinforcement of behavior.			
Extinction leads first to a burst of behavior, and then to a decrease in behavior.			
Examples:			
Satiation = Providing relief or what is wanted <i>before</i> the behavior occurs. Satiation reduces motivation for behavior and thus decreases its frequency.			
Examples:			

Punishment = An aversive consequence that decreases a behavior.
Behavior is decreased by consequences the person dislikes or will work to avoid.
Examples:
Behavior is decreased by consequences that stop or reduce something positive.
Examples:
Behavior is decreased when something the person wants is withheld until harmful effects of problem behaviors are corrected and overcorrected.
Examples:

- Be sure that punishment is specific, is time-limited, and fits the "crime."
- Avoid a punitive tone; let the consequence do the work.
- If a natural punishment occurs, don't undo it. Don't add arbitrary punishment.

Be sure to reinforce alternative behavior to replace behavior you want stopped.

- Extinction and punishment weaken or suppress behavior, but do not eliminate it.
- Extinction and punishment do not teach new behavior.
- To keep a behavior from resurfacing, reinforce an alternative behavior.
- Punishment works only when the punisher is (or is likely to be) present.
- Punishment leads to avoidance of the person punishing.

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(Interpersonal Effectiveness Worksheets 14, 15)

Tips for Using Behavior Change Strategies Effectively

Summary so far:			
<u>Goal</u>		Consequence	
Increase behavior	(Reinforce)	Add positive consequenceRemove aversive consequence	
Weaken behavior	(Extinguish)	Remove reinforcerProvide relief <i>before</i> unwanted behavior	
Suppress behavior	(Punish)	Add aversive consequenceRemove positive consequence	

Not all consequences are created equal.

"One person's poison can be another person's passion."

Context counts. A reinforcer in one situation can be punishment in another.

Quantity counts. If a reinforcer is too little or too much, it will not work.

Natural consequences work best. Let them do the work when possible.

Ask what consequence the person would work to get (reinforcer) or work to avoid (punisher).

Observe changes in behavior when a consequence is applied.

Behavior learned in one situation may not happen in another situation.

Identifying Effective Behavior Change Strategies

For each A and B pair, check the more effective response.

 □ 1A. When you are trying to increase a behavior, it is most effective to wait for the full desired behavior before reinforcing, so the person does not think that halfway is good enough. □ 1B. When you are trying to increase a behavior, it is most effective to reinforce small improvement in the right direction, or else the person may not continue to improve. 	 □ 5A. If a person's problem behaviors work to get things he or she wants, it is most effective to punish those behaviors to make them stop. □ 5B. If a person's problem behaviors work to get things he or she wants, it is most effective to stop reinforcing those behaviors and instead give rewards when the person uses more skillful strategies to get what he or she wants or needs.
 □ 2A. The most effective punishment is intense anger and swift verbal criticism. □ 2B. The most effective punishment is to find one that fits the severity of the problem behavior. 	 6A. When you are punishing, figure that a nonspecific punishment will be a lot more effective, since it can't be avoided. 6B. Use a specific and time-limited negative consequence to decrease behavior.
 □ 3A. It is most effective to reinforce behavior immediately after it occurs. □ 3B. It is most effective to reward behavior after a delay so that the person does not expect that you will always provide a reward. 	 □ 7A. If a person's mean behavior makes you feel hurt, it is most effective to punish the behavior by taking away gifts that you previously gave the person. □ 7B. If a person's mean behavior makes you feel hurt, it is most effective to punish the behavior by not doing favors for the person until his or her behavior improves.
 □ 4A. It is common that people reward others' problematic behaviors without even realizing it. □ 4B. People do not reward others' problematic behaviors, because that would be stupid. 	 ■ 8A. After a punished behavior stops, it is most effective to reward an alternative behavior that you want. ■ 8B. After a punished behavior stops, it is most effective to continue the punishment, so that you send a very clear message that the problematic behavior is unacceptable.

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Interpersonal Effectiveness Worksheets

Worksheets for Goals and Factors
That Interfere

INTERPERSONAL EFFECTIVENESS WORKSHEET 1

(Interpersonal Effectiveness Handout 1)

Pros and Cons of Using Interpersonal Effectiveness Skills

Due Da	ıte: Nar	ne:		Week Starting:	
tiveness	s skills (i.e., acting sleective way for you to	killfully) to get what y	ou want. The idea he	u of using interpersonal effec- ere is to figure out what is the bout your goals, not someone	
Describ	oe the interpersona	l situation:			
Describe your goal in this situation:					
	•	•	ly by using interperso	nal effectiveness skills. what you want.	
Check t	the facts to be sure th	nat you are correct in	acting passively in the sour assessment of room.		
PROS	Using Skills	Demanding, Att	acking, Stonewalling	Giving In, Acting Passively	
CONS	Using Skills	Demanding, Att	acking, Stonewalling	Giving In, Acting Passively	
What d	id you decide to do	in this situation?			
Is this	the best decision (i	n Wise Mind)?			

INTERPERSONAL EFFECTIVENESS WORKSHEET 2 (p. 1 of 2)

(Interpersonal Effectiveness Handout 2a)

Challenging Myths in the Way of Obtaining Objectives

Challenging Myths in the Way of Objectives Effectiveness

Due Dat	e: Name:	Week Starting:			
For eacl	n myth, write down a challenge that ma	kes sense to you.			
	n't deserve to get what I want or need. Ilenge:				
2. If I m	nake a request, this will show that I'm a				
3. I hav	e to know whether a person is going to				
4. If I a	. If I ask for something or say no, I can't stand it if someone gets upset with me. Challenge:				
	ey say no, it will kill me. llenge:				
6. Mak	6. Making requests is a really pushy (bad, self-centered, selfish, etc.) thing to do. Challenge:				
•	ng no to a request is always a selfish th	ning to do.			
	ould be willing to sacrifice my own need	s for others.			
9. I mu	st be really inadequate if I can't fix this				
10. Obv both	ously, the problem is just in my head. It er everybody else.	I would just think differently, I wouldn't have to			
11. If I d	Challenge: If I don't have what I want or need, it doesn't make any difference; I don't care, really. Challenge:				
Cha	iulness is a sign of weakness. llenge:er myth:er				
	llenge:				
Othe	er myth:				
Cha	llenge:	(continued on next nage)			

INTERPERSONAL EFFECTIVENESS WORKSHEET 2 (p. 2 of 2)

Challenging Myths in the Way of Relationship and Self-Respect Effectiveness

For each myth, write down a challenge that makes sense to you.

	shouldn't have to ask (say no); they should know what I want (and do it). Challenge:
14. ⁻	They should have known that their behavior would hurt my feelings; I shouldn't have to tell them.
(Challenge:
	shouldn't have to negotiate or work at getting what I want. Challenge:
	Other people should be willing to do more for my needs. Challenge:
	Other people should like, approve of, and support me. Challenge:
	They don't deserve my being skillful or treating them well. Challenge:
	Getting what I want when I want it is most important. Challenge:
	shouldn't be fair, kind, courteous, or respectful if others are not so toward me. Challenge:
	Revenge will feel so good; it will be worth any negative consequences. Challenge:
	Only wimps have values. Challenge:
	Everybody lies. Challenge:
	Getting what I want or need is more important than how I get it; the ends really do justify the means.
(Challenge:
(Other myth:
(Challenge:
	Other myth:
	Challenge:

•••••
Worksheets for Obtaining Objectives Skillfully
•••••

(Interpersonal Effectiveness Handout 4)

Clarifying Priorities in Interpersonal Situations

Due Date:	Name:	Week Starting:
Examples include someone to do or pressure to do so	e situations where change somethir mething; (4) you v	pals and priorities in any situation that creates a problem for you. (1) your rights or wishes are not being respected; (2) you want og or give you something; (3) you want or need to say no or resist want to get your position or point of view taken seriously; (5) there (6) you want to improve your relationship with someone.
Observe and des this sheet if you r	•	s close in time to the situation as possible. Write on the back of
Prompting even	t for my problem	Who did what to whom? What led up to what? What is it about this situation that is a problem for me? Remember to check the facts!
My wants and d	esires in this situ	uation:
Objectives: W	hat specific resu	Its do I want? What do I want this person to do, stop or accept?
•		other person to feel and think about me because of how I er or not I get what I want from the other person)?
•		feel or think about myself because of how I handle the t what I want from the other person)?
My priorities in the (least important).	t his situation: Ra	ate priorities 1 (most important), 2 (second most important), or 3
	_Objectives	RelationshipSelf-respect
Imbalances and	conflicts in prio	rities that make it hard to be effective in this situation:

(Interpersonal Effectiveness Handouts 5, 6, 7)

Writing Out Interpersonal Effectiveness Scripts

Due Date:	Name:	Week Starting:			
saying your "lines	fill out this sheet before you practice your DEAR MAN, GIVE FAST interpersonal skills. Practice aying your "lines" out loud, and also in your mind. Use the "cope ahead" skills (Emotion Regulation landout 19). Write on the back of this sheet if you need more room.				
PROMPTING EV	/ENT for my problem: Wh	no did what to whom? What led up to what?			
OBJECTIVES	IN SITUATION (What resu	ılts I want):			
RELATIONSH	IIP ISSUE (How I want the	other person to feel about me):			
SELF-RESPECT ISSUE (How I want to feel about myself):					
	SCRIPT IDEAS f	or DEAR MAN, GIVE FAST			
1. <u>D</u> escribe situa	ation.				
2. <u>E</u> xpress feeli	ngs/opinions.				
3. <u>A</u> ssert reques <u>M</u> indful if you		e the part you will use later in "broken record" to stay			
4. <u>R</u> einforcing	comments to make.				
5. <u>M</u> indful and <u>/</u>	Appearing confident comm	nents to make (if needed).			
6 Negotiating	comments to make, plus tur	rn-the-table comments (if needed).			
7. <u>V</u> alidating co	mments.				
8. <u>E</u> asy manner	comments.				

Write on the back side all the things you want to avoid doing and saying.

(Interpersonal Effectiveness Handouts 5, 6, 7)

Tracking Interpersonal Effectiveness Skills Use

Due Date: Name:	Week Starting:			
Fill out this sheet whenever you practice your interpersonal skills and whenever you have an opportunity to practice, even if you don't (or almost don't) do anything to practice. Write on the back of the sheet if you need more room.				
PROMPTING EVENT for my problem: Who d	id what to whom? What led up to what?			
OBJECTIVES IN SITUATION (What results I	want):			
RELATIONSHIP ISSUE (How I want the other	er person to feel about me):			
SELF-RESPECT ISSUE (How I want to feel	about myself):			
or 3 (least important)OBJECTIVESRELA	ies 1 (most important), 2 (second most important), ATIONSHIPSELF-RESPECT that made it hard to be effective in this situation:			
What I SAID OR DID in the situation: (Descri	be and check below.)			
DEAR MAN (Getting what I want):	Min alfado			
	Mindful? Broken record?			
	Ignored attacks?			
	Ignored attacks:			
<u>11</u> 6111010001:	Negotiated?			
GIVE (Keeping the relationship):	<u>14</u> 090114104 :			
<u>G</u> entle?				
No threats?	<u>V</u> alidated?			
	Easy manner?			
No judgments?				
FAST (Keeping my respect for myself):				
Fair?	Stuck to values?			
(No) Apologies?				

INTERPERSONAL EFFECTIVENESS WORKSHEET 6 (p. 1 of 2)

(Interpersonal Effectiveness Handout 8)

The Dime Game: Figuring Out How Strongly to Ask or Say No

Due Date: _____ Week Starting: ____

then		-		the instructions below. Circle the dimes you put in the bank re important than others. Check Wise Mind before acting, if	
Deci	ide how strongly to ask for something.		Decide	how strongly to say no.	
more	a dime in the bank for each of the questions that get a yes answer. It is money you have, the stronger you ask. If you have a dollar, then an angly. If you don't have any money in the bank, then don't ask; don't	ask very	more mo	me in the bank for each of the questions that get a no answer. The oney you have, the stronger you say no. If you have a dollar, then sa strongly. If you don't have any money in the bank, then do it withouting asked.	
10¢	Is this person able to give or do what I want?	Capa	bility	Can I give the person what is wanted?	10¢
10¢	Is getting my objective more important than my relationship with this person?	Prio	rities	Is my relationship more important than saying no?	10¢
10¢	Will asking help me feel competent and self-respecting?	Self-re	espect	Will saying no make me feel bad about myself?	10¢
10¢	Is the person required by law or moral code to do or give me what I want?	Rig	hts	Am I required by law or moral code to give or do what is wanted, or does saying no violate this person's rights?	10¢
10¢	Am I responsible for telling the person what to do?	Auth	ority	Is the other person responsible for telling me what to do?	10¢
10¢	Is what I want appropriate for this relationship? (Is it right to ask for what I want?)	Relationship		Is what the person is requesting of me appropriate to my relationship with this person?	10¢
10¢	Is asking important to a long-term goal?	Goals		In the long term, will I regret saying no?	10¢
10¢	Do I give as much as I get with this person?	Give and take		Do I owe this person a favor? (Does the person do a lot for me?)	10¢
10¢	Do I know what I want and have the facts I need to support my request?	Home	ework	Do I know what I am saying no to? (Is the other person clear about what is being asked for?)	10¢
10¢	Is this a good time to ask? (Is the person in the right mood?)	Tim	ning	Should I wait a while before saying no?	10¢
\$	Total value of asking (Adjusted ± for Wise Mind)			ilue of saying no id ±for Wise Mind)	\$

(continued on next page)

INTERPERSONAL EFFECTIVENESS WORKSHEET 6 (p. 2 of 2)

ASKING		SAYING NO
Don't ask; don't hint.	0-10¢	Do it without being asked.
Hint indirectly; take no.	20¢	Don't complain; do it cheerfully.
Hint openly; take no.	30¢	Do it, even if you're not cheerful about it.
Ask tentatively; take no.	40¢	Do it, but show that you'd rather not.
Ask gracefully, but take no.	50¢	Say you'd rather not, but do it gracefully.
Ask confidently; take no.	60¢	Say no firmly, but reconsider.
Ask confidently; resist no.	70¢	Say no confidently; resist saying yes.
Ask firmly; resist no.	80¢	Say no firmly; resist saying yes.
Ask firmly; insist; negotiate; keep trying.	90¢	Say no firmly; resist; negotiate.
Don't take no for an answer.	\$1.00	Don't do it.

INTERPERSONAL EFFECTIVENESS WORKSHEET 7 (p. 1 of 2)

(Interpersonal Effectiveness Handout 9)

Troubleshooting Interpersonal Effectiveness Skills

Due Date:	Name:		Week Starting:
	even if you don't (or almost		s and whenever you have an oppor- to practice. Write on the back of this
Do I have the ski	lls I need? Check out the	instructions.	
 Do I know h Do I know h Did I follow Not sure: Wrote out w Reread the Got coachin Practiced w 	ig from someone I trust. ith a friend or in front of a m	ay? etter? nirror.	o (Continue) 🚨 Didn't try again
☐ Yes:			
Ask:	really want in this interac		n2
Am I havingAsking foSaying n	ided about what I really wa alent about my priorities? g trouble balancing: or too much versus not aski o to everything versus givin name getting in the way of k	ng for anything? g in to everything?	?
□ Did pros and□ Used emotion	d cons to compare different on regulation skills to reduce elp?	e fear and shame.	
☐ Yes:			
Are my short-ter	m goals getting in the wa	y of my long-tern	n goals?
Is emotion inYes:Did a pros a	w, now" winning out over gemind controlling what I say	and do instead of Nerm to long-term go	Wise Mind?
Did this he	another time when I'm not elp? Yes (Fabulous)		☐ Didn't try again
□ No:			(continued on next page)

INTERPERSONAL EFFECTIVENESS WORKSHEET 7 (p. 2 of 2)

Are my emotions getting in the way of using my skills?
Ask: • Do I get too upset to use my skills? • Are my emotions so high that I am over my skills breakdown point? • Yes: □ Tried TIP skills. □ Used self-soothing crisis survival skills before the interaction to get myself calm. □ Did mindfulness of current emotions (Emotion Regulation Handout 22). □ Refocused attention completely on the present objective. • Did this help? □ Yes (Fabulous) □ No (Continue) □ Didn't try again • No:
□ NO.
Are worries, assumptions, and myths getting in my way? Ask: • Are thoughts about bad consequences blocking my action?
 "They won't like me," "She will think I am stupid." Are thoughts about whether I deserve to get what I want in my way? "I am such a bad person I don't deserve this." Am I calling myself names that stop me from doing anything? "I won't do it right," "I'll probably fall apart," "I'm so stupid." Am I believing myths about interpersonal effectiveness? "If I make a request, this will show that I am a very weak person," "Only wimps have values."
 Yes: □ Challenged myths. □ Checked the facts. □ Did opposite action all the way. Did this help? □ Yes (Fabulous) □ No (Continue) □ Didn't try again
□ No:
Is the environment more powerful than my skills?
Ask: • Are the people who have what I want or need more powerful than I am? • Are the people commanding me powerful and in control? • Will others be threatened if I get what I want? • Do others have reasons for not liking me if I get what I want?
☐ Yes: ☐ Tried problem solving.
☐ Found a powerful ally.
 □ Practiced radical acceptance. □ Did this help? □ Yes (Fabulous) □ No (Continue) □ Didn't try again □ No:

Worksheets for Building Relationships and Ending Destructive Ones

(Interpersonal Effectiveness Handout 11)

Finding and Getting People to Like You

Due Date:	Name:	Week Starting:			
Fill out this sheet whenever you practice finding friends and whenever you have an opportunity practice, even if you don't (or almost don't) do anything to practice. Write on the back of this shif you need more room.					
	u could (or do) make casua	l but regular contact with people.			
2					
	u could find (or have found)	people whose attitudes are similar to yours.			
2					
give an answer, o	give a compliment, or expre				
List times you hat find one). 1		versation you could practice joining (or how you cou			
	and be sure you have liste cessary or ask your current	d all of your opportunities to find potential friends. Ad friends or family for ideas.			
Describe one th	ning you have done to ma	ke a new friend and get someone to like you.			
Check off and c	lescribe each skill that yo	u used.			
Proximity	Similarity	Conversation skillsExpressed likin			
Describe any ef	forts you made to join a	conversational group.			
Describe any ef	forts you made to use yo	ur conversation skills with others.			
How effective w	vas the interaction?				

(Interpersonal Effectiveness Handout 12)

Mindfulness of Others

Due Da	te: Name:	Week Starting:		
nity to p	, ,	ness of others and whenever you have an opportu- o do anything to practice. Write on the back of this		
□ P □ N □ S □ P	off any of the following that you practiced: aid attention with interest and curiosity to et go of a focus on myself, and focused o oticed judgmental thoughts about others tayed in the present (instead of planning out my entire attention on the other person ave up clinging to being right.	others around me. In the people I was with. In the people I was with.		
 Described in a matter-of-fact way what I observed. Replaced judgmental descriptions with descriptive words. Described what I observed, instead of making assumptions and interpretations of other Avoided questioning others' motives. Other: 				
□ W □ B	hrew myself into interactions with others. Vent with the flow, rather than trying to con ecame one with the conversation I was in ther:			
Describe a situation where you practiced mindfulness of others in the last week.				
Who w	as the person you were with?			
How ex	actly did you practice mindfulness? _			
What w	vas the outcome?			
How di	d you feel afterward?			
	Did being mindful make a difference? If so, what?			

INTERPERSONAL EFFECTIVENESS WORKSHEET 10 (p. 1 of 2)

(Interpersonal Effectiveness Handout 13)

Ending Relationships

Due Date:	Name:	Week Starting:
sive. If it is abus	sive, first call a local dome	nwanted relationship when the relationship is not abustic violence hotline or the National Domestic Violence back of this sheet if you need more room.
Relationship pr	oblem: Describe how the re	elationship is destructive or interfering with your life.
	pros and cons for ending th	ne relationship.
,	Script Ideas for DEAR MAN	N, GIVE FAST to End a Relationship
1. <u>D</u> escribe the relationship.	e relationship situation, or the	e problem that is the core reason you want to end the
2. <u>E</u> xpress fee	lings/opinions about why the	e relationship needs to end for you.
	ur decision to end the relatio rd" to stay mindful if you nee	nship directly (circle the part you will use later in ed it).
4. Reinforcing is ended.	comments to make about po	ositive outcomes for both of you once the relationship

(continued on next page)

INTERPERSONAL EFFECTIVENESS WORKSHEET 10 (p. 2 of 2)

5.	<u>Mindful and Appearing confident</u> comments to make about how and when to end (if needed).		
6.	Negotiating comments to make, plus turn-the-table comments to avoid getting off track and responding to insults or diversions (if needed).		
7.	<u>V</u> alidating comments about the other person's wishes, feelings, or history of the relationship.		
8.	Easy manner comments.		
9.	<u>F</u> air comments.		
Cł	neck off opposite actions for love you have been doing:		
	Reminded myself why love is not justified.		
	2. Did the opposite of loving urges.		
	3. Avoided contact with reminders of loved one.		
	□ 4. Other:		

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Worksheets for Walking the Middle Path
•••••

(Interpersonal Effectiveness Handouts 15, 16)

Practicing Dialectics

Due Date:	Name:	Week Starting:
Describe two situ	uations that prompte	d you to practice dialectics.
SITUATION 1		
Situation (who	, what, when, wher	e):
☐ Embraced cha	of my connection ange that I affect others	At left, check the skills you used, and describe here.
Describe experi	ence of using the sk	ill:
Reduced su Decreased r	fferingIncreactivityIncreactionIncre	Il has influenced any of the following, even a little bit: eased happinessReduced friction with others eased wisdomImproved relationship eased sense of personal validity
Situation (who	, what, when, wher	e):
☐ Embraced cha	of my connection ange that I affect others a	At left, check the skills you used, and describe here.
Describe experi	ence of using the sk	ill:
Check if practicir Reduced su Decreased relationship increased control of the c	fferingIncreactivityIncreactionIncre	Il has influenced any of the following, even a little bit: eased happinessReduced friction with others eased wisdomImproved relationship eased sense of personal validity

(Interpersonal Effectiveness Handouts 15, 16)

Dialectics Checklist

Due Date:	Name:	Week Starting:
each skill y	ou practice, give it a rating to indicat	ctical practice exercises each time you do one. For the how effective that skill was in helping you reach the n a low of 1 (not at all effective) to a high of 5 (very Rating
Looked at	both sides:	(1–5)
	Asked Wise Mind: "What am I miss	
	Looked for the kernel of truth in and	
3.	Stayed away from extremes (such a or said:	as "always" or never"), and instead thought
	Dalamand approximation in more life.	Validate dile atle veri solf and a very son
4.		ty and tried to change it Stayed (describe):
□□□□ 5.		scribe):
		,
	Embraced confusion (describe):	
 7.	Played devil's advocate by arguing (describe):	ooth my side and also the other side
0000 8.	Used a metaphor or story to describ	pe my own point of view (describe):
	Did 3-minute Wise Mind to slow do Other (describe):	wn "doing mind" in my everyday life.
Staved awa	are of my connection:	
•	Treated others as I want to be treated	ed (describe):
		self and others (describe):
13 .	Noticed the physical connections be Other (describe):	etween all things (describe):
Embraced	change:	
	Practiced radical acceptance of cha	ange (describe):
 16.	Purposely made changes in small v	vays to get used to change (describe):
17 .	Other (describe):	
Remembe	red that change is transactional:	
 18.	Paid attention to my effect on other	s (describe):
 19.	Paid attention to effect of others on	me (describe):
20.	Practiced letting go of blame (desci	ribe):
	Reminded myself that all things, income Other (describe):	

(Interpersonal Effectiveness Handouts 15, 16)

Noticing When You're Not Dialectical

Due Date:	Name:	Week Starting:
Identify a time th (who, what, whe	_	I not use your dialectical skills. Briefly describe the situation
SITUATION 1		
Situation (who	, what, when, where):
☐ Embraced ch	of my connection ange I that I affect others	At left, check the skills you needed but did not use, and describe here the experience of not using the skill.
What would you	ı do differently next tir	me?
Increased s	ufferingDec	s has influenced any of the following, even a little bit: creased happinessIncreased friction with others creased wisdomHarmed relationship er outcome:
	, what, when, where):
☐ Embraced ch	of my connection ange I that I affect others	At left, check the skills you needed but did not use, and describe here the experience of not using the skill.
What would you	ı do differently next tir	me?
Check if <i>not</i> practices and increased selections.	ufferingDec	s has influenced any of the following, even a little bit: creased happinessIncreased friction with others creased wisdomHarmed relationship er outcome:

(Interpersonal Effectiveness Handouts 17, 18)

Validating Others

Due	Date:	Name:	Week Starting:
to pr		if you don't (or almost don't) d	ralidation skills and whenever you have an opportunity to anything to practice. Write on the back of this sheet
Che	ck off types	of validation that you practice	d (on purpose) with others:
2 .	remaining of	pack what was said or done, open to correction.	 4. Expressed how what was felt, done, or said made sense, given the causes. 5. Acknowledged and acted on what was valid.
3 .	Was sensit	ive to what was unsaid.	☐ 6. Acted authentically and as an equal.
		ating and two validating sta	
Des	cribe a situ	ation where you were nonju	edgmental of someone in the past week.
Des	cribe a situ	ation where you used valida	ation in the past week.
Who	was the p	erson you validated?	
	·	•	
Wha	it exactly di	d you do or say to validate	the person?
Wha	nt was the o	utcome?	
How	did you fe	el afterward?	
WOL	ııd you say	or ao sometning aitterently	next time? If so, what?

(Interpersonal Effectiveness Handout 19)

Self-Validation and Self-Respect

Due Dale	Name:	Week Starting:
	even if you don't (or almost don't	validation skills and whenever you have an opport) do anything to practice. Write on the back of this
List one self-inv	alidating and two self-validatir	ng statements you made.
1		
2		
Describe a situa	ation where you felt invalidated	d in the past week:
Check each stra	ategy you used during the wee	ek:
☐ Checked a	// the facts to see if my responses	s are valid or invalid.
☐ Checked it	out with someone I could trust to	validate the valid.
□ Acknowled	ged when my responses didn't n	nake sense and were not valid.
■ Worked to	change invalid thinking, commen	nts, or actions. (Stopped blaming.)
□ Dropped ju	dgmental self-statements. (Pract	ticed opposite action.)
☐ Reminded	myself that all behavior is caused	d and that I am doing my best.
□ Was comp	assionate toward myself. Practice	ed self-soothing
- was compa		od don dodning.
_	nat it hurts to be invalidated by otl	•
☐ Admitted th	nat it hurts to be invalidated by otl ged when my reactions make se	hers, even if they are right.
□ Admitted th □ Acknowled □ Remember	ged when my reactions make se	hers, even if they are right.
□ Admitted th□ Acknowled□ Remember complete c	ged when my reactions make se red that being invalidated, even w	hers, even if they are right. ense and are valid in a situation. when my response is actually valid, is rarely a
□ Admitted th□ Acknowled□ Remember complete c□ Described	ged when my reactions make se red that being invalidated, even w atastrophe.	hers, even if they are right. ense and are valid in a situation. when my response is actually valid, is rarely a supportive environment.
□ Admitted th□ Acknowled□ Remember complete c□ Described□ Grieved tra	ged when my reactions make se red that being invalidated, even watastrophe. my experiences and actions in a	hers, even if they are right. ense and are valid in a situation. when my response is actually valid, is rarely a supportive environment. I the harm it has created.

(Interpersonal Effectiveness Handouts 20, 22)

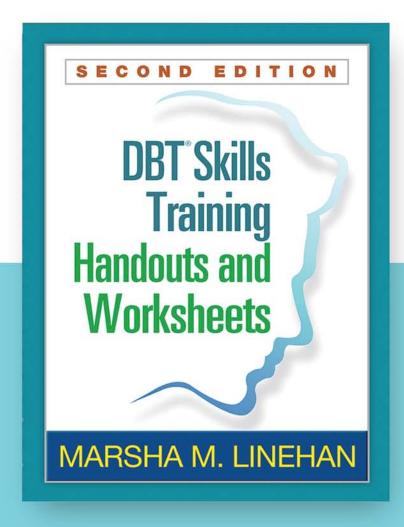
Changing Behavior with Reinforcement

Due Date:		Name:	Week Starting:
men		nities (since they	rease your own or someone else's behavior with reinforce- occur all the time) to reinforce behavior. Write on the back
a.	For yourself: Behavior to increa Reinforcer: For someone else Behavior to increa	ase:	ou want to increase and the reinforcer you will use.
a	. For yourself:		u used reinforcement.
	/hat was the outco	_	you observe?
b.	For someone else	: :	
4. H	- -		
5. W	ould you say or d	o something dif	ferently next time? If so, what?

(Interpersonal Effectiveness Handouts 21–22)

Changing Behavior by Extinguishing or Punishing It

Dι	ue Date:	Name:	Week Starting:
me		ortunities (since they o	ease your own or someone else's behavior with reinforce- ccur all the time) to reinforce behavior. Write on the back
1.	extinguish it by not using.)	eliminating a reinfor	u want to decrease, and decide whether you will cer or stop it with punishment. (Skip the one you are e consequence. Also decide the new alternative
	behavior to reinfo decreasing.		r to use to increase it to replace the behavior you are
	a. For yourself:		
	b. For someone		
	Behavior to de	ecrease:	
	Punishing con	sequence to add:	
	New behavior	and reinforcer:	
2.	use.)		used extinction or punishment. (Circle which you
	b. For someone	else:	
3.	What was the o	utcome? What did yo	ou observe?
	a. For yourself: _		
		-1	
	b. For someone	eise:	
4.	How did you fee	el afterward?	
5.	Would you do s	omething differently	next time? If so, what?



Module 3 / Emotion Regulation Skills

Handouts and Worksheets

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Emotion
Regulation Handouts
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(Emotion Regulation Worksheet 1)

Goals of Emotion Regulation

UNDERSTAND AND NAME YOUR OWN EMOTIONS

☐ Identify (observe and describe) your emotions.
☐ Know what emotions do for you.
□ Other:
DECREASE THE FREQUENCY OF UNWANTED EMOTIONS
☐ Stop unwanted emotions from starting in the first place.
☐ Change unwanted emotions once they start.
□ Other:
DECREASE EMOTIONAL VULNERABILITY
☐ Decrease vulnerability to emotion mind.
☐ Increase resilience, your ability to cope with difficult things and positive emotions.
□ Other:
DECREASE EMOTIONAL SUFFERING
☐ Reduce suffering when painful emotions overcome you.
☐ Manage extreme emotions so that you don't make things worse.
□ Other:

••••••
Handouts for Understanding and Naming Emotions

(Emotion Regulation Worksheets 2-4a, 16)

Overview: Understanding and Naming Emotions

WHAT EMOTIONS DO FOR YOU

There are reasons why we have emotions.

We need them!

FACTORS THAT MAKE REGULATING EMOTIONS HARD

Lack of skills, reinforcing consequences, moodiness, rumination/ worrying, myths about emotions, and biology can interfere with changing emotions.

A MODEL FOR DESCRIBING EMOTIONS

Emotions are complex responses.

Changing any part of the system can change the entire response.

WAYS TO DESCRIBE EMOTIONS

Learning to observe, describe, and name your emotion can help you regulate your emotions.



(Emotion Regulation Worksheets 2-2c)

What Emotions Do for You

EMOTIONS MOTIVATE (AND ORGANIZE) US FOR ACTION

- Emotions motivate our behavior. Emotions prepare us for action.
 The action urge of specific emotions is often "hard-wired" in biology.
- Emotions save time in getting us to act in important situations.
 Emotions can be especially important when we don't have time to think things through.
- Strong emotions help us overcome obstacles—in our minds and in the environment.

EMOTIONS COMMUNICATE TO (AND INFLUENCE) OTHERS

- Facial expressions are hard-wired aspects of emotions. Facial expressions communicate faster than words.
- Our body language and voice tone can also be hard-wired.
 Like it or not, they also communicate our emotions to others.
- When it is important to communicate to others, or send them a message, it can be very hard to change our emotions.
- Whether we intend it or not, our communication of emotions influences others.

EMOTIONS COMMUNICATE TO OURSELVES

- Emotional reactions can give us important information about a situation. Emotions can be signals or alarms that something is happening.
- Gut feelings can be like intuition—a response to something important about the situation.
 This can be helpful if our emotions get us to check out the facts.
- Caution: Sometimes we treat emotions as if they are facts about the world: The stronger the emotion, the stronger our belief that the emotion is based on fact. (Examples: "If I feel unsure, I am incompetent," "If I get lonely when left alone, I shouldn't be left alone," "If I feel confident about something, it is right," "If I'm afraid, there must be danger," "I love him, so he must be OK.")
- If we assume that our emotions represent facts about the world, we may use them to justify our thoughts or our actions. This can be trouble if our emotions get us to ignore the facts.



(Emotion Regulation Worksheets 3, 16)

What Makes It Hard to Regulate Your Emotions

BIOLOGY
☐ Biological factors can make emotion regulation harder.
LACK OF SKILL
☐ You don't know what to do to regulate your emotions.
REINFORCEMENT OF EMOTIONAL BEHAVIOR
☐ Your environment reinforces you when you are highly emotional.
MOODINESS
☐ Your current mood controls what you do instead of your Wise Mind.
☐ You don't really want to put in time and effort to regulate your emotions.
EMOTIONAL OVERLOAD
☐ High emotional arousal causes you to reach a skills breakdown point. You can't follow skills instructions or figure out what to do.
EMOTION MYTHS
Myths (e.g., mistaken beliefs) about emotions get in the way of your ability to regulate emotions.
Myths that emotions are bad or weak lead to avoiding emotions.
Myths that extreme emotions are necessary or are part of who you are keep you from trying to regulate your emotions.

(Emotion Regulation Worksheet 3)

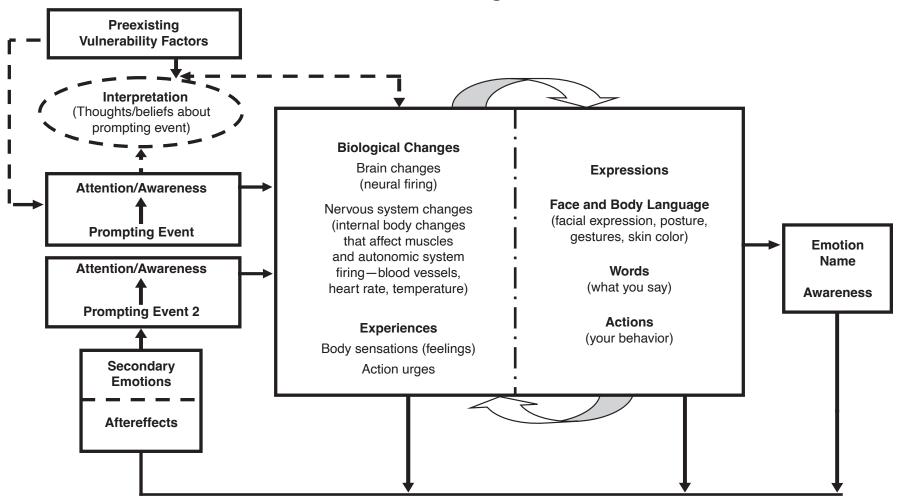
Myths about Emotions

1.	There is a right way to feel in every situation. Challenge:
2.	Letting others know that I am feeling bad is a weakness.
_	Challenge:
3.	Negative feelings are bad and destructive. Challenge:
4.	Being emotional means being out of control.
_	Challenge:
5.	Some emotions are stupid.
_	Challenge:
6.	All painful emotions are a result of a bad attitude.
7	Challenge:
7.	If others don't approve of my feelings, I obviously shouldn't feel the way I do.
0	Challenge:
Ο.	Other people are the best judges of how I am feeling.
0	Challenge:
Э.	Challenge:
10.	Extreme emotions get you a lot further than trying to regulate your emotions.
	Challenge:
11.	Creativity requires intense, often out-of-control emotions.
	Challenge:
12.	Drama is cool.
	Challenge:
13.	It is inauthentic to try to change my emotions.
	Challenge:
14.	Emotional truth is what counts, not factual truth.
	Challenge:
15.	People should do whatever they feel like doing.
	Challenge:
16.	Acting on your emotions is the mark of a truly free individual.
4-7	Challenge:
17.	My emotions are who I am. Challenge:
12	My emotions are why people love me.
10.	Challenge:
19.	Emotions can just happen for no reason.
	Challenge:
20.	Emotions should always be trusted.
	Challenge:
21.	Other myth:
	Challenge:



(Emotion Regulation Worksheets 4, 4a)

Model for Describing Emotions



EMOTION REGULATION HANDOUT 6 (p. 1 of 10)



(Emotion Regulation Worksheets 4, 4a)

Ways to Describe Emotions

ANGER WORDS

anger	bitterness	fury	indignation	vengefulness
aggravation	exasperation	grouchiness	irritation	wrath
agitation	ferocity	grumpiness	outrage	
annoyance	frustration	hostility	rage	

Prompting Events for Feeling Anger

- Having an important goal blocked.
- You or someone you care about being attacked or threatened by others.
- Losing power, status, or respect.
- Not having things turn out as expected.
- Physical or emotional pain.
- Other:

Interpretations of Events That Prompt Feelings of Anger

- Believing that you have been treated unfairly.
- Blaming.
- Believing that important goals are being blocked or stopped.
- Believing that things "should" be different than they are.
- Rigidly thinking, "I'm right."
- Judging that the situation is illegitimate or wrong.
- Ruminating about the event that set off the anger in the first place.
- Other:

Biological Changes and Experiences of Anger

- Muscles tightening.
- Teeth clamping together.
- Hands clenching.
- Feeling your face flush or get hot.
- Feeling like you are going to explode.
- Being unable to stop tears.
- Wanting to hit someone, bang the wall, throw something, blow up.
- Wanting to hurt someone.
- Other:

Expressions and Actions of Anger

- Physically or verbally attacking.
- Making aggressive or threatening gestures.
- Pounding, throwing things, breaking things.
- Walking heavily, stomping, slamming doors.
- Walking out.
- Using a loud, quarrelsome, or sarcastic voice.
- Using obscenities or swearing.
- Criticizing or complaining.

- Clenching your hands or fists.
- Frowning, not smiling, mean expression.
- Brooding or withdrawing from others.
- Crying.
- Grinning.
- A red or flushed face.
- Other:

Aftereffects of Anger

- Narrowing of attention.
- Attending only to the situation that's making you angry.
- Ruminating about the situation making you angry or about situations in the past.
- Imagining future situations that will make you angry.
- Depersonalization, dissociative experiences, numbness.

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(continued on next page)

Note. Adapted from Table 3 in Shaver, P., Schwartz, J., Kirson, D., & O'Connor, C. (1987). Emotion knowledge: Further exploration of a prototype approach. Journal of Personality and Social Psychology, 52(6), 1061–1086. Copyright 1987 by the American Psychological Association. Adapted by permission.

EMOTION REGULATION HANDOUT 6 (p. 2 of 10)

DISGUST WORDS

disgust	aversion	dislike	distaste	repugnance	resentment	sickened
abhorrence	condescension	derision	hate	repelled	revolted	spite
antipathy	contempt	disdain	loathing	repulsion	scorn	vile

Prompting Events for Feeling Disgust

- Seeing/smelling human or animal waste products.
- Having a person or an animal that is dirty, slimy, or unclean come close to you.
- Tasting something or being forced to swallow something you really don't want.
- Seeing or being near a dead body.
- Touching items worn or owned by a stranger, dead person, or disliked person.
- Observing or hearing about a person who grovels or who strips another person of dignity.

- Seeing blood; getting blood drawn.
- Observing or hearing about a person acting with extreme hypocrisy/fawning.
- Observing or hearing about betrayal, child abuse, racism, or other types of cruelty.
- Being forced to watch something that deeply violates your own Wise Mind values.
- Being confronted with someone who is deeply violating your own Wise Mind values.
- Being forced to engage in or watch unwanted sexual contact.
- Other: _____

Interpretations of Events That Prompt Feelings of Disgust

- Believing that:
 - You are swallowing something toxic.
 - Your skin or your mind is being contaminated.
 - Your own body or body parts are ugly.
 - Others are evil or the "scum" of the earth, or that they disrespect authority or the group.
- Disapproving of/feeling morally superior to

- another.
- Extreme disapproval of yourself or your own feelings, thoughts, or behaviors.
- Judging that a person is deeply immoral or has sinned or violated the natural order of things.
- Judging someone's body as extremely ugly.
- Other:

Biological Changes and Experiences of Disgust

- Feelings of nausea; sick feeling.
- Urge to vomit, vomiting, gagging, choking.
- Having a lump in your throat.
- Aversion to drinking or eating.
- Intense urge to destroy or get rid of something.
- Urge to take a shower.
- Urge to run away or push away.
- Feeling contaminated, dirty, unclean.
- Feeling mentally polluted.
- Fainting.
- Other: _

Expressions and Actions of Disgust

- Vomiting, spitting out.
- Closing your eyes, looking away.
- Washing, scrubbing, taking a bath.
- Changing your clothes; cleaning spaces.
- Avoiding eating or drinking.
- Pushing or kicking away; running away.
- Treating with disdain or disrespect.
- Stepping over; crowding another person out.
- Physically attacking causes of your disgust.
- Using obscenities or cursing.
- Clenching your hands or fists.
- Frowning, or not smiling.
- Mean or unpleasant facial expression.
- Speaking with a sarcastic voice tone.
- Nose and top lip tightened up; smirking.
- Other:

Aftereffects of Disgust

- Narrowing of attention.
- Ruminating about the situation that's making you feel disgusted.

	В	Becoming	nypersensiti	ive :	to c	lırt.
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Other:	

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EMOTION REGULATION HANDOUT 6 (p. 3 of 10)

ENVY WORDS

envy	craving	displeased	greed	pettiness
bitterness	discontented	dissatisfied	"green-eyed"	resentment
covetous	disgruntled	down-hearted	longing	wishful

Prompting Events for Feeling Envy

- Someone has something you really want or need but don't or can't have.
- You are not part of the "in" crowd.
- Someone appears to have everything.
- You are alone while others are having fun.
- Someone else gets credit for what you've done.
- Someone gets positive recognition for something and you don't.
- Others get something you really want and you don't get it.
- Being around people who have more than you have.
- Someone you are competing with is more successful than you in an area important to you.

•	Other:	

Interpretations of Events That Prompt Feelings of Envy

- Thinking you deserve what others have.
- Thinking others have more than you.
- Thinking about how unfair it is that you have such a bad lot in life compared to others.
- Thinking you have been treated unfairly by life.
- Thinking you are unlucky.
- Thinking you are inferior, a failure, or

- mediocre in comparison to others whom you want to be like.
- Comparing yourself to others who have more than you.
- Comparing yourself to people who have characteristics that you wish you had.
- Thinking you are unappreciated.
- Other:

Biological Changes and Experiences of Envy

- Muscles tightening.
- Teeth clamping together, mouth tightening.
- Feeling your face flush or get hot.
- Feeling rigidity in your body.
- Pain in the pit of the stomach.
- Having an urge to get even.
- Hating the other person.
- Wanting to hurt the people you envy.
- Wanting the person or people you envy to lose what they have, to have bad luck, or to be hurt.
- Feeling pleasure when others experience failure or lose what they have.
- Feeling unhappy if another person experiences some good luck.
- Feeling motivated to improve yourself.
- Other:

Expressions and Actions of Envy

- Doing everything you can to get what the other person has.
- Working a lot harder than you were to get what you want.
- Trying to improve yourself and your situation.
- Taking away or ruining what the other person has
- Attacking or criticizing the other person.
- Doing something to get even.

- Doing something to make the other person fail or lose what he or she has.
- Saying mean things about the other person or making the person look bad to others.
- Trying to show the other person up, to look better than the other person.
- Avoiding persons who have what you want.
- Other: _

Aftereffects of Envy

- Narrowing of attention.
- Attending only to what others have that you don't.
- Ruminating when others have had more than you.
- Discounting what you do have; not

- appreciating things you have or things others do for you.
- Ruminating about what you don't have.
- Making resolutions to change.

	,	,
Other:		

EMOTION REGULATION HANDOUT 6 (p. 4 of 10)

FEAR WORDS

fear	dread	horror	nervousness	shock	uneasiness
anxiety	edginess	hysteria	overwhelmed	tenseness	worry
apprehension	fright	jumpiness	panic	terror	

Prompting Events for Feeling Fear

- Having your life, your health, or your well-being threatened.
- Being in the same situation (or a similar one) where you have been threatened or gotten hurt in the past, or where painful things have happened.
- Flashbacks.
- Being in situations where you have seen others threatened or be hurt.

- Silence.
- Being in a new or unfamiliar situation.
- Being alone (e.g., walking alone, being home alone, living alone).
- Being in the dark.
- · Being in crowds.
- Leaving your home.
- Having to perform in front of others.
- Pursuing your dreams.
- Other:

Interpretations of Events That Prompt Feelings of Fear

- Believing that:
 - You might die, or you are going to die.
 - You might be hurt or harmed.
 - You might lose something valuable.
 - Someone might reject, criticize, or dislike vou.
 - You will embarrass yourself.
 - Failure is possible; expecting to fail.

- Believing that:
 - You will not get help you want or need.
 - You might lose help you already have.
 - You might lose someone important.
 - You might lose something you want.
 - You are helpless or are losing a sense of control.
 - You are incompetent or are losing mastery.
- Other:

Biological Changes and Experiences of Fear

- Breathlessness.
- Fast heartbeat.
- Choking sensation, lump in throat.
- Muscles tensing, cramping.
- Clenching teeth.
- Urge to scream or call out.

- · Feeling nauseated.
- · Getting cold; feeling clammy.
- Feeling your hairs standing on end.
- Feeling of "butterflies" in stomach.
- Wanting to run away or avoid things.
- Other:

Expressions and Actions of Fear

- Fleeing, running away.
- Running or walking hurriedly.
- Hiding from or avoiding what you fear.
- Engaging in nervous, fearful talk.
- Pleading or crying for help.
- Talking less or becoming speechless.
- Screaming or yelling.
- Darting eyes or quickly looking around.
- Frozen stare.

- Talking yourself out of doing what you fear.
- Freezing, or trying not to move.
- Crying or whimpering.
- Shaking, quivering, or trembling.
- A shaky or trembling voice.
- Sweating or perspiring.
- Diarrhea, vomiting.
- Hair erect.
- Other:

Aftereffects of Fear

- Narrowing of attention.
- Being hypervigilant to threat.
- Losing your ability to focus or becoming disoriented or dazed.
- · Losing control.

- Imagining the possibility of more loss or failure.
- Isolating yourself.
- Ruminating about other threatening times.

Other:	
	/

EMOTION REGULATION HANDOUT 6 (p. 5 of 10)

HAPPINESS WORDS

happiness	satisfaction	joviality	exhilaration	ecstasy
joy	bliss	triumph	optimism	gladness
enjoyment	enthusiasm	contentment	zest	pride
relief	jolliness	excitement	eagerness	elation
amusement	thrill	jubilation	gaiety	glee
enthrallment	cheerfulness	zaniness	pleasure	rapture
enthrallment	cheerfulness	zaniness	pleasure	rapture
hope	euphoria	delight	zeal	

Prompting Events for Feeling Happiness

- Receiving a wonderful surprise.
- Reality exceeding your expectations.
- Getting what you want.
- Getting something you have worked hard for or worried about.
- Things turning out better than you thought they would.
- Being successful at a task.
- Achieving a desirable outcome.
- Receiving esteem, respect, or praise.

- Receiving love, liking, or affection.
- Being accepted by others.
- Belonging somewhere or with someone or a group.
- Being with or in contact with people who love or like you.
- Having very pleasurable sensations.
- Doing things that create or bring to mind pleasurable sensations.
- Other: _____

Interpretations of Events That Prompt Feelings of Happiness

Interpreting joyful events just as they are, without adding or subtracting.

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Biological Changes and Experiences of Happiness

- Feeling excited.
- Feeling physically energetic, active.
- Feeling like giggling or laughing.
- Feeling your face flush.
- Feeling calm all the way through.
- Urge to keep doing what is associated with happiness.
- Feeling at peace.
- Feeling open or expansive.
- Other:

Expressions and Actions of Happiness

- Smiling.
- Having a bright, glowing face.
- Being bouncy or bubbly.
- Communicating your good feelings.
- Sharing the feeling.
- Silliness.

- Hugging people.
- Jumping up and down.
- Saying positive things.
- Using an enthusiastic or excited voice.
- Being talkative or talking a lot.
- Other:

Aftereffects of Happiness

- Being courteous or friendly to others.
- Doing nice things for other people.
- Having a positive outlook; seeing the bright side.
- Having a high threshold for worry or annoyance.
- Remembering and imagining other times you have felt joyful.
- Expecting to feel joyful in the future.
- Other:

EMOTION REGULATION HANDOUT 6 (p. 6 of 10)

JEALOUSY WORDS

jealous	clutching	fear of losing someone/	rivalrous	wary
cautious	defensive	something	suspicious	watchful
clinging	mistrustful	possessive	self-protective	

Prompting Events for Feeling Jealous

- An important relationship is threatened or in danger of being lost.
- A potential competitor pays attention to someone you love.
- Someone:
 - Is threatening to take away important things in your life.
 - Goes out with the person you like.
 - Ignores you while talking to a friend of yours.
 - Is more attractive, outgoing, or selfconfident than you.

- You are treated as unimportant by a person you want to be close to.
- Your partner tells you that he or she desires more time alone.
- Your partner appears to flirt with someone else.
- A person you are romantically involved with looks at someone else.
- You find the person you love is having an affair with someone else.
- Other: _____

Interpretations of Events That Prompt Feelings of Jealousy

- Believing that:
 - Your partner does not care for you any more.
 - You are nothing to your partner.
 - Your partner is going to leave you.
 - Your partner is behaving inappropriately.
 - You don't measure up to your peers.
 - I deserve more than what you are receiving.
- Believing that:
 - You were cheated.
 - No one cares about you.
 - Your rival is possessive and competitive.
 - Your rival is insecure.
 - Your rival is envious.
 - Other:

Ri	aladica	I Changes	and Evne	riances of	F. Jaalauev
DІ	ologica	II Chandes	and Expe	riences o	i Jealousv

- Breathlessness.
- Fast heartbeat.
- Choking sensation, lump in throat.
- Muscles tensing.
- Teeth clenching.
- Becoming suspicious of others.
- Having injured pride.

- Feelings of rejection.
- Needing to be in control.
- Feeling helpless.
- Wanting to grasp or keep hold of what you have.
- Wanting to push away or eliminate your rival.

Expressions and Actions of Jealousy

- Violent behavior or threats of violence toward the person threatening to take something away.
- Attempting to control the freedom of the person you are afraid of losing.
- Verbal accusations of disloyalty or unfaithfulness.
- Spying on the person.

- Interrogating the person; demanding accounting of time or activities.
- Collecting evidence of wrongdoings.
- Clinging; enhanced dependency.
- Increased or excessive demonstrations of love.
- Other:

Aftereffects of Jealousy

- Narrowing of attention.
- Seeing the worst in others.
- Being mistrustful across the board.
- Being hypervigilant to threats to your relationships.
- Becoming isolated or withdrawn.

		_			
•	Other:				

EMOTION REGULATION HANDOUT 6 (p. 7 of 10)

LOVE WORDS

love	attraction	enchantment	limerence	sympathy
adoration	caring	fondness	longing	tenderness
affection	charmed	infatuation	lust	warmth
arousal	compassion	kindness	passion	
	desire	likina	sentimentality	

Prompting Events for Feeling Love

- A person:
 - Offers or gives you something you want, need, or desire.
 - Does things you want or need.
 - Does things you particularly value or admire.
- Feeling physically attracted to someone.
- Being with someone you have fun with.

- You spend a lot of time with a person.
- You share a special experience with a person.
- You have exceptionally good communication with a person.
- Other:

Interpretations of Events That Prompt Feelings of Love

- Believing that a person loves, needs, or appreciates you.
- Thinking that a person is physically attractive.
- Judging a person's personality as wonderful, pleasing, or attractive.
- Believing that a person can be counted on, or will always be there for you.
- Other: ___

Biological Changes and Experiences of Love

- When you are with or thinking about someone:
 - Feeling excited and full of energy.
 - Fast heartbeat.
 - Feeling self-confident.
 - Feeling invulnerable.
 - Feeling happy, joyful, or exuberant.
 - Feeling warm, trusting, and secure.
 - Feeling relaxed and calm.

- Wanting the best for a person.
- Wanting to give things to a person.
- Wanting to see and spend time with a person.
- Wanting to spend your life with a person.
- · Wanting physical closeness or sex.
- Wanting emotional closeness.

Expressions and Actions of Love

- · Saying "I love you."
- Expressing positive feelings to a person.
- Eye contact, mutual gaze.
- Touching, petting, hugging, holding, cuddling.
- Sexual activity.

- Smiling.
- Sharing time and experiences with someone.
- Doing things that the other person wants or needs.
- Other:

Aftereffects of Love

- Only seeing a person's positive side.
- Feeling forgetful or distracted; daydreaming.
- Feeling openness and trust.
- Feeling "alive," capable.
- Remembering other people you have loved.
- Remembering other people who have loved you.
- Remembering other positive events.
- Believing in yourself; believing you are wonderful, capable, competent.

Other: _	 <u> </u>	,	'		

EMOTION REGULATION HANDOUT 6 (p. 8 of 10)

SADNESS WORDS

sadness	disappointment	pity	crushed	disconnected	depression
despair	homesickness	anguish	displeasure	suffering	glumness
grief	neglect	dismay	insecurity	dejection	melancholy
misery	alienation	hurt	sorrow	gloom	alone
agony	discontentment	rejection	defeat	loneliness	woe
			distraught	unhappiness	

Prompting Events for Feeling Sadness

- Losing something or someone irretrievably.
- The death of someone you love.
- Things not being what you expected or wanted.
- Things being worse than you expected.
- Being separated from someone you care for.
- Getting what you don't want.
- Not getting what you have worked for.
- Not getting what you believe you need in life.
- Being rejected, disapproved of, or excluded.
- Discovering that you are powerless or helpless.

- Being with someone else who is sad or in pain.
- Reading or hearing about other people's problems or troubles in the world.
- Being alone, or feeling isolated or like an outsider.
- Thinking about everything you have not gotten.
- Thinking about your losses.
- Thinking about missing someone.
- Other:

Interpretations of Events That Prompt Feelings of Sadness

- Believing that a separation from someone will last for a long time or will never end.
- Believing that you will not get what you want or need in your life.
- Seeing things or your life as hopeless.
- Believing that you are worthless or not valuable.
- Other:

Biological Changes and Experiences of Sadness

- Feeling tired, run down, or low in energy.
- Feeling lethargic, listless; wanting to stay in bed all day.
- Feeling as if nothing is pleasurable any more.
- Pain or hollowness in your chest or gut.
- Feeling empty.
- Feeling as if you can't stop crying, or if you
- ever start crying you will never be able to stop.
- Difficulty swallowing.
- Breathlessness.
- Dizziness.
- Other:

Expressions and Actions of Sadness

- Avoiding things.
- Acting helpless; staying in bed; being inactive.
- Moping, brooding, or acting moody.
- Making slow, shuffling movements.
- Withdrawing from social contact.
- Avoiding activities that used to bring pleasure.
- Giving up and no longer trying to improve.
- Saying sad things.
- Talking little or not at all.
- Using a quiet, slow, or monotonous voice.
- Eyes drooping.
- Frowning, not smiling.
- Posture slumping.
- Sobbing, crying, whimpering.
- Other:

Aftereffects of Sadness

- Not being able to remember happy things.
- Feeling irritable, touchy, or grouchy.
- Yearning and searching for the thing lost.
- Having a negative outlook.
- Blaming or criticizing yourself.

- Ruminating about sad events in the past.
- Insomnia.
- Appetite disturbance, indigestion.

Other:			

EMOTION REGULATION HANDOUT 6 (p. 9 of 10)

SHAME WORDS

shame culpability embarrassment mortification shyness contrition discomposure humiliation self-conscious

Prompting Events for Feeling Shame

- Being rejected by people you care about.
- Having others find out that you have done something wrong.
- Doing (or feeling or thinking) something that people you admire believe is wrong or immoral.
- Comparing some aspect of yourself or your behavior to a standard and feeling as if you do not live up to that standard.
- Being betrayed by a person you love.
- Being laughed at/made fun of.
- Being criticized in public/in front of someone else; remembering public criticism.
- Others attacking your integrity.

- Being reminded of something wrong, immoral, or "shameful" you did in the past.
- Being rejected or criticized for something you expected praise for.
- Having emotions/experiences that have been invalidated.
- Exposure of a very private aspect of yourself or your life.
- Exposure of a physical characteristic you dislike.
- Failing at something you feel you are (or should be) competent to do.
- Other:

Interpretations of Events That Prompt Feelings of Shame

- Believing that others will reject you (or have rejected you).
- Judging yourself to be inferior, not "good enough," not as good as others; selfinvalidation.
- Comparing yourself to others and thinking that you are a "loser."
- Believing yourself unlovable.
- Thinking that you are bad, immoral, or wrong.
- Thinking that you are defective.

- Thinking that you are a bad person or a failure.
- Believing your body (or a body part) is too big, too small, or ugly.
- Thinking that you have not lived up to others' expectations of you.
- Thinking that your behavior, thoughts, or feelings are silly or stupid.

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Biological Changes and Experiences of Shame

- Pain in the pit of the stomach.
- Sense of dread.
- Wanting to shrink down and/or disappear.
- Wanting to hide or cover your face and body.
- Other:

Expressions and Actions of Shame

- Hiding behavior or a characteristic from other people.
- Avoiding the person you have harmed.
- Avoiding persons who have criticized you.
- Avoiding yourself—distracting, ignoring.
- Withdrawing; covering the face.
- Bowing your head, groveling.

- Appeasing; saying you are sorry over and over and over.
- Looking down and away from others.
- Sinking back; slumped and rigid posture.
- Halting speech; lowered volume while talking.
- Other: ____

Aftereffects of Shame

- Avoiding thinking about your transgression; shutting down; blocking all emotions.
- Engaging in distracting, impulsive behaviors to divert your mind or attention.
- High amount of "self-focus"; preoccupation with yourself.
- Depersonalization, dissociative experiences,
- numbness, or shock.
- · Attacking or blaming others.
- Conflicts with other people.
- Isolation, feeling alienated.
- Impairment in problem-solving ability.

•	Other:			

EMOTION REGULATION HANDOUT 6 (p. 10 of 10)

GUILT WORDS

guilt culpability remorse apologetic regret sorry

Prompting Events for Feeling Guilt

- Doing or thinking something you believe is wrong.
- Doing or thinking something that violates your personal values.
- Not doing something you said that you would do.
- Committing a transgression against another person or something you value.
- Causing harm/damage to another person or object.
- Causing harm/damage to yourself.
- Being reminded of something wrong you did in the past.
- Other:

Interpretations of Events That Prompt Feelings of Guilt

- Thinking that your actions are to blame for something.
- Thinking that you behaved badly.
- Thinking, "If only I had done something differently . . . "
- Other: _____

Biological Changes and Experiences of Guilt

- Hot, red face.
- Jitteriness, nervousness.

- Suffocating.
- Other: _____

Expressions and Actions of Guilt

- Trying to repair the harm, make amends for the wrongdoing, fix the damage, change the outcome.
- Asking for forgiveness, apologizing, confessing.
- Giving gifts/making sacrifices to try to make up for the transgression.
- Bowing your head; kneeling before the person.

Aftereffects of Guilt

- Making resolutions to change.
- Making changes in behavior.
- Joining self-help programs.
- Other:

Other Important Emotion Words

- Weariness, dissatisfaction, disinclination.
- Distress.
- Shyness, fragility, reserve, bashfulness, coyness, reticence.
- Cautiousness, reluctance, suspiciousness, caginess, wariness.
- Surprise, amazement, astonishment, awe, startle, wonder.
- Boldness, bravery, courage, determination.
- Powerfulness, a sense of competence, capability, mastery.
- Dubiousness, skepticism, doubtfulness.
- Apathy, boredom, dullness, ennui, fidgetiness, impatience, indifference, listlessness.

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Handouts for Changing Emotional Responses

(Emotion Regulation Worksheets 5-8)

Overview: Changing Emotional Responses

CHECK THE FACTS

Check out whether your emotional reactions **fit the facts** of the situation.

Changing your beliefs and assumptions to fit the facts can help you change your emotional reactions to situations.

OPPOSITE ACTION

When your emotions do not fit the facts, or when acting on your emotions is not effective, acting opposite (all the way) will change your emotional reactions.

PROBLEM SOLVING

When the facts themselves are the problem, solving the problem will reduce the frequency of negative emotions.



(Emotion Regulation Worksheet 5)

Check the Facts

FACTS

Many emotions and actions are set off by our thoughts and interpretations of events, not by the events themselves.

$\textbf{Event} \rightarrow \textbf{Thoughts} \rightarrow \textbf{Emotions}$

Our emotions can also have a big effect on our thoughts about events.

Event \rightarrow Emotion \rightarrow Thoughts

Examining our thoughts and *checking the facts* can help us change our emotions.

HOW TO CHECK THE FACTS

1. Ask: What is the emotion I want to change?

(See Emotion Regulation Handout 6: Ways of Describing Emotions.)

2. Ask: What is the event prompting my emotion?

Describe the facts that you observed through your senses.

Challenge judgments, absolutes, and black-and-white descriptions.

(See Mindfulness Handout 4: Taking Hold of Your Mind: "What" Skills.)

3. Ask: What are my interpretations, thoughts, and assumptions about the event?

Think of other possible interpretations.

Practice looking at all sides of a situation and all points of view.

Test your interpretations and assumptions to see if they fit the facts.

4. Ask: Am I assuming a threat?

Label the threat.

Assess the probability that the threatening event will really occur.

Think of as many other possible outcomes as you can.

5. Ask: What's the catastrophe?

Imagine the catastrophe really occurring.

Imagine coping well with a catastrophe (through problem solving, coping ahead, or radical acceptance).

6. Ask: Does my emotion and/or its intensity fit the actual facts?

Check out facts that fit each emotion.

Ask Wise Mind.

(See Emotion Regulation Handout 11: Figuring Out Opposite Actions, and Emotion Regulation Handout 13: Reviewing Problem Solving and Opposite Action.)

(Emotion Regulation Worksheet 5)

Examples of Emotions That Fit the Facts

There is a threat to your life or that of someone you care about. There is a threat to your health or that of someone you care about. There is a threat to your health or that of someone you care about. There is a threat to your well-being or that of someone you care about. There is a threat to your well-being or that of someone you care about. There is a threat to your health or that of someone you care about. There is a threat to your well-being or that of someone you care about. The integrity or status of your social group is insulted or threatened by others. The integrity or status of your social group is offended or threatened. The integrity or status of your social group is offended or threatened. The integrity or status of your social group is offended or threatened. The integrity or status of your social group is offended or threatened. The integrity or status of your social group is offended or threatened. The integrity or status of your social group is offended or threatened. The integrity or status of your social group is offended or threatened. The integrity or status of your social group is offended or threatened. The integrity or status of your social group is offended or threatened. The integrity or status of your someone you care about. The integrity or status of your someone you care about or thinking could seriously damage or harmfully influence you or the group you are part of. The integrity or group you are part of. The integrity or group you are part of. The integrity or group you are an adout if characteristics of yourself or of your behavior are made public. Things are not the way you wanted or expected and hoped them to be. The way in the integrity or group you care about if characteristics of yourself or of your behavior are made public. Other:		
2. You or someone you care about is attacked or hurt by others. 3. You or someone you care about is insulted or threatened by others. 4. The integrity or status of your social group is offended or threatened. 5. Other: Disgust 1. Something you are in contact with could poison or contaminate you. 2. Somebody whom you deeply dislike is touching you or someone you care about. 3. You are around a person or group whose behavior or thinking could seriously damage or harmfully influence you or the group you are part of. 4. Other: Envy 1. Another person or group gets or has things you don't have that you want or need. 2. Other: Jealousy 1. A very important and desired relationship or object in your life is in danger of being damaged or lost. 2. Someone is threatening to take a valued relationship or object away from you. 3. Other: Love 1. Loving a person, animal, or object enhances quality of life for you or for those you care about. 2. Loving a person, animal, or object increases your chances of attaining your own personal goals. 3. Other: Sadness 1. You have lost something or someone permanently. 2. Things are not the way you wanted or expected and hoped them to be. 3. Other: Shame 1. You will be rejected by a person or group you care about if characteristics of yourself or of your behavior are made public. 2. Other: Guilt 1. Your own behavior violates your own values or moral code.	Fear	 There is a threat to your health or that of someone you care about. There is a threat to your well-being or that of someone you care about.
2. Somebody whom you deeply dislike is touching you or someone you care about. 3. You are around a person or group whose behavior or thinking could seriously damage or harmfully influence you or the group you are part of. 4. Other: 1. Another person or group gets or has things you don't have that you want or need. 2. Other: Jealousy 1. A very important and desired relationship or object in your life is in danger of being damaged or lost. 2. Someone is threatening to take a valued relationship or object away from you. 3. Other: Love 1. Loving a person, animal, or object enhances quality of life for you or for those you care about. 2. Loving a person, animal, or object increases your chances of attaining your own personal goals. 3. Other: Sadness 1. You have lost something or someone permanently. 2. Things are not the way you wanted or expected and hoped them to be. 3. Other: Shame 1. You will be rejected by a person or group you care about if characteristics of yourself or of your behavior are made public. 2. Other: Guilt 1. Your own behavior violates your own values or moral code.	Anger	 You or someone you care about is attacked or hurt by others. You or someone you care about is insulted or threatened by others. The integrity or status of your social group is offended or threatened.
2. Other:	Disgust	 Somebody whom you deeply dislike is touching you or someone you care about. You are around a person or group whose behavior or thinking could seriously damage or harmfully influence you or the group you are part of.
being damaged or lost. 2. Someone is threatening to take a valued relationship or object away from you. 3. Other: 1. Loving a person, animal, or object enhances quality of life for you or for those you care about. 2. Loving a person, animal, or object increases your chances of attaining your own personal goals. 3. Other: Sadness 1. You have lost something or someone permanently. 2. Things are not the way you wanted or expected and hoped them to be. 3. Other: Shame 1. You will be rejected by a person or group you care about if characteristics of yourself or of your behavior are made public. 2. Other: Guilt 1. Your own behavior violates your own values or moral code.	Envy	
care about. 2. Loving a person, animal, or object increases your chances of attaining your own personal goals. 3. Other: Sadness 1. You have lost something or someone permanently. 2. Things are not the way you wanted or expected and hoped them to be. 3. Other: Shame 1. You will be rejected by a person or group you care about if characteristics of yourself or of your behavior are made public. 2. Other: Guilt 1. Your own behavior violates your own values or moral code.	Jealousy	being damaged or lost. 2. Someone is threatening to take a valued relationship or object away from you.
2. Things are not the way you wanted or expected and hoped them to be. 3. Other: Shame 1. You will be rejected by a person or group you care about if characteristics of yourself or of your behavior are made public. 2. Other: Guilt 1. Your own behavior violates your own values or moral code.	Love	care about. 2. Loving a person, animal, or object increases your chances of attaining your own personal goals.
yourself or of your behavior are made public. 2. Other: 1. Your own behavior violates your own values or moral code.	Sadness	2. Things are not the way you wanted or expected and hoped them to be.
,	Shame	yourself or of your behavior are made public.
	Guilt	

Intensity and duration of an emotion are justified by:

- **1.** How likely it is that the expected outcomes will occur.
- 2. How great and/or important the outcomes are.
- 3. How effective the emotion is in your life now.

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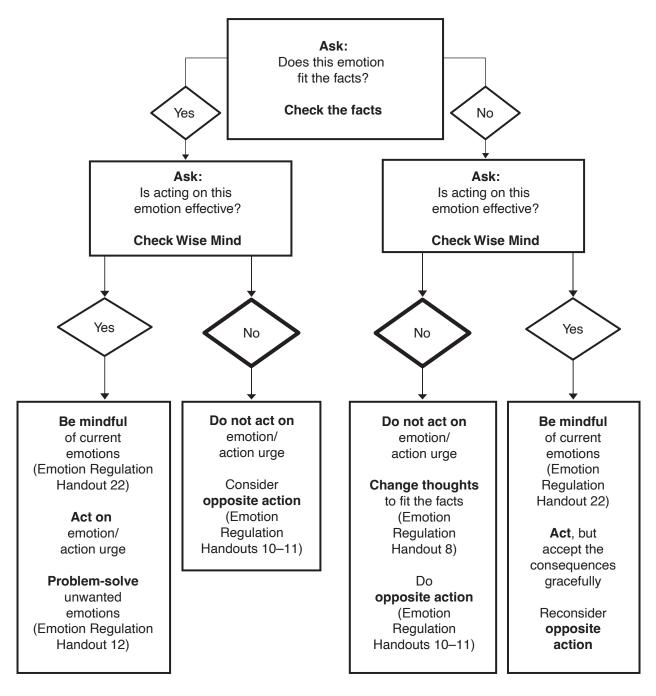


(Emotion Regulation Worksheet 6)

Opposite Action and Problem Solving: Deciding Which to Use

Opposite action = Acting opposite to an emotion's action urge

Problem solving = Avoiding or changing (solving) a problem event



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(Emotion Regulation Worksheet 7)

Opposite Action

Use opposite action when your emotions do NOT fit the facts or when acting on your emotions is NOT effective.

EVERY EMOTION HAS AN ACTION URGE.

CHANGE THE EMOTION BY ACTING OPPOSITE TO ITS ACTION URGE.

Consider these examples:

EMOTION	ACTION URGE	OPPOSITE ACTION
Fear	Run away/avoid	Approach/don't avoid
Anger	Attack	Gently avoid/be a little nice
Sadness	Withdraw/isolate	Get active
Shame	Hide/avoid	Tell the secret to people who will accept it

HOW TO DO OPPOSITE ACTION, STEP BY STEP

- Step 1. IDENTIFY AND NAME THE EMOTION you want to change.
- Step 2. CHECK THE FACTS to see if your emotion is justified by the facts.

 Check also whether the intensity and duration of the emotion fit the facts.

 (Example: "Irritation" fits the facts when your car is cut in front of; "road rage" does not.)

 An emotion is justified when your emotion fits the facts.
- Step 3. IDENTIFY AND DESCRIBE YOUR ACTION URGES.
- Step 4. ASK WISE MIND: Is expression or acting on this emotion effective in this situation?

If your emotion does not fit the facts or if acting on your emotion is not effective:

- **Step 5. IDENTIFY OPPOSITE ACTIONS** to your action urges.
- **Step 6. ACT OPPOSITE ALL THE WAY** to your action urges.
- **Step 7. REPEAT ACTING OPPOSITE** to your action urges until your emotion changes.

EMOTION REGULATION HANDOUT 11 (p. 1 of 9)



(Emotion Regulation Worksheet 7)

Figuring Out Opposite Actions

FEAR

Fear FITS THE FACTS of a situation whenever there is a THREAT to:

- A. Your life or that of someone you care about.
- **B.** Your health or that of someone you care about.
- **C.** Your well-being or that of someone you care about.
- **D.** Other example: _

Follow these suggestions when your fear is NOT JUSTIFIED by the facts or NOT EFFECTIVE:

OPPOSITE ACTIONS for Fear

Do the OPPOSITE of your fearful action urges. For example:

- 1. Do what you are afraid of doing . . . OVER AND OVER.
- 2. APPROACH events, places, tasks, activities, and people you are afraid of.
- 3. Do things to give yourself a sense of CONTROL and MASTERY over your fears.

ALL-THE-WAY OPPOSITE ACTIONS for Fear

- **4.** Keep your EYES AND EARS OPEN and focused on the feared event. Look around slowly; explore.
- **5.** Take in the information from the situation (i.e., notice that you are safe).
- 6. Change POSTURE AND KEEP A CONFIDENT VOICE TONE.

Keep your head and eyes up, and your shoulders back but relaxed. Adopt an assertive body posture (e.g., knees apart, hands on hips, heels a bit out).

7. Change your BODY CHEMISTRY.

For example, do paced breathing by breathing in deeply and breathing out slowly.

EMOTION REGULATION HANDOUT 11 (p. 2 of 9)

ANGER

Anger FITS THE FACTS of a situation whenever:

- **A.** An important goal is blocked or a desired activity is interrupted or prevented.
- **B.** You or someone you care about is attacked or hurt by others.
- **C.** You or someone you care about is insulted or threatened by others.
- **D.** The integrity or status of your social group is offended or threatened.
- E. Other example:

Follow these suggestions when your anger is NOT JUSTIFIED by the facts or is NOT EFFECTIVE:

OPPOSITE ACTIONS for Anger

Do the OPPOSITE of your angry action urges. For example:

- 1. GENTLY AVOID the person you are angry with (rather than attacking).
- 2. TAKE A TIME OUT, and breathe in and out deeply and slowly.
- 3. BE KIND (rather than mean or insulting).

ALL-THE-WAY OPPOSITE ACTIONS for Anger

4. IMAGINE UNDERSTANDING and empathy for the other person.

Step into the other person's shoes. Try to see the situation from the other person's point of view.

Imagine really good reasons for what has happened.

5. CHANGE YOUR POSTURE.

Unclench hands, with palms up and fingers relaxed (WILLING HANDS).

Relax chest and stomach muscles.

Unclench teeth.

Relax facial muscles. Half-smile.

6. CHANGE YOUR BODY CHEMISTRY.

For example, do paced breathing by breathing in deeply and breathing out slowly.

Or, run or engage in another physically energetic, nonviolent activity.

DISGUST

Disgust FITS THE FACTS of a situation whenever:

- **A.** Something you are in contact with could poison or contaminate you.
- **B.** Somebody whom you deeply dislike is touching you or someone you care about.
- **C.** You are around a person or group whose behavior or thinking could seriously damage or harmfully influence you or the group you are part of.

D. Othe	er exami	ole:
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Follow these suggestions when your disgust is NOT JUSTIFIED by the facts or is NOT EFFECTIVE:

OPPOSITE ACTIONS for Disgust

Do the OPPOSITE of your disgusted action urges. For example:

- 1. MOVE CLOSE. Eat, drink, stand near, or embrace what you found disgusting.
- **2.** Be KIND to those you feel contempt for; step into the other person's shoes.

ALL-THE-WAY OPPOSITE ACTIONS for Disgust

3. IMAGINE UNDERSTANDING and empathy for the person you feel disgust or contempt for.

Try to see the situation from the other person's point of view. Imagine really good reasons for how the other person is behaving or looking.

4. TAKE IN what feels repulsive.

Be sensual (inhaling, looking at, touching, listening, tasting).

5. CHANGE YOUR POSTURE.

Unclench hands with palms up and fingers relaxed (willing hands).

Relax chest and stomach muscles.

Unclench teeth.

Relax facial muscles.

Half-smile.

6. CHANGE YOUR BODY CHEMISTRY.

For example, do paced breathing by breathing in deeply and breathing out slowly.

EMOTION REGULATION HANDOUT 11 (p. 4 of 9)

ENVY

Envy FITS THE FACTS of a situation whenever:

- **A.** Another person or group has what you want or need but don't have.
- **B.** Other example: ___

Follow these suggestions when your envy is NOT JUSTIFIED by the facts or is NOT EFFECTIVE:

OPPOSITE ACTIONS for Envy

Do the OPPOSITE of your envious action urges. For example:

- 1. INHIBIT DESTROYING what the other person has.
- 2. COUNT YOUR BLESSINGS. Make a list of the things you are thankful for.

ALL-THE-WAY OPPOSITE ACTIONS for Envy

3. COUNT ALL your blessings.

Avoid discounting some blessings.

Avoid exaggerating your deprivations.

- **4.** Stop EXAGGERATING others' net worth or value; check the facts.
- 5. CHANGE YOUR POSTURE.

Unclench hands with palms up and fingers relaxed (WILLING HANDS).

Relax chest and stomach muscles.

Unclench teeth.

Relax facial muscles.

Half-smile.

6. CHANGE YOUR BODY CHEMISTRY.

For example, do paced breathing by breathing in deeply and breathing out slowly.

EMOTION REGULATION HANDOUT 11 (p. 5 of 9)

JEALOUSY

Jealousy FITS THE FACTS of a situation whenever:

- **A.** Someone is threatening to take a very important and desired relationship or object away from you.
- **B.** An important and desired relationship is in danger of being damaged or lost.

C.	Other	exam	ple:

Follow these suggestions when your jealousy is NOT JUSTIFIED by the facts or is NOT EFFECTIVE:

OPPOSITE ACTIONS for Jealousy

Do the OPPOSITE of your jealous action urges. For example:

- 1. LET GO of controlling others' actions.
- **2.** SHARE the things and people you have in your life.

ALL-THE-WAY OPPOSITE ACTIONS for Jealousy

3. STOP SPYING or snooping.

Suppress probing questions ("Where were you? Who were you with?"). Fire your "private detective."

4. NO AVOIDING. Listen to all the details. Focus on sensations.

Keep your eyes open; look around.

Take in all the information about the situation.

5. CHANGE YOUR POSTURE.

Unclench hands with palms up and fingers relaxed (WILLING HANDS).

Relax chest and stomach muscles.

Unclench teeth.

Relax facial muscles.

Half-smile.

6. CHANGE YOUR BODY CHEMISTRY.

For example, do paced breathing by breathing in deeply and breathing out slowly.

EMOTION REGULATION HANDOUT 11 (p. 6 of 9)

LOVE

Love (other than universal love for all) FITS THE FACTS of a situation whenever:

- **A.** Loving a person, animal, or object enhances quality of life for you or for those you care about.
- **B.** Loving a person, animal, or object increases your chances of attaining your own personal goals.

C. Other example:	
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Follow these suggestions when your love is NOT JUSTIFIED by the facts or is NOT EFFECTIVE:

OPPOSITE ACTIONS for Love

Do the OPPOSITE of your loving action urges. For example:

- 1. AVOID the person, animal, or object you love.
- 2. DISTRACT yourself from thoughts of the person, animal, or object.
- **3.** REMIND yourself of why love is not justified (rehearse the "cons" of loving) when loving thoughts do arise.

ALL-THE-WAY OPPOSITE ACTIONS for Love

- 4. AVOID CONTACT with everything that reminds you of a person you love: pictures, letters/ messages/e-mails, belongings, mementos, places you were together, places you planned to or wanted to go together, places where you know the person has been or will be. No following, waiting for, or looking for the person.
- **5.** STOP EXPRESSING LOVE for the person, even to friends. Be unfriendly toward the person (e.g., "unfriend" the person on Facebook, Twitter, etc.).
- 6. ADJUST YOUR POSTURE AND EXPRESSIONS if you are around the person you love.

No leaning toward him or her.

No getting close enough to touch.

No sighing/gazing at the person.

EMOTION REGULATION HANDOUT 11 (p. 7 of 9)

SADNESS

Sadness FITS THE FACTS of a situation whenever:

- **A.** You have lost something or someone permanently.
- **B.** Things are not the way you want or expected and hoped them to be.
- C. Other example:

Follow these suggestions when sadness is NOT JUSTIFIED by the facts or is NOT EFFECTIVE:

OPPOSITE ACTIONS for Sadness

Do the OPPOSITE of your sad action (or inaction) urges. For example:

- **1.** Get ACTIVE; approach.
- 2. AVOID AVOIDING.
- **3.** BUILD MASTERY: Do things that make you feel competent and self-confident. (See Emotion Regulation Handout 19: Build Mastery and Cope Ahead.)
- 4. Increase PLEASANT EVENTS.

ALL-THE-WAY OPPOSITE ACTIONS for Sadness

5. Pay attention to the PRESENT MOMENT!

Be mindful of your environment—each detail as it unfolds. Experience new or positive activities you are engaging in.

6. CHANGE YOUR POSTURE (adopt a "bright" body posture, with head up, eyes open, and shoulders back).

Keep an upbeat voice tone.

7. CHANGE YOUR BODY CHEMISTRY.

For example, increase physical movement (run, jog, walk, or do other active exercise).

EMOTION REGULATION HANDOUT 11 (p. 8 of 9)

SHAME

Shame FITS THE FACTS of a situation whenever:

- **A.** You will be rejected by a person or group you care about if your personal characteristics or behavior are made public.
- **B.** Other example:

Follow these suggestions when *both* shame and guilt are NOT JUSTIFIED by the facts or are NOT EFFECTIVE:

OPPOSITE ACTIONS for Shame

Do the OPPOSITE of your action urges. For example:

- **1.** MAKE PUBLIC your personal characteristics or your behavior (with people who won't reject you).
- 2. REPEAT the behavior that sets off shame over and over (without hiding the behavior from those who won't reject you).

ALL-THE-WAY OPPOSITE ACTIONS for Shame

- 3. NO APOLOGIZING or trying to make up for a perceived transgression.
- **4.** TAKE IN all the information from the situation.
- **5.** CHANGE YOUR BODY POSTURE. Look innocent and proud. Lift your head; "puff up" your chest; maintain eye contact. Keep your voice tone steady and clear.

Follow these suggestions when shame is NOT JUSTIFIED by the facts or is NOT EFFECTIVE, but *GUILT IS JUSTIFIED* (your behavior does violate your own moral values):

OPPOSITE ACTIONS for Shame

Do the OPPOSITE of your action urges. For example:

- **1.** MAKE PUBLIC your behavior (with people who won't reject you).
- 2. APOLOGIZE for your behavior.
- 3. REPAIR the transgressions, or work to prevent or repair similar harm for others.
- **4.** COMMIT to avoiding that mistake in the future.
- **5.** ACCEPT the consequences gracefully.

ALL-THE-WAY OPPOSITE ACTIONS for Shame

- **6.** FORGIVE yourself. Acknowledge the causes of your behavior.
- 7. LET IT GO.

EMOTION REGULATION HANDOUT 11 (p. 9 of 9)

GUILT

Guilt FITS THE FACTS of a situation whenever:

- **A.** Your behavior violates your own values or moral code.
- **B.** Other example: _

Follow these suggestions when *both* guilt and shame are NOT JUSTIFIED by the facts or are NOT EFFECTIVE:

OPPOSITE ACTIONS for Guilt

Do the OPPOSITE of your action urges. For example:

- 1. MAKE PUBLIC your personal characteristics or your behavior (with people who won't reject you).
- 2. REPEAT the behavior that sets off guilt over and over (without hiding the behavior from those who won't reject you).

ALL-THE-WAY OPPOSITE ACTIONS for Guilt

- **3.** NO APOLOGIZING or trying to make up for a perceived transgression.
- **4.** TAKE IN all the information from the situation.
- **5.** CHANGE YOUR BODY POSTURE. Look innocent and proud. Lift your head; "puff up" your chest; maintain eye contact. Keep your voice tone steady and clear.

Follow these suggestions when guilt is NOT JUSTIFIED by the facts or is NOT EFFECTIVE but SHAME IS JUSTIFIED (you will be rejected by people you care about if found out):

OPPOSITE ACTIONS for Guilt

- **1.** HIDE your behavior (if you want to stay in the group).
- 2. USE INTERPERSONAL SKILLS (if you want to stay in the group).
- **3.** WORK TO CHANGE the person's or group's values.
- 4. JOIN A NEW GROUP that fits your values (and will not reject you).
- **5.** REPEAT the behavior that sets off guilt over and over with your new group.

ALL-THE-WAY OPPOSITE ACTIONS for Guilt

6. VALIDATE YOURSELF.



(Emotion Regulation Worksheet 8)

Problem Solving

Step 1. FIGURE OUT and DESCRIBE the problem situation.

Step 2. CHECK THE FACTS (all the facts) to be sure you have the right problem situation!

If your facts are correct and the situation is the problem, continue with STEP 3.

If your facts are not correct, go back and repeat STEP 1.

Step 3. IDENTIFY YOUR GOAL in solving the problem.

- Identify what needs to happen or change for you to feel OK.
- Keep it simple, and choose something that can actually happen.

Step 4. BRAINSTORM lots of solutions.

- Think of as many solutions as you can. Ask for suggestions from people you trust.
- Do not be critical of any ideas at first. (Wait for Step 5 to evaluate ideas.)

Step 5. CHOOSE a solution that fits the goal and is likely to work.

- If you are unsure, choose two solutions that look good.
- Do PROS and CONS to compare the solutions.
- Choose the best to try first.

Step 6. Put the solution into ACTION.

- ACT! Try out the solution.
- Take the first step, and then the second . . .

Step 7. EVALUATE the results of using the solution.

It worked? YEA!!! It didn't work? Go back to STEP 5 and choose a new solution to try.

EMOTION REGULATION HANDOUT 13 (p. 1 of 3)



(Emotion Regulation Worksheets 6, 7, 8)

Reviewing Opposite Action and Problem Solving

	Justifying Events	Act Opposite to Emotion Urge (for Unjustified Emotion)	Act on Emotion Urge, Problem-Solve, or Avoid (for Justified Emotion)
Fear	A. Your life is in danger.B. Your health is in danger.C. Your well-being is in danger.	 Do what you are afraid of doing over and over. Approach what you are afraid of. Do what gives you a sense of control and mastery. 	 Freeze/run if danger is near. Remove the threatening event. Do what gives you a sense of control and mastery of the fearful event. Avoid the threatening event.
Anger	 A. An important goal is blocked or a desired activity is interrupted or prevented. B. You or someone you care about is attacked or hurt (physically or emotionally) by others. C. You or someone you care about is insulted, offended, or threatened by others. 	 Gently avoid. Take a time out. Do something kind. Imagine understanding: Step into the other person's shoes. Imagine really good reasons for what happened. 	 Fight back when being attacked, if you have nothing to lose by fighting. Overcome obstacles to goals. Work to stop further attacks, insults, and threats. Avoid or walk out on people who are threatening.
Disgust	 A. Something you are in contact with could poison or contaminate you. B. You are close to a person or group whose actions or thinking could seriously damage or harm you or the group you are part of. 	 Move close. Embrace. Be kind; step into the other person's shoes. Take in what feels repulsive. See the situation from the other person's point of view. 	 Remove/clean up revolting things. Influence others to stop harmful actions/stop things that contaminate your community. Avoid or push away harmful people or things. Imagine understanding a person who has done disgusting things.

EMOTION REGULATION HANDOUT 13 (p. 2 of 3)

	Justifying Events	Act Opposite to Emotion Urge (for Unjustified Emotion)	Act on Emotion Urge, Problem-Solve, or Avoid (for Justified Emotion)
Envy	A. Another person or group gets or has things you don't have that you want or need.	 Inhibit destroying other people's things. Count your blessings. Imagine how it all makes sense. Stop exaggerating others' worth or value. 	 Improve yourself and your life. Get others to be fair. Devalue what others have that you don't have. Put on rose-colored glasses. Avoid people who have more than you.
Jealousy	 A. An important and desired relationship or object is in danger of being damaged or lost. B. Someone is threatening to take away an important and desired relationship or object. 	 Let go of trying to control others. Share what you have with others. Stop spying and snooping. No avoiding; take in all the information. 	 Protect what you have. Work at being more desirable to the person(s) you want to be in a relationship with (i.e., fight for relationships). Leave the relationship.
Love	 A. Loving a valued/ admired person, animal, or object enhances the quality of life for you or those you care about. B. Loving the person, animal, or object increases your chances of attaining your own personal goals. 	 Avoid the person, animal, or object you love altogether. Distract yourself from thoughts of the beloved. Avoid contact with all reminders of the beloved. Remind yourself of why love is not justified. 	 Be with the person, animal, or thing that you love. Touch, hold, etc., the beloved. Avoid separations when possible. If the beloved is lost, fight to find or get the beloved back (if it may be possible).
Sadness	 A. You have lost something or someone permanently. B. Things are not the way you expected or wanted or hoped for. 	 Activate your behavior. Avoid avoiding. Build mastery: Do things that make you feel competent and self-confident. Increase pleasant events. Pay attention to pleasant events. 	 Grieve; have a memorial service; visit the cemetery (but don't build a house at the cemetery). Retrieve/replace what is lost. Plan how to rebuild a life worth living without the beloved or expected outcomes in your life. Accumulate positives. Build mastery: Do things that make you feel competent and self-confident. Communicate need for help. Accept help offered. Put on rose-colored glasses.

EMOTION REGULATION HANDOUT 13 (p. 3 of 3)

	Justifying Events	Act Opposite to Emotion Urge (for Unjustified Emotion)	Act on Emotion Urge, Problem-Solve, or Avoid (for Justified Emotion)
Shame	A. You will be rejected by a very important person or group if characteristics of yourself or of your behavior are made public.	 Make public your personal characteristics or behavior (with people who won't reject you). Repeat the behavior without hiding from people who won't reject you. Or, if <i>your</i> moral code is violated, apologize and repair; forgive yourself; and let it go. 	 Hide what will get you rejected. Appease those offended. Change your behavior or personal characteristics to fit in. Avoid groups who disapprove of you. Find a new group that fits your values or that likes your personal characteristics. Work to change society's or a person's values.
Guilt	A. Your own behavior violates your own values or moral code.	 Do what makes you feel guilty over and over and over. Make public your behavior (with people who won't reject you). Or, if you will be rejected by others: Hide your behavior. Use interpersonal skills. Work to change your group's values or join a new group. 	 Seek forgiveness. Repair the harm; make things better (or, if not possible, work to prevent or repair similar harm for others). Accept the consequences gracefully. Commit to avoiding behaviors that violate your moral values in the future.

••••••
Handouts for Reducing Vulnerability to Emotion Mind
•••••

(Emotion Regulation Worksheets 9-14b)

Overview: Reducing Vulnerability to Emotion Mind— Building a Life Worth Living

A way to remember these skills is to remember the term ABC PLEASE.

ACCUMULATE POSITIVE EMOTIONS

A

Short Term: Do pleasant things that are possible now.

Long Term: Make changes in your life so that positive events will happen more often in the future. Build a "life worth living."

B

BUILD MASTERY

Do things that make you feel competent and effective to combat helplessness and hopelessness.

G

COPE AHEAD OF TIMEWITH EMOTIONAL SITUATIONS

Rehearse a plan ahead of time so that you are prepared to cope skillfully with emotional situations.

PLEASE

TAKE CARE OF YOUR MIND BY TAKING CARE OF YOUR BODY

Treat PhysicaL illness, balance Eating, avoid mood-Altering substances, balance Sleep, and get Exercise.



(Emotion Regulation Worksheets 9, 10, 13)

Accumulating Positive Emotions: Short Term

Accumulate positive emotions in the short term by doing these things.

BUILD POSITIVE EXPERIENCES NOW

- INCREASE PLEASANT EVENTS that lead to positive emotions.
- Do ONE THING each day from the Pleasant Events List. (See Emotion Regulation Handout 16.)
- Practice opposite action; AVOID AVOIDING.
- BE MINDFUL of pleasant events (no multitasking).

BE MINDFUL OF POSITIVE EXPERIENCES

- FOCUS your attention on positive moments when they are happening.
 No multitasking.
- REFOCUS your attention when your mind wanders to the negative.
- PARTICIPATE and ENGAGE fully in each experience.

BE UNMINDFUL OF WORRIES

Such as . . .

- When the positive experience will end.
- Whether you deserve this positive experience.
- How much more might be expected of you now.

EMOTION REGULATION HANDOUT 16 (p. 1 of 3)



(Emotion Regulation Worksheets 9, 10, 13)

Pleasant Events List

1. 🗖	Working on my car	36. ☐ Having quiet evenings
2. 🗖	Planning a career	37. ☐ Taking care of my plants
3. 🗖	Getting out of (paying down) debt	38. ☐ Buying, selling stock
4. 🗖	Collecting things (baseball cards, coins,	39. ☐ Going swimming
	stamps, rocks, shells, etc.)	40. ☐ Doodling
5. 🗖	Going on vacation	41. ☐ Exercising
6. 🗖	Thinking how it will be when I finish	42. ☐ Collecting old things
	school	43. ☐ Going to a party
7. 🗖	Recycling old items	44. ☐ Thinking about buying things
8. 🗖	Going on a date	45. ☐ Playing golf
9. 🗖	Relaxing	46. ☐ Playing soccer
10. 🗖	Going to or watching a movie	47. ☐ Flying kites
11. 🗖	Jogging, walking	48. ☐ Having discussions with friends
12. 🗖	Thinking, "I have done a full day's work"	49. ☐ Having family get-togethers
13. 🗖	Listening to music	50. ☐ Riding a bike or motorbike
14. 🗖	Thinking about past parties	51. ☐ Running track
15. 🗖	Buying household gadgets	52. ☐ Going camping
16. 🗖	Lying in the sun	53. ☐ Singing around the house
17. 🗖	Planning a career change	54. ☐ Arranging flowers
	Laughing	55. ☐ Practicing religion (going to church,
19. 🗖	Thinking about past trips	group praying, etc.)
20. 🗖	Listening to other people	56. ☐ Organizing tools
21. 🗖	Reading magazines or newspapers	57. ☐ Going to the beach
22. 🗖	Engaging in hobbies (stamp collecting,	58. ☐ Thinking, "I'm an OK person"
	model building, etc.)	59. ☐ Having a day with nothing to do
	Spending an evening with good friends	60. ☐ Going to class reunions
	Planning a day's activities	Going skating, skateboarding,
	Meeting new people	rollerblading
	Remembering beautiful scenery	62. ☐ Going sailing or motorboating
	Saving money	63. Traveling or going on vacations
	Going home from work	64. ☐ Painting
	Eating	65. ☐ Doing something spontaneously
	Practicing karate, judo, yoga	66. ☐ Doing needlepoint, crewel, etc.
	Thinking about retirement	67. ☐ Sleeping
	Repairing things around the house	68. ☐ Driving
33. 🗖	Working on machinery (cars, boats,	69. ☐ Entertaining, giving parties
	etc.)	70. Going to clubs (garden clubs, Parents
34. 🚨	Remembering the words and deeds of	without Partners, etc.)
	loving people	71. Thinking about getting married
35. 🖵	Wearing shocking clothes	72. Going hunting

(continued on next page)

Note. For adults or adolescents. Adapted from Linehan, M. M., Sharp, E., & Ivanoff, A. M. (1980, November). The Adult Pleasant Events Schedule. Paper presented at the meeting of the Association for Advancement of Behavior Therapy, New York. Adapted by permission of the authors.

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EMOTION REGULATION HANDOUT 16 (p. 2 of 3)

73.	Singing with groups	117.	Acting
74.	Flirting	118.	Being alone
75.	Playing musical instruments	119.	Writing diary entries or letters
76.	Doing arts and crafts	120.	Cleaning
77.	Making a gift for someone	121.	Reading nonfiction
78.	Buying/downloading music	122.	Taking children places
79.	Watching boxing, wrestling	123.	Dancing
80.	Planning parties	124.	Weightlifting
81.	Cooking	125.	Going on a picnic
82.	Going hiking	126.	Thinking, "I did that pretty well," after
	Writing (books, poems, articles)		doing something
84.	Sewing	127.	Meditating, yoga
85.	Buying clothes		Having lunch with a friend
	Going out to dinner		Going to the mountains
87.	Working	130.	Playing hockey
88.	Discussing books; going to a book club		Working with clay or pottery
	Sightseeing		Glass blowing
	Getting a manicure/pedicure or facial		Going skiing
	Going to the beauty parlor	134.	Dressing up
	Early morning coffee and newspaper		Reflecting on how I've improved
	Playing tennis		Buying small things for myself (perfume,
	Kissing		golf balls, etc.)
	Watching my children (play)	137.	Talking on the phone
	Thinking, "I have a lot more going for		Going to museums
	me than most people"		Thinking religious thoughts
97.	Going to plays and concerts		Lighting candles
	Daydreaming		White-water canoeing/rafting
	Planning to go (back) to school		Going bowling
	Thinking about sex		Doing woodworking
	Going for a drive		Fantasizing about the future
	Refinishing furniture		Taking ballet/tap-dancing classes
	Watching TV		Debating
	Making lists of tasks		Sitting in a sidewalk café
	Walking in the woods (or at the		Having an aquarium
	waterfront)		Participating in "living history" events
06.	Buying gifts		Knitting
	Completing a task		Doing crossword puzzles
	Going to a spectator sport (auto racing,		Shooting pool
	horse racing)		Getting a massage
09.	Teaching		Saying, "I love you"
	Photography		Playing catch, taking batting practice
	Going fishing		Shooting baskets
	Thinking about pleasant events		Seeing and/or showing photos
	Staying on a diet		Thinking about my good qualities
	Playing with animals		Solving riddles mentally
	Flying a plane		Having a political discussion
	Reading fiction		Buying books
	-		

EMOTION REGULATION HANDOUT 16 (p. 3 of 3)

163. 🗖	Taking a sauna or a steam bath Checking out garage sales		Expressing my love to someone Going on field trips, nature walks,
	Thinking about having a family Thinking about happy moments in my	004 🗔	exploring (hiking away from known routes, spelunking)
166. 🗖	childhood Splurging	201.	Gathering natural objects (wild foods or fruit, driftwood)
167. 🗖	Going horseback riding		Going downtown or to a shopping mall
	Doing something new	203. 山	Going to a fair, carnival, circus, zoo, or
	Working on jigsaw puzzles Playing cards	204 🗆	amusement park
	Thinking, "I'm a person who can cope"		Going to the library Joining or forming a band
	Taking a nap		Learning to do something new
	Figuring out my favorite scent		Listening to the sounds of nature
	Making a card and giving it to someone		Looking at the moon or stars
	I care about	209. 🗖	Outdoor work (cutting or chopping
	Instant-messaging/texting someone		wood, farm work)
176. 🗖	Playing a board game (e.g., Monopoly, Life, Clue, Sorry)	210. 🗖	Playing organized sports (baseball, softball, football, Frisbee, handball,
177. 🗖	Putting on my favorite piece of clothing		paddleball, squash, soccer, tennis,
178. 🗖	Making a smoothie and drinking it		volleyball, etc.)
	slowly	211. 🗖	Playing in the sand, a stream, the
	Putting on makeup	040 🗔	grass; kicking leaves, pebbles, etc.
	Thinking about a friend's good qualities	212. 🗆	Protesting social, political, or environmental conditions
	Completing something I feel great about Surprising someone with a favor	213 🗆	Reading cartoons or comics
	Surfing the Internet		Reading sacred works
	Playing video games		Rearranging or redecorating my room
	E-mailing friends		or the house
	Going walking or sledding in a snowfall	216. 🗖	Selling or trading something
	Getting a haircut Installing new software	217. 🗖	Snowmobiling or riding a dune buggy/
	Buying a CD or music on iTunes	218 🗆	Social networking
	Watching sports on TV		Soaking in the bathtub
	Taking care of my pets		Learning or speaking a foreign
	Doing volunteer service		language
193. 🗖	Watching stand-up comedy on YouTube		Talking on the phone
	Working in my garden		Composing or arranging songs or music
195. 🗖	Participating in a public performance		Thrift store shopping
400 🗔	(e.g., a flash mob)		Using computers
	Blogging	225. U	Visiting people who are sick, shut in, or
	Fighting for a cause Conducting experiments		in trouble
190.	Conducting experiments		
Other:			



(Emotion Regulation Worksheets 9, 11-11b, 13)

Accumulating Positive Emotions: Long Term

ccumulate positive emotions in the long term to build a "life worth living."

That is, make changes in your life so that positive events will occur in the future.

Step 1. Avoid avoiding.

Start now to do what is needed to build the life you want. If you are not sure about what to do, follow the steps below.

Step 2. Identify values that are important to you.

ASK: What values are really important to me in my life?

Examples: Be productive; be part of a group; treat others well; be physically fit.

Step 3. Identify one value to work on now.

ASK: What is really important to me, right now, to work on in my life? *Example:* Be productive.

Step 4. Identify a few goals related to this value.

ASK: What specific goals can I work on that will make this value part of my life? *Examples:* Get a job where I can do something useful.

Be more active keeping up with important tasks at home. Find a volunteer job that will use skills I already have.

Step 5. Choose one goal to work on now.

Do pros and cons, if necessary, to select a goal to work on now. *Example:* Get a job where I can do something useful.

Step 6. Identify small action steps toward your goal.

ASK: What small steps can I take to get to my goal?

Examples: Visit places and look for job openings on the Internet in my area.

Submit applications for jobs at places I want to work.

Write résumé.

Check out benefits at places I might want to work.

Step 7. Take one action step now.

Example: Go on Internet and check for jobs in my area.

EMOTION REGULATION HANDOUT 18 (p. 1 of 3)



(continued on next page)

(Emotion Regulation Worksheets 10, 12, 13)

Values and Priorities List

in my own vvise iviing, i believe it is important to:				
□ A .	 Attend to relationships. Repair old relationships. Reach out for new relationships. Work on current relationships. End destructive relationships. Other: 			
□ B.	 Be part of a group. 5. □ Have close and satisfying relationships with others. 6. □ Feel a sense of belonging. 7. □ Receive affection and love. 8. □ Be involved and intimate with others; have and keep close friends. 			
	 9. Have a family; stay close to and spend time with family members. 10. Have people to do things with. Other: 			
□ C.	Be powerful and able to influence others. 11. Have the authority to approve or disapprove of what people do, or to control how resources are used. 12. Be a leader. 13. Make a great deal of money. 14. Be respected by others. 15. Be seen by others as successful; become well known; obtain recognition and status. 16. Compete successfully with others. 17. Be popular and accepted. Other:			
□ D.	 Achieve things in life. 18. □ Achieve significant goals; be involved in undertakings I believe are significant. 19. □ Be productive. 20. □ Work toward goals; work hard. 21. □ Be ambitious. □ Other:			

Adapted from Schwartz, S. H. (1992). Universals in the content and structure of values: Theory and empirical tests in 20 countries. In M. Zanna (Ed.), *Advances in experimental social psychology* (Vol. 25, pp. 1–65). New York: Academic Press. Copyright 1992 by Academic Press. Adapted by permission of Elsevier B.V.

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EMOTION REGULATION HANDOUT 18 (p. 2 of 3)

□ E.	Live a life of pleasure and satisfaction.
	22. ☐ Have a good time.
	23. ☐ Seek fun and things that give pleasure.
	24. ☐ Have free time.
	25. □ Enjoy the work I do.
	☐ Other:
□ F.	Keep life full of exciting events, relationships, and things.
	26. Try new and different things in life.
	27. Be daring and seek adventures.
	28. ☐ Have an exciting life.
	☐ Other:
□ G.	Behave respectfully.
	29. ☐ Be humble and modest; do not draw attention to myself.
	30. □ Follow traditions and customs; behave properly.
	31. □ Do what I am told and follow rules.
	32. □ Treat others well.
	☐ Other:
⊔ н.	Be self-directed.
	33. ☐ Follow my own path in life.
	34. □ Be innovative, think of new ideas, and be creative.
	35. ☐ Make my own decisions and be free.
	36. ☐ Be independent; take care of myself and those I am responsible for.
	37. □ Have freedom of thought and action; be able to act in terms of my own priorities. □ Other:
	Guilei.
□ I.	Be a spiritual person.
	38. □ Make room in life for spirituality; live life according to spiritual principles.
	39. □ Practice a religion or faith.
	40. □ Grow in understanding of myself, my personal calling, and life's real purpose.
	41. Discern and do the will of God (or a higher power) and find lasting meaning in life.
	☐ Other:
□ J.	Be secure.
	42. □ Live in secure and safe surroundings.
	43. □ Be physically healthy and fit.
	44. □ Have a steady income that meets my own and my family's basic needs.
	☐ Other:

EMOTION REGULATION HANDOUT 18 (p. 3 of 3)

□ K.	 Recognize the universal good of all things. 45. □ Be fair, treat people equally, and provide equal opportunities. 46. □ Understand different people; be open-minded. 47. □ Care for nature and the environment. □ Other:
□L.	Contribute to the larger community.
	48. □ Help people and those in need; care for others' well-being; improve society.
	49. \square Be loyal to friends and devoted to close people; be committed to a group that shares my beliefs, values, and ethical principles.
	50. □ Be committed to a cause or to a group that has a larger purpose beyond my own.
	51. □ Make sacrifices for others.
	□ Other:
□ М.	Work at self-development.
	52. □ Develop a personal philosophy of life.
	53. □ Learn and do challenging things that help me grow and mature as a human being.
	□ Other:
□ N.	Have integrity.
	54. □ Be honest, and acknowledge and stand up for my personal beliefs.
	55. □ Be a responsible person; keep my word to others.
	56. □ Be courageous in facing and living life.
	57. □ Be a person who pays debts to others and repairs damage I have caused.
	58. □ Be accepting of myself, others, and life as it is; live without resentment.
	□ Other:
□ 0.	Other:



(Emotion Regulation Worksheets 12, 13)

Build Mastery and Cope Ahead

Build Mastery

1.	Plan on doing at least one thing each day to build a sense of accomplishment.
	Example:

- 2. Plan for success, not failure.
 - Do something difficult, but possible.
- 3. Gradually increase the difficulty over time.
 - If the first task is too difficult, do something a little easier next time.
- 4. Look for a challenge.
 - If the task is too easy, try something a little harder next time.

Cope Ahead of Time with Difficult Situations

- **1. Describe** the situation that is likely to prompt problem behavior.
 - Check the facts. Be specific in describing the situation.
 - Name the emotions and actions likely to interfere with using your skills.
- 2. Decide what coping or problem-solving skills you want to use in the situation.
 - Be specific. Write out in detail how you will cope with the situation and with your emotions and action urges.
- 3. Imagine the situation in your mind as vividly as possible.
 - Imagine yourself IN the situation NOW, not watching the situation.
- 4. Rehearse in your mind coping effectively.
 - Rehearse in your mind exactly what you can do to cope effectively.
 - Rehearse your actions, your thoughts, what you say, and how to say it.
 - Rehearse coping effectively with new problems that come up.
 - Rehearse coping effectively with your most feared catastrophe.
- 5. Practice relaxation after rehearsing.



(Emotion Regulation Worksheets 9, 14)

Taking Care of Your Mind by Taking Care of Your Body

Remember these as PLEASE skills.

1. Treat PhysicaL Illness. Take care of your body. See a doctor when

necessary. Take prescribed medication.

E

2. Balance Eating. Don't eat too much or too little. Eat regularly

and mindfully throughout the day. Stay away from foods that make you feel overly

emotional.

A

3. Avoid Mood-Altering Substances. Stay off illicit drugs, and use alcohol in

moderation (if at all).

8

4. Balance Sleep. Try to get 7–9 hours of sleep a night, or at

least the amount of sleep that helps you feel good. Keep to a consistent sleep schedule,

especially if you are having difficulty

sleeping.

F

5. Get Exercise. Do some sort of exercise every day. Try to

build up to 20 minutes of daily exercise.

(Emotion Regulation Worksheet 14a)

Nightmare Protocol, Step by Step

When Nightmares Keep You from Sleeping

1. Practice relaxation, pleasant imagery, and coping skills first, to be sure you are ready to work on changing your nightmares.

Do progressive relaxation, paced breathing, and/or Wise Mind exercises; listen to music or guided imagery; review the distress tolerance crisis survival skills.

2. Choose a recurring nightmare you would like to work on.

This will be your target nightmare. Select a nightmare you can manage now. Put off trauma nightmares until you are ready to work with them—or, if you target a trauma nightmare, skip Step 3.

3. Write down your target nightmare.

Include sensory descriptions (sights, smells, sounds, tastes, etc.). Also include any thoughts, feelings, and assumptions about yourself during the dream.

4. Choose a changed outcome for the nightmare.

The change should occur BEFORE anything traumatic or bad happens to you or others in the nightmare. Essentially, you want to come up with a change that will prevent the bad outcome of the usual nightmare from occurring. Write an ending that will give you a sense of peace when you wake up.

Note: Changes in the nightmare can be very unusual and out of the ordinary (e.g., you might become a person with superhuman powers who is able to escape to safety or fight off attackers). Changed outcomes can include changed thoughts, feelings, or assumptions about yourself.

5. Write down the full nightmare with the changes.

6. REHEARSE and RELAX each night before going to sleep.

Rehearse the *changed* nightmare by visualizing the entire dream with the changes each night, *before* practicing relaxation techniques.

7. REHEARSE and RELAX during the day.

Visualize the entire dream with the change, and practice relaxation as often as possible during the day.

(Emotion Regulation Worksheet 14b)

Sleep Hygiene Protocol

When You Can't Sleep, What to Do Instead of Ruminating

TO INCREASE THE LIKELIHOOD OF RESTFULNESS/SLEEP:

- 1. Develop and follow a consistent sleep schedule even on weekends. Go to bed and get up at the same times each day, and avoid anything longer than a 10-minute nap during the day.
- **2. Do not use your bed in the daytime** for things like watching TV, talking on the phone, or reading.
- **3. Avoid** caffeine, nicotine, alcohol, heavy meals, and exercise late in the day before going to sleep.
- 4. When prepared to sleep, turn off the light, and keep the room quiet and the temperature comfortable and relatively cool. Try an electric blanket if you are cold; putting your feet outside of the blanket or turning on a fan directed toward your bed if you are hot; or wearing a sleeping mask, using earplugs, or turning on a "white noise" machine if needed.
- **5. Give yourself half an hour to at most an hour to fall asleep.** If it doesn't work, evaluate whether you are calm, or anxious (even if only "background anxiety"), or ruminating.
- **6. DO NOT CATASTROPHIZE.** Remind yourself that you need rest, and aim for reverie (i.e., dreaminess) and resting your brain. Sell yourself on the idea that staying awake is not a catastrophe. Do not decide to give up on sleeping for the night and get up for the "day."

IF YOU ARE CALM BUT WIDE AWAKE:

- 7. Get out of bed; go to another room and read a book or do some other activity that will not wake you up further. As you begin to get tired and/or sleepy, go back to bed.
- 8. Try a light snack (e.g., an apple).

IF YOU ARE ANXIOUS OR RUMINATING

- 9. Use the cold water TIP skill. Get right back in bed and do the paced breathing TIP skill. (See Distress Tolerance Handout 6: TIP Skills: Changing Your Body Chemistry.)

 Remember, if you have any medical condition, get medical approval before using cold water.
- 10. Try the 9–0 meditation practice. Breathe in deeply and breathe out slowly, saying in your mind the number 9. On the next breath out, say 8; then say 7; and so on until you breathe out saying 0. Then start over, but this time start with 8 (instead of 9) as you breathe out, followed by 7, and so on until you reach 0. Next start with 6 as you breathe out, and so on to 0. Then start with 5, then with 4, and so on until you have gone all the way down to starting with 1. (If you get lost, start over with the last number you remember.) Continue until you fall asleep.
- **11. Focus on the bodily sensation** of the rumination (rumination is often escape from difficult emotional sensations).
- **12. Reassure yourself** that worries in the middle of the night are just "middle-of-the-night-thinking," and that in the morning you will think and feel differently.
- **13. Read an emotionally engrossing novel** for a few minutes until you feel somewhat tired. Then stop reading, close your eyes, and try to continue the novel in your head.
- **14. If rumination doesn't stop**, follow these guidelines: "If it's solvable, solve it. If it is insolvable, go deep into the worry all the way to the "catastrophe"—the very worst outcome you can imagine—and then imagine coping ahead with the catastrophe.

(See Emotion Regulation Handout 19: Build Mastery and Cope Ahead.)

If nothing else works, with eyes closed, listen to public radio (BBC, NPR, etc.) at low volume (use headphones if necessary). Public radio is a good choice for this, because there is little fluctuation in voice tone or volume.

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Handouts for Managing Really Difficult Emotions	
•••••	•••

(Emotion Regulation Worksheets 15, 16)

Overview: Managing Really Difficult Emotions

MINDFULNESS OF CURRENT EMOTIONS

Suppressing emotion increases suffering.

Mindfulness of current emotions is the path to emotional freedom.

MANAGING EXTREME EMOTIONS

Sometimes emotional arousal is so high that you can't use any skills, particularly if the skills are complicated or take any thought on your part.

This is a skills breakdown point.

Crisis survival skills are needed.

TROUBLESHOOTING AND REVIEW

There are many ways to change emotions.

It can be helpful to have a list of the important skills to look at when you can't remember the skills you need to regulate your emotions.



(Emotion Regulation Worksheet 15)

Mindfulness of Current Emotions: Letting Go of Emotional Suffering

OBSERVE YOUR EMOTION

- Step back and just notice your emotion.
- Experience your emotion as a WAVE, coming and going.
- · Now imagine surfing the emotion wave.
- Try not to BLOCK or SUPPRESS the emotion.
- Don't try to GET RID of or PUSH away the emotion.
- Don't try to KEEP the emotion around.
- Don't HOLD ON to it.
- Don't AMPLIFY it.

PRACTICE MINDFULNESS OF BODY SENSATIONS

- Notice WHERE in your body you are feeling emotional sensations.
- Experience the SENSATIONS as fully as you can.
- Observe how LONG it takes before the emotion goes down.

REMEMBER: YOU ARE NOT YOUR EMOTION

- Do not necessarily ACT on your emotion.
- Remember times when you have felt DIFFERENT.

PRACTICE LOVING YOUR EMOTION

- RESPECT your emotion.
- Do not JUDGE your emotion.
- Practice WILLINGNESS.
- Radically ACCEPT your emotion.

Managing Extreme Emotions

Follow these suggestions when emotional arousal is very **HIGH**—so extreme that your ability to use your skills breaks down.

	Your distress is extreme. You are overwhelmed. You cannot focus your mind on anything but the emotion itself. Your mind shuts down; your brain stops processing information.
	You cannot solve problems or use complicated skills.
	Sheck the facts. Are you really "falling apart" at this level of distress? JSE YOUR SKILLS.
11 110,	JOE TOOM SKILLS.
If yes,	go to Step 1: You are at your SKILLS BREAKDOWN POINT.
Step 1	 Use crisis survival skills to bring down your arousal: (See Distress Tolerance Handouts 6–9a.) TIP your body chemistry. DISTRACT yourself from the emotional events. SELF-SOOTHE through the five senses. IMPROVE the moment you are in.
Step 2	P. Return to mindfulness of current emotions. (See Emotion Regulation Handout 22.)
Step 3	3. Try other emotion regulation skills (if needed).



(Emotion Regulation Worksheet 16)

Troubleshooting Emotion Regulation Skills: When What You Are Doing Isn't Working

CHECK YOUR BIOLOGICAL SENSITIVITY

• ASK: Am I biologically more vulnerable?

Do I have untreated physical illness or distress?

Am I out of balance on eating, use of drugs, sleep, exercise?

Have I taken medications as prescribed?

- WORK on your PLEASE skills.
 - 1. Take care of physical illness and distress.
 - 2. Take medications as prescribed. Check if others are needed.
 - 3. Try again.

CHECK YOUR SKILLS

• REVIEW what you have tried.

Did you try a skill likely to be effective?

Did you follow the skill instructions to the letter?

- WORK on your skills.
 - 1. Review and try other skills.
 - 2. Get coaching if you need it.
 - 3. Try again.

CHECK FOR REINFORCERS

ASK: Do my emotions . . .

COMMUNICATE an important message or influence people to do things? MOTIVATE me to do things I think are important?

VALIDATE my beliefs or my identity?

FEEL GOOD?

- IF YES:
 - 1. Practice interpersonal effectiveness skills to communicate.
 - 2. Work to find new reinforcers to motivate yourself.
 - **3.** Practice self-validation.
 - **4.** Do PROS AND CONS for changing emotions. (See Emotion Regulation Worksheet 1.)

(continued on next page)

2

3

CHECK YOUR MOOD

- ASK: Am I putting in the time and effort that solving my problem will take?
- IF NO:
 - 1. Do PROS AND CONS for working hard on skills.
 - 2. Practice RADICAL ACCEPTANCE and WILLINGNESS skills.
 - **3.** Practice the mindfulness skills of PARTICIPATING and EFFECTIVENESS (See Mindfulness Handouts 4 and 5.)

CHECK FOR EMOTIONAL OVERLOAD

- ASK: Am I too upset to use complicated skills?
- IF YES, ask: Can the problems I am worrying about be easily solved now?
 - IF YES, do PROBLEM SOLVING. (See Emotion Regulation Handouts 9, 12.)
 - IF NO, practice mindfulness of CURRENT EMOTIONS. (See Emotion Regulation Handout 22.)
- IF your emotions are too high for you to think straight:
 - Go to TIP skills. (See Distress Tolerance Handout 5.)

CHECK FOR EMOTION MYTHS GETTING IN THE WAY



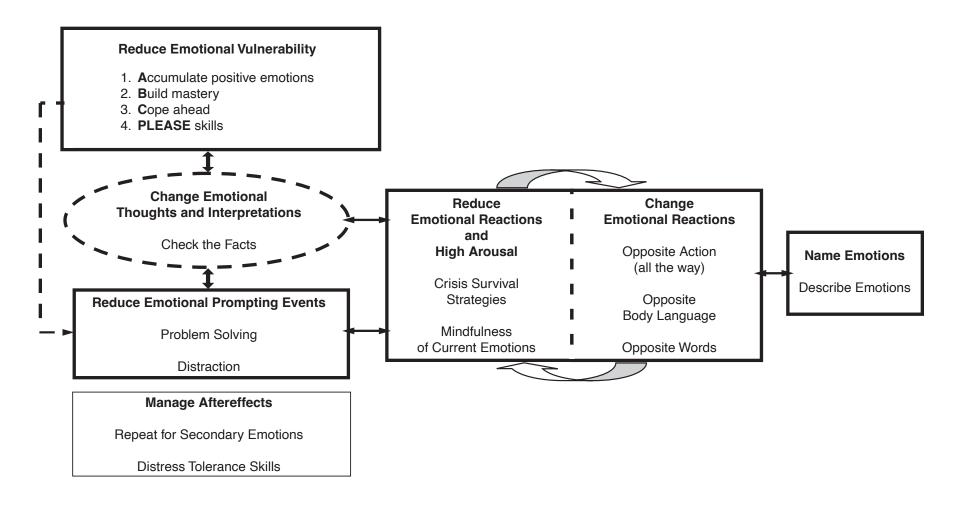
Judgmental myths about emotions (e.g., "Some emotions are stupid," "There is a right way to feel in every situation")?

Beliefs that emotions and identity are the same (e.g., "My emotions are who I am")?

- IF YES:
 - 1. Check the facts.
 - 2. Challenge myths.
 - 3. Practice thinking nonjudgmentally.



Review of Skills for Emotion Regulation



••••••
Emotion Regulation
Worksheets

EMOTION REGULATION WORKSHEET 1

(Emotion Regulation Handout 1)

Pros and Cons of Changing Emotions

Due Date: _____ Week Starting: _____

henever you think of lett being effective. eet, think about these quality ind in your best interest ate your own emotions can be high emotions likely to your emotions about a signary our emotion really too results.	g ineffective emotions. on mind. motional reactions to specific events. ing go of emotions. uestions: (i.e., effective) or not in your best interest (i.e., reate a new problem for you? increase your freedom or decrease it? tuation useful or not? nuch work?
ind in your best interest ate your own emotions of changing the emotions about a signaryour emotion really too recons of changing the emotion in the emotion of the emotion in the emotion of the emotion in the emotion of changing the emotion in th	(i.e., effective) or not in your best interest (i.e., reate a new problem for you? increase your freedom or decrease it? tuation useful or not? nuch work?
ate your own emotions content of the provision of changing the emotions at the provision of the provision of changing the emotion really too records of changing the emotion of changing the emotions of	reate a new problem for you? increase your freedom or decrease it? tuation useful or not? nuch work? notion you are having difficulty with.
nind, acting emotionally	Regulate emotions and emotion actions
nind, acting emotionally	Regulate emotions and emotion actions
1	ind, acting emotionally

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Is this the best decision (in Wise Mind)?

••••••
Worksheets for Understanding and Naming Emotions
•••••

EMOTION REGULATION WORKSHEET 2

(Emotion Regulation Handout 3)

Figuring Out What My Emotions Are Doing for Me

Due Date:	Name:	Week Starting:			
Select a current or recent emotional reaction and fill out as much of this sheet as you can. It brompting event for the emotion you are working on is another emotion that occurred first (for exple, feeling afraid prompted getting angry at yourself), then fill out a second worksheet for that emotion. Write on the back of the sheet if you need more room. Remember to use your deskills for each question.					
EMOTION NAME	:	INTENSITY (0-100):			
Describe Prompt	ing Event				
What happened to	prompt this emotion	?			
Describe Motivat	ion to Action				
	-	and preparing me to do? (Was there a problem my ome, or avoid?) What function or goal did my emotion			
Describe Commu	inication to Others				
What was my facia	al expression? Postur	e? Gestures? Words? Actions?			
What message did	d my emotion send to	others (even if I didn't intend to send the message)?			
	on influence others (e ult of my emotional ex	even if I didn't intend to influence them)? What did others opression or actions?			
Describe Commu	inication to Myself				
What did my emot	ion say to me?				
What facts could I correct?	check out to be sure	the message my emotions were sending to me was			
What facts did I ch	neck out?				

EMOTION REGULATION WORKSHEET 2A

(Emotion Regulation Handout 3)

Example: Figuring Out What My Emotions Are Doing for Me

Due Date:	Name:	Week Starting:
prompting event for ple, feeling afraid p	the emotion you are working or rompted getting angry at your	d fill out as much of this sheet as you can. If the on is another emotion that occurred first (for examself), then fill out a second worksheet for that first Use describe skills for each question.
EMOTION NAME:	Shame and Guilt	INTENSITY (0-100):80
	prompt this emotion? hate's pot on the burner and forg	got about it. I destroyed it. I then threw the pot

Motivation to Action

away without telling my roommate.

What action was my emotion motivating and preparing me to do? (Was there a problem my emotion was getting me to solve, overcome, or avoid?) What function or goal did my emotion serve?

My emotion was motivating me to shrink away from my friend, to hide myself. It's possible that the function was to get me to change that behavior. The emotion was also functioning to get me to try to hide that I destroyed the pot.

To influence my friend to stop being mad at me.

Communication to Others

What was my facial expression? Posture? Gestures? Words? Actions?

My eyes were looking down. My lips were turned down. I was slouched slightly and turned slightly away from my friend. I did not say anything. I put my hands on my forehead.

What message did my emotion send to others (even if I didn't intend to send the message)? I think my friend realized that I felt bad.

How did my emotion influence others (even if I didn't intend to influence them)? What did others do or say as a result of my emotional expression or actions?

My friend tried to get me to talk. I think it influenced her to stop yelling at me and be more kind.

Communication to Myself

What did my emotion say to me?

It was wrong to do what I did. I feel badly about it because I disappointed my friend. I have really messed this up and now she will never trust or like me.

What facts could I check out to be sure the message my emotions were sending to me was correct?

I could ask myself if what I did would get me kicked out of my house/friendship. I could try to figure out if what I did crossed my own wise/clear mind, moral code, values. I could ask her: Have I destroyed the relationship? Is she going to kick me out? Stop spending time with me? I could also ask what I can do that would help her to trust me again.

What facts did I check out?

I felt bad about burning the pot—but it wasn't a moral code or values issue yet until I tried to hide that I had done it. That behavior did go against my Wise Mind. I asked my roommate if she hated me now and she said no. I asked if there was anything I could do to fix the situation, and she asked me to buy a new pot, and I did.

EMOTION REGULATION WORKSHEET 2B

(Emotion Regulation Handout 3)

Emotion Diary

Name:		Week Starting:
Record	an emotion (either the strongest emotion of the day,	, the longest-lasting one, or the one that was the most painful or gave you the most
trouble)	Analyze that emotion, Fill out an Observing and De	escribing Emotions worksheet (Emotion Regulation Worksheet 4 or 4a) if necessary

plus this diary sheet.

Emotions	Motivate	Communicate to others		Communicate to me		
Emotion name	What did my emotion motivate me to do (i.e., what goal did my emotion serve)?	How was my emotion expressed to others (my nonverbal appearance, my words, my actions)?	What message did my emotion express to others?	What was the effect of my emotion on others?	What was my emotion saying to me?	How did I check the facts?

EMOTION REGULATION WORKSHEET 2C

(Emotion Regulation Handout 3)

Example: Emotion Diary

Due Date:	Name:	Week Starting:	
Record an emotion (ei	ther the strongest emotion of the day,	the longest-lasting one, or the one that wa	as the most painful or gave you the mos
		"" F "	1 1 3 3 4 4 4 5 6

Record an emotion (either the strongest emotion of the day, the longest-lasting one, or the one that was the most painful or gave you the most trouble). Analyze that emotion. Fill out an Observing and Describing Emotions worksheet (Emotion Regulation Worksheet 4 or 4a) if necessary, plus this diary sheet.

Emotions	Motivate	Com	Communicate to others		Comm	unicate to me
Emotion name	What did my emotion motivate me to do (i.e., what goal did my emotion serve)?	How was my emotion expressed to others (my nonverbal appearance, my words, my actions)?	What message did my emotion express to others?	What was the effect of my emotion on others?	What was my emotion saying to me?	How did I check the facts?
Fear/ anxiety	Not to go to skills training group.	I did not go to group.	That group was not important to me.	(1) They called to encourage me to come.(2) They wonder if I am committed.(3) They might be concerned.	That group is unsafe.	I didn't. I could have evaluated if my life, health, or well-being was in danger. I could have done pros and cons of going to group.
Shame	To keep to myself, to not draw attention to myself. I wanted to go home from the office party at work.	I didn't make much eye contact, I didn't say much or initiate conversation, or do anything to attract attention.	There are several possibilities: (1) I want to be left alone. (2) I am feeling bad.	Most everyone at work left me alone. One person tried to talk to me but gave up.	That I was uninteresting, a failure with nothing to contribute.	I tried to recall times when people have listened to me. I tried to talk to others and notice if they seemed interested.
Sadness	Withdraw. Isolate. Cry.	My expression was downcast. My mouth turned down. I was tearful. I told someone I was sad.	That I was sad.	(1) My boyfriend approached me, soothed me, and invited me to sit with him. (2) Some people avoided me.	I am so sad. I am alone. No one cares.	I reached out and noticed if someone responded. I thought about a time when I did not feel sad.

EMOTION REGULATION WORKSHEET 3 (p. 1 of 2)

(Emotion Regulation Handout 4a)

Myths about Emotions

Due	e Date:	Name:	Week Starting:
writ		•	makes sense to you. Although the one already e up with another one or rewrite the one there in your
1.	Challenge: E	ht way to feel in every situ very person responds diffe :	erently to a situation. There is no correct or right way.
2.	Challenge: L	s know that I am feeling ba etting others know that I al e:	m feeling bad is a healthy form of communication.
3.	Challenge: N understand	ings are bad and destructi legative feelings are natura ling of the situation. e:	al responses. They help me to create a better
4.	Challenge: B	_	ntrol. Ing a normal human being.
5.	Challenge: E useful to he	elp me understand what I a	w I am feeling in a certain situation. All emotions are am experiencing.
6.	Challenge: A		d attitude. ural responses to something.
7.	Challenge: I	have every right to feel the	obviously shouldn't feel the way I do. way I do, regardless of what other people think.
8.		• •	v I am feeling. I feel. Other people can only guess how I feel.
9.			should be ignored. Irning signs telling me that a situation I am in is not
10.	Extreme emo	tions get you a lot further extreme emotions can often not effective, emotion regu	than trying to regulate your emotions. In cause trouble for me and for other people. If an

EMOTION REGULATION WORKSHEET 3 (p. 2 of 2)

11.	Creativity requires intense, often out-of-control emotions. Challenge: I can be in control of my emotions and be creative.
	My challenge:
12.	Drama is cool. Challenge: I can be dramatic and regulate my emotions.
	My challenge:
13.	It is inauthentic to try to change my emotions. Challenge: Change is itself authentic; it is part of life.
	My challenge:
14.	Emotional truth is what counts, not factual truth. Challenge: Both emotional feeling and facts matter.
	My challenge:
15.	People should do whatever they feel like doing. Challenge: Doing what I feel like doing can be ineffective.
	My challenge:
16.	Acting on your emotions is the mark of a truly free individual. Challenge: The truly free person can regulate emotions.
	My challenge:
17.	My emotions are who I am. Challenge: Emotions are partly but not completely who I am.
	My challenge:
18.	My emotions are why people love me. Challenge: People will still love me if I regulate my emotions.
	My challenge:
19.	Emotions can just happen for no reason. Challenge: All things in the universe are caused.
	My challenge:
20.	Emotions should always be trusted. Challenge: Emotions should sometimes be trusted.
	My challenge:
21.	Other myth:
	Challenge:
	My challenge:

EMOTION REGULATION WORKSHEET 4

(Emotion Regulation Handouts 5, 6)

Observing and Describing Emotions

Date:	Name:		Week Starting:		
ing on is anot		st (e.g., fear pro	empted anger at yourself), th	. If the prompting event for the emonen fill out a second worksheet for more room.	
Vulnerabil	lity Factors: What happened be	efore to make m	e vulnerable to the prompting of	event? Tell the story up to the event.	
	Interpretation of Event: ghts, beliefs, assumptions, appra		Biological Changes Face and Body Changes and Experiences: What am I or was I feeling in my face and body?	Expressions Face and Body Language: What is or was my facial expression? Posture? Gestures? Expression with Words: What I SAID	 Emot Nan Inten (0–1
started? Jus	the few minutes right before the the facts! : Emotions, behavior, thoughts,	>	Action Urges What do I or did I feel like doing? What do I or did I want to say?	Actions: What I DID	
Aftereffects	: Emotions, behavior, thoughts,	etc.?			

EMOTION REGULATION WORKSHEET 4A

(Emotion Regulation Handouts 5, 6)

Observing and Describing Emotions

Due Date:	Name:	Week Starting:
prompting event to prompted anger	for the emotion you are wat yourself), then fill out	ction, and fill out as much of this sheet as you can. If the working on is another emotion that occurred first (e.g., fear a second worksheet for the first emotion. Use Emotion the back of this sheet if you need more room.
EMOTION NAMI	E:	INTENSITY (0-100):
PROMPTING EV	/ENT for my emotion (wh	no, what, when, where): What set off the emotion?
VULNERABILIT event?	Y FACTORS: What hap	pened before that made me vulnerable to the prompting
INTERPRETATIO	ONS (beliefs, assumption	ns, appraisals) of the situation:
FACE and BODY	CHANGES and EXPE	RIENCES: What was I feeling in my face and body?
ACTION URGES	: What did I feel like doir	ng? What did I want to say?
FACE and BODY	/ LANGUAGE: What wa	as my facial expression? Posture? Gestures?
What I SAID in th	ne situation (be specific):	
What I DID in the	e situation (be specific):	
What AFTEREF thoughts, memor		have on me (my state of mind, other emotions, behavior,

••••••
Worksheets for Changing Emotional Responses
•••••

EMOTION REGULATION WORKSHEET 5 (p. 1 of 2)

(Emotion Regulation Handouts 8, 8a)

Check the Facts

Due Dat	Date: Week Starting:					
know whit is the	nat the problem is before you ca event that is causing your emoti ness skills of observing and des	I situation if you don't have your facts straight. You must an solve it. This worksheet helps you figure out whether ion, your interpretation of the event, or both. Use your cribing. Observe the facts, and then describe the facts you				
Step	Ask: What emotion do I wa	nt to change?				
1 1	EMOTION NAME:	INTENSITY (0-100) Before: After:				
Step	Ask: What is the PROMPTI	NG EVENT for my emotional reaction?				
2		NG EVENT: What happened that led you to have this nom? What led up to what? What is it about this event that y specific in your answers.				
<		CHECK THE FACTS!				
		nents in the way you are describing the prompting event.				
Facts	REWRITE the facts, if neces	sary, to be more accurate.				
Step 3		RETATIONS (thoughts, beliefs, etc.) about the facts? Idding my own interpretations to the description of the				
		CHECK THE FACTS!				
<	List as many <i>other</i> possible interpretations of the facts as you can.					
Facts		sary. Try to check the accuracy of your interpretations. If you at a likely or a useful (i.e., effective) interpretation.				

(continued on next page)

EMOTION REGULATION WORKSHEET 5 (p. 2 of 2)

	Ask: Am I assuming a THREAT? What is the THREAT? What about this event or situation is threatening to me? What worrisome consequences or outcomes am I expecting?				
	CHECK THE FACTS!				
	List as many <i>other</i> possible outcomes as you can, given the facts.				
	REWRITE the facts if needed. Try to check the accuracy of your expectations. If you can't check out probable outcomes, write out a likely noncatastrophic outcome to expect.				
s					
S					
	Ask: What's the CATASTROPHE, even if the outcome I am worrying about doe occur? Describe in detail the worst outcome I can reasonably expect.				
	occur? Describe in detail the worst outcome I can reasonably expect.				
	occur? Describe in detail the worst outcome I can reasonably expect.				
	DESCRIBE WAYS TO COPE if the worst does happen. ASK: Does my emotion (or its intensity or duration) FIT THE FACTS?				

EMOTION REGULATION WORKSHEET 6

(Emotion Regulation Handout 9)

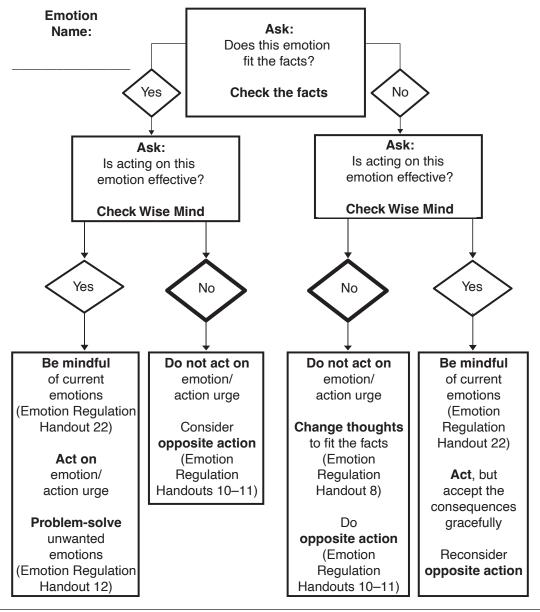
Figuring Out How to Change Unwanted Emotions

Week Starting:

Name:

Once you have checked the facts, use this worksheet to help you figure out what to do next.
Before you can figure out what to change, you have to decide whether acting on your emotion
is effective in the situation you are in (and whether the emotion is one you actually want to
change) (If you are not sure whether you want to change it or not, go back to Emotion Regulation

change). (If you are not sure whether you want to change it or not, go back to Emotion Regulation Worksheet 1 and do pros and cons.) In the flow chart below, circle Yes or No at each level, and then select the skill that fits your situation best.



Describe what you did to manage the emotion:

Due Date: _____

EMOTION REGULATION WORKSHEET 7

(Emotion Regulation Handouts 10, 11)

Opposite Action to Change Emotions

Due Date:	Name:	Week Starting:			
if the emotion fits	s the facts. If it does not, the and then do the opposite	en no	at you find painful or want to char otice your action urges; figure out ns. Remember to practice opposit	what would be	
EMOTION NAMI	E:		INTENSITY (0-100) Before:	After:	
PROMPTING EV	ENT for my emotion (who	o, wh	at, when, where): What prompted	d the emotion.	
IS MY EMOTION effective?	I (or its intensity or durati	on) J	USTIFIED? Does it fit the facts?	? Is it	
List the facts that correct.	justify the emotion and tho	se tha	at do not. Check the answer that is	s mostly	
	Justified	_	Not justified		
		_			
	D: Go to problem solving Regulation Worksheet 8)	ļ	□ NOT JUSTIFIED: Cor	ntinue	
ACTION URGES	: What do I feel like doing of	or say	ring?		
			site to my urges? What am I not do act opposite all the way in the situ		
WHAT I did: Des	scribe in detail.				
HOW I did it: De	scribe body language, facia	al exp	ression, posture, gestures, and the	oughts.	
	FECT did the opposite actions, memory, body, etc.)?	n hav	ve on me (my state of mind, other	emotions,	

EMOTION REGULATION WORKSHEET 8 (p. 1 of 2)

(Emotion Regulation Handout 12)

Problem Solving to Change Emotions

Due Date: Name:		Name:	Week Starting:			
			ful emotion. Select an event that can verthe that the the steps below and describe what I	•		
ΕI	MOTION NAME:		INTENSITY (0-100) Before: _	After:		
1.	WHAT IS THE PRO situation a problem?		e problem prompting your emotions. V	Vhat makes the		
2.	you did to be sure o		OU HAVE THE RIGHT PROBLEM.	Describe what		
	REWRITE the prob	plem if needed to sticl	k with the facts.			
3.		STIC SHORT-TERM (nink you have made p	GOAL OF YOUR PROBLEM SOLVII rogress?	NG? What has to		
4.	BRAINSTORM SO DON'T EVALUATE!		any solutions and coping strategies as	you can think of.		
			(contin	nued on next page)		

EMOTION REGULATION WORKSHEET 8 (p. 2 of 2)

PROS	Solution 1		Solution 2
Ö	Solution 1		Solution 2
	solution to try; list the step	s needed; check the	steps you do and how well th
vork.	solution to try; list the step Describe	os needed; check the ✓ Done	steps you do and how well th What happened?
vork. Step		√ Done	
vork. Step 1	Describe	✓ Done	
vork. Step 1 2	Describe	✓ Done	What happened?
vork. Step 1 2 3	Describe	✓ Done	What happened?
vork. Step 1 2 3 4 5	Describe	✓ Done	What happened?
vork. Step 1 2 3 4 5 6	Describe	✓ Done	What happened?
vork. Step 1 2 3 4 5 6	Describe	✓ Done	What happened?
vork. Step 1 2 3 4 5 6 7	Describe	✓ Done	What happened?
vork. Step 1 2 3 4 5 6 7	Describe	✓ Done	What happened?

••••••	•
Worksheets for Reducing Vulnerability to Emotion Mind	
•••••	••

EMOTION REGULATION WORKSHEET 9 (p. 1 of 2)

(Emotion Regulation Handouts 14-20)

Steps for Reducing Vulnerability to Emotion Mind

Due Date:	: Name:					V	Veel	k Starti	ng:		
	emotion regulation skill, note whether y Vrite on the back of this sheet if you ne				g the	we	ek, a	and de	scribe	wha	at
INC	CUMULATE POSITIVE EMOTIONS: SEASED daily pleasant activities (circleribe:	e): M	Т	W				Sun			
WO	CUMULATE POSITIVE EMOTIONS: L RTH LIVING UES considered in deciding what goals	s to wo	rk on	(see	e Em				n Har	ndou	it 18):
LON	IG-TERM GOALS worked on (describe										
AVC	DIDED AVOIDING (describe):										
Focu Distri	DFULNESS OF POSITIVE EXPERIE used (and refocused) attention on posi- racted from worries if they showed up: LD MASTERY eduled activities to build a sense of ac- cribe:	tive ex	oerie shme	ences	s:): M					
Actu	rally did something difficult, BUT possi							F S	S Su	n	
Des	PE AHEAD cribe a situation that prompts unwante s on Emotion Regulation Worksheet 5	d emot	ions	(fill c		eps	1 a	nd 2 of	chec	king	the
Way	that I imagined coping effectively (des	cribe):									
Way	that I imagined coping with new probl	ems th	at mi	ight a	arise	(des	scrib	oe):			

(continued on next page)

EMOTION REGULATION WORKSHEET 9 (p. 2 of 2)

PLEASE Skills

Have I
Treated PhysicaL illness?
Balanced Eating?
Avoided mood-Altering substances?
Balanced <u>S</u> leep?
Exercised?

EMOTION REGULATION WORKSHEET 10

(Emotion Regulation Handouts 15, 16)

Pleasant Events Diary

Week Starting:

	1141101	
Accumulating pleasant	t events can take planning. For each day of the w	eek, write down at least one pleasant activity or event that is possible for
you. In the next column	n, write down for each day the pleasant event or a	ctivity that you actually engaged in. Fill out an Observing and Describing

Due Date:

Name:

Emotions worksheet (Emotion Regulation Worksheet 4 or 4a) if necessary, plus this diary sheet.

Day of week	Pleasant event(s) planned	Pleasant event(s) I actually did	Mindfulness of pleasant event (0-5)	Letting go of worries (0-5)	Pleasant experience (0-100)	Comments

EMOTION REGULATION WORKSHEET 11 (p. 1 of 3)

(Emotion Regulation Handouts 17, 18)

Getting from Values to Specific Action Steps

Due Date:	ue Date: Week Starting:				
STEP 1. AVOI	D AVOIDING. Rate degree y	ou have avoided working on b	uilding a life worth living:		
n the past () Now () (0 = no avoid	ance, 100 = avoided completel	y even thinking about it)		
Check reasons	s for avoiding: Hopelessn	ess 🗆 Willfulness 🗅 Too hard	☐ Other:		
	1 1 120 1 2				
Use your co	pe-ahead skills, and write ou	it a plan for getting yourself to a	avoid avoiding.		
OTED O IDEN	TIEV VALUES THAT ADE I	MDODTANT TO VOIL \M/bet ie	manatiman autant to view?		
		MPORTANT TO YOU. What is rideas. Make a list of several o			
MY IMPORTA	NT VALUES:				
STEP 3. IDEN	TIFY ONE IMPORTANT LIF	E VALUE OR PRIORITY TO V	WORK ON NOW.		
_ong-term goa work now?	uls depend on Wise Mind val	ues and priorities. What values	in your life need more		
Make a list	-	nt values in your life that are in	nportant things for you to		
			Importance Priority		
extremely		a "life worth living" to you (1 = an an ann ann an ann ann ann ann ann			
to work on are in fact you should	now. CHECK THE FACTS. YOUR values and priorities-	ur list and ratings above and the Make sure that what you think – not the values others have, the of values you learned but no less that the others have the contract of the c	are values and priorities ne values others think		
you or is y	our highest priority to work o	OW. Pick the value that is eithe n right now. (If you have more t at another worksheet for that va	than one value that is a		
VALUE TO) WORK ON NOW:				
			(continued on next page)		

EMOTION REGULATION WORKSHEET 11 (p. 2 of 3)

STEP 4. IDENTIFY A FEW GOALS RELATED TO THIS VALUE. List two or three different goals related to this value. Be specific. What can you do to make this value a part of your life? (If you have trouble thinking of goals, brainstorm as many goals as you can think of that might be related, and then choose those most related to your values.) GOAL: _____ GOAL: STEP 5. CHOOSE ONE GOAL TO WORK ON NOW. Select one goal that is reasonable to work on now. If one goal has to be accomplished before other goals can be worked on, choose that one as your working-on goal. Be specific. If you want to work on more than one goal at a time, fill out two worksheets. Goal to work on: STEP 6. IDENTIFY SMALL ACTION STEPS TOWARD YOUR GOAL. Break down the goal into lots of small steps that you can do. Each small step is a subgoal on the way to your overall goal. List action steps that will get you closer to your goal. If you can't think of any steps, try brainstorming ideas. Write down whatever comes to your mind. If you start to feel overwhelmed because a step looks too big, erase it and break it down into smaller steps you think you can actually do. Rewrite your list if you need to so that the steps you think you can do are included. Put in the order that you think you should do them. If you start to feel *overwhelmed* because there are too many steps, stop writing new steps and focus on just one step. Action Step 1: Action Step 2: Action Step 3: Action Step 4: STEP 7. TAKE ONE ACTION STEP NOW. Describe what you did:

Describe what happened next:

EMOTION REGULATION WORKSHEET 11 (p. 3 of 3)

REMEMBER: ATTEND TO RELATIONSHIPS

Attending to relationships (Group A on Emotion Regulation Handout 18) and being part of a group (Group B) are important to just about everyone. If you did not choose a value from one of these groups, review them to see if one of these first 10 values is an important one for you to work on. If you choose one, write it down and then, after working on it, fill out the rest of the worksheet.

Describe the relationship or relationship problem you want to work on:					
What goal can you work on now?					
What small action steps will help you reach your goal?					
Action Step 1:					
Action Step 2:					
Action Step 3:					
Action Step 4:					
TAKE ONE ACTION STEP NOW. Describe what you did:					
Describe what happened payt:					
Describe what happened next:					

(Emotion Regulation Handouts 17, 18)

Getting from Values to Specific Action Steps

Due Date:	Name:	Week Starting:
or achieve (goal	s) that will make your life	he next step is to decide on specific things you can do more in line with your values. Once you have goals, you essary to achieve the goal.
Exam	ple: VALUE: Be part of	a group.
	Possible GOALS: • Reconnect wi • Get a more so • Join a club.	
	Pick one GOAL to v • Join a club.	vork on right now.
	Look for clubsGo to the boo	ETION STEPS that will move me toward my goal. is on craigslist. It is bestore by my house and ask about book groups. It is crive online game or chat room.
	1. Pic	k one of your VALUES :
	2. lo	dentify three GOALS:
		Circle one GOAL to work on right now.
4. Identify ACT	ION STEPS you can take	e right now to move closer to this GOAL .
5. Take one AC	TION STEP now. Descri	be what you did:
Describe what h	nappened next:	

(Emotion Regulation Handouts 17, 18)

Diary of Daily Actions on Values and Priorities

Due Date:

Name:

Week Starting:

Day	Value	Goal	Value and Priority Actions Today	Next Step
	What value am I working on?	What is my goal related to this value?	What action did I do today to achieve this goal? (Be specific.)	What will my next action be to achieve this goal? (Be specific.)

(Emotion Regulation Handout 19)

Build Mastery and Cope Ahead

Due Date: _	Name:	W	eek Starting:			
end of the o	day, write in the second colum	n what you actually did to increas	practicing mastery in the first colum se your sense of mastery. Under "Co you imagined coping skillfully. Also,	ope Ahead," describe a problem		
	Build	Mastery	Cope Ahead			
Day	Activities planned for building mastery	Activities I actually did for building mastery	Future problem situation	How I imagined coping effectively (describe)		
			2.	Helpful? □ YES □ NO		
				Helpful? ☐ YES ☐ NO		

(Emotion Regulation Handout 19)

Putting ABC Skills Together Day by Day

Due Date: _	Name:		Week	Starting:		
do that day; you plan, and	as you go or at the end d as you do that you wi	of the day, write dow Il find your vulnerabili	n what you actually dity to negative emotion	at night or first thing in the id. Over time, you will fins going down. Ve mood or emotions a	nd that you can do n	nore and more of what
		PLANNED ACTIVITIES	<u> </u>	l v	VHAT I ACTUALLY DIE)
Daytime Hours	Accumulate Positive Emotions	Action to <u>B</u> uild Mastery	<u>C</u> ope-Ahead Task	Accumulate Positive Emotions	Action to <u>B</u> uild Mastery	<u>C</u> ope-Ahead Task
Before 8 A.M.						
8 A.M. to 12 noon						
12 noon to 4 P.M.						
4 P.M. to 8 P.M.						
After 8 P.M.						
Total Number of Activities						

(Emotion Regulation Handout 20)

Practicing PLEASE Skills

		Fracti	Cing FLLASE Skii	li S	
Due Da	ate: Name:		Week Starting: _		
	eft column, put down the da , check whether practicing t			ctice each of the PLEASE s	skills. At the bottom of each
Day	Describe treating PhysicaL illness	Describe balanced <u>E</u> ating efforts	List mood- <u>A</u> ltering substances used	Hours of Sleep (time to bed; time up)	Describe <u>E</u> xercise (hours and/or minutes)
	Helpful2 D. VES D. NO.	Helnful2 □ VES □ NO	Helpful2 □ VES □ NO	Helnful2 □ VES □ NO	Helpful2 D. VES D. NO

EMOTION REGULATION WORKSHEET 14A (p. 1 of 3)

(Emotion Regulation Handout 20a)

Target Nightmare Experience Forms (Set of 3)

Due Date:	Name:	Week Starting:					
Include sensory thoughts associa	In the space provided below, describe the distressing dream in as many details as possible. Include sensory descriptions (sights, smells, sounds, tastes, etc.). Note the feelings, images, and houghts associated with this dream, including assumptions about yourself. Be as specific as lossible. Note when the dream begins and when it ends. (Use the back of this sheet if necessary.)						
In my dream,							

(continued on next page)

EMOTION REGULATION WORKSHEET 14A (p. 2 of 3)

Changed Dream Experience Form

Due Date:	Name:	Week Starting:
sensory description thoughts associat possible. Be sure	ons (sights, smells, soun ted with this dream, inclu the change you put in o ghtmare. Note when the	changed dream in as many details as possible. Include ds, tastes, etc.). Please note the feelings, images, and ding assumptions about yourself. Be as specific as ccurs <i>before</i> anything traumatic or bad happens to you dream begins and when it ends. (Use the back of this
In my dream,		

(continued on next page)

EMOTION REGULATION WORKSHEET 14A (p. 3 of 3)

Due Date	e: Name:		Week Startir	ng:		
	ing write down the intensity of				rehearsal and relaxation durir Continue practicing until you d	
Day	Describe daytime visual rehearsal and relaxation	Negative emotion intensity (0–100)	Describe daytime visual rehearsal and relaxation	Negative emotion intensity (0-100)	Describe daytime visual rehearsal and relaxation	Nightmare intensity (0–100)
		Start:		Start:		
		End:		End:		
		Start:		Start:		
		End:		End:		
		Start:		Start:		
		End:		End:		
		Start:		Start:		
		End:		End:		
		Start:		Start:		
		End:		End:		
		Start:		Start:		
		End:		End:		

Start: ___

End: _

Start: ____

End: _

			Slee	o Hygiene	e Practice Sheet		
Due Dat	e:	Name	e:		_ Week Starting:		
columns	. Along w	ith describin	•	please rate yo	nours in bed, and what you did in the 4 hours bour degree of rumination before and after using	•	
Day	Time to bed/ time up	Hours/ minutes in bed during the day	Food, drink, exercise within 4 hours of bed	Starting emotion/ rumination intensity (0–100)	Describe strategies used to get to sleep (or back to sleep)	Ending emotion/ rumination intensity (0–100)	Usefulness of strategies (0–100)
		Hrs:					
		Hrs:					
		Hrs:					

Hrs: _ Min:

Hrs: _ Min:

Hrs: Min:

Hrs: Min:

•••••••••••••••••••••••••••••••••••••••
Worksheets for Managing Really Difficult Emotions
•••••

(Emotion Regulation Handouts 21, 22)

Mindfulness of Current Emotions

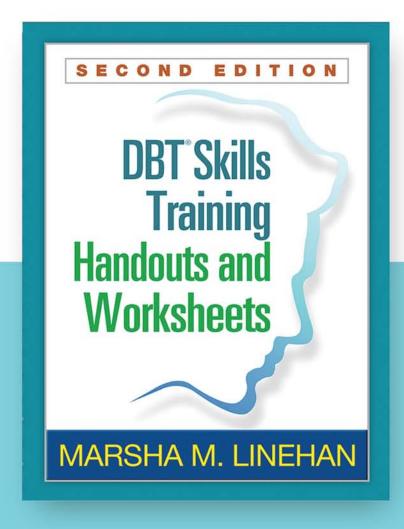
Due Date: Name:			Week Starting:			
EMOTION NAME:		INTENSITY (0-100)) Before:	After:		
Describe situation 5, if necessary.)	that prompts emotio	n. (Fill out Steps 1 and 2 on Em	otion Regula	tion Worksheet		
Tolerance Workshe		go to CRISIS SURVIVAL SKIL motion, high or low, practice rac 3.				
Check off any of th	e following that you	did:				
□ Experienced□ Let go of judg	the emotion as wav gments about my en	e emotions I was experiencing. es, coming and going on the be notions. feeling the emotional sensations				
Observed hoReminded mPracticed wilImagined my	w long it took the en yself that being critic ingness to have unv emotions as clouds	cal of emotions does not work.	h as I could.			
☐ Reminded m	avoid acting on my yself of times when lically accepting my my emotions.	I have felt different.				
Other:						

Comments and descriptions of experiences:

(Emotion Regulation Handout 24)

Troubleshooting Emotion Regulation Skills

Due Date:	Name:	Week Starti	ng:
		x, try doing this worksheet to see if you can rder, follow the directions and keep going	-
EMOTION NAM	E:	INTENSITY (0–100) Before:	After:
List the skill you	were trying to use that di	d not seem to help:	
□ NO: Go to □ NOT SI □ YES: W	ork on PLEASE skills. (S	E skills. (See Emotion Regulation Handout 20.) See Emotion Regulation Worksheet 14.) Considents of the considents of the considents of the constant of the con	er medication.
☐ YES: Go to NOT SI		out the instructions. ions or get coaching. TRY AGAIN. xt question)	do it
□ NO: Go to □ NOT SI □ YES: D	next question. JRE: Review Emotion Re o a PROS and CONS for	and maybe I don't really want to change egulation Handout 3/Worksheets 2, 2a. r changing emotions. (See Emotion Regulation at question) Yes (Fabulous) Didn't	on Worksheet 1.)
☐ YES: Confi ☐ NO: Pra and 13.) Practice Use pro	tinue practicing. actice radical acceptance e participating and effection oblem solving to find the t	hat emotion regulation takes? e and willingness. (See Distress Tolerance Harveness. (See Mindfulness Handouts 4 and 5.) time to work on skills. (See Emotion Regulation at question) Yes (Fabulous) Didn't	on Worksheet 8.)
that I have fa NO: Go to YES: If If not po	next question. possible now, solve the possible, attend to physical extreme for skills, go to TIF	now for skills? Am I going around in so sea of dyscontrol? problem. (See Emotion Regulation Handout 12, I sensations. (See Emotion Regulation Handout 2) skills. (See Distress Tolerance Handout 5.) xt question) Yes (Fabulous) Didn't	Worksheet 9.) ut 22.)
□ NO. □ YES: P	ractice nonjudgmentalnes	otion regulation getting in my way? ss. Check the facts and challenge the myterabulous) Didn't do it	hs.



Module 4 / Distress Tolerance Skills

Handouts and Worksheets

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••••••	•
Distress Tolerance Handouts	
•••••	•



Goals of Distress Tolerance

SURVIVE CRISIS SITUATIONS

Without Making Them Worse

ACCEPT REALITY

Replace Suffering and Being "Stuck" with Ordinary Pain and the Possibility of Moving Forward

BECOME FREE

Of Having to Satisfy the Demands of Your Own Desires, Urges, and Intense Emotions

OTHER:	

••••••
Handouts for Crisis Survival Skills
•••••

(Distress Tolerance Worksheets 1-7b)

Overview: Crisis Survival Skills

These are skills for tolerating painful events, urges, and emotions when you cannot make things better right away.

The STOP Skill
Pros and Cons
TIP Your Body Chemistry
Distract with Wise Mind ACCEPTS
Self-Soothe with the Five Senses
Improve the Moment



When to Use Crisis Survival Skills

YOU ARE IN A CRISIS when the situation is:

- · Highly stressful.
- Short-term (that is, it won't last a long time).
- Creates intense pressure to resolve the crisis *now*.

USE CRISIS SURVIVAL SKILLS when:

- 1. You have intense pain that cannot be helped quickly.
- 2. You want to act on your emotions, but it will only make things worse.
- 3. Emotion mind threatens to overwhelm you, and you need to stay skillful.
- 4. You are overwhelmed, yet demands must be met.
- 5. Arousal is extreme, but problems can't be solved immediately.

DON'T USE CRISIS SURVIVAL SKILLS for:

- Everyday problems.
- Solving all your life problems.
- Making your life worth living.



(Distress Tolerance Worksheets 2, 2a)

STOP Skill



 $\mathbf{S}_{\mathsf{tor}}$

Do not just react. Stop! Freeze! Do not move a muscle! Your emotions may try to make you act without thinking. Stay in control!

ake a step back

Take a step back from the situation. Take a break. Let go. Take a deep breath. Do not let your feelings make you act impulsively.

bserve

Notice what is going on inside and outside you. What is the situation? What are your thoughts and feelings? What are others saying or doing?

Proceed mindfully

Act with awareness. In deciding what to do, consider your thoughts and feelings, the situation, and other people's thoughts and feelings. Think about your goals. Ask Wise Mind: Which actions will make it better or worse?

Note. Adapted from an unpublished worksheet by Francheska Perepletchikova and Seth Axelrod, with their permission.



(Distress Tolerance Worksheets 3, 3a)

Pros and Cons

Use pros and cons any time you have to decide between two courses of action.

	An urge is a crisis when it is very strong and when acting on the urge will make things <i>worse</i> in the long term.
_	
_	Make a list of the pros and cons of acting on your crisis urges. These might be to engage in
	dangerous, addictive, or harmful behaviors, or they might be to give in, give up, or avoid doing
	what is necessary to build a life you want to live.
	Make another list of the pros and cons of resisting crisis urges—that is, tolerating the distress
	and not giving in to the urges.
	Use the grid below to evaluate both sets of pros and cons (this type of grid is also used in
	Distress Tolerance Worksheet 3). Or you can use the type of grid seen in Distress Tolerance
	Worksheet 3a and in the pros-and-cons worksheets for other modules.

	PROS	cons
Acting on crisis urges	Pros of acting on impulsive urges, giving in, giving up, or avoiding what needs to be done.	Cons of acting on impulsive urges, giving in, giving up, or avoiding what needs to be done.
Resisting crisis urges	Pros of resisting impulsive urges, doing what needs to be done, and not giving up.	Cons of resisting impulsive urges, doing what needs to be done, and not giving up.

Before an overwhelming crisis urge hits:

Write out your pros and cons; carry them with you. Rehearse your pros and cons over and over.

When an overwhelming crisis urge hits:

Review your pros and cons. Get out your list and read it over again.

- Imagine the positive consequences of resisting the urge.
- Think of the negative consequences of giving in to crisis behaviors.
- Remember past consequences when you have acted on crisis urges.



(Distress Tolerance Worksheet 4)

TIP Skills: Changing Your Body Chemistry

To reduce extreme emotion mind fast.

Remember these as TIP skills:

<u>TIP THE TEMPERATURE of your face with COLD WATER*</u> (to calm down fast)

- Holding your breath, put your face in a bowl of cold water, or hold a cold pack (or zip-lock bag of cold water) on your eyes and cheeks.
- Hold for 30 seconds. Keep water above 50°F.

<u>I</u>NTENSE EXERCISE* (to calm down your body when it is revved up by emotion)

- Engage in intense exercise, if only for a short while.
- Expend your body's stored up physical energy by running, walking fast, jumping, playing basketball, lifting weights, etc.

PACED BREATHING (pace your breathing by slowing it down)

- Breathe deeply into your belly.
- Slow your pace of inhaling and exhaling way down (on average, five to six breaths per minute).
- Breathe *out* more slowly than you breathe *in* (for example, 5 seconds in and 7 seconds out).

PAIRED MUSCLE RELAXATION (to calm down by pairing muscle relaxation with breathing out)

- While breathing into your belly deeply tense your body muscles (*not* so much as to cause a cramp).
- Notice the tension in your body.
- While breathing out, say the word "Relax" in your mind.
- Let go of the tension.
- Notice the difference in your body.



^{*}Caution: Very cold water decreases your heart rate rapidly. Intense exercise will increase heart rate. Consult your health care provider before using these skills if you have a heart or medical condition, a lowered base heart rate due to medications, take a beta-blocker, are allergic to cold, or have an eating disorder.

(Distress Tolerance Worksheet 4)

Using Cold Water, Step by Step

COLD WATER CAN WORK WONDERS*

When you put your full face into cold water . . . **or** you put a zip-lock bag with cold water on your eyes and upper cheeks, and **hold your breath**, it tells your brain you are diving underwater.

This causes the "dive response" to occur. (It may take 15–30 seconds to start.)

Your heart slows down, blood flow to nonessential organs is reduced, and blood flow is redirected to the brain and heart.

This response can actually help regulate your emotions.

This will be useful as a **distress tolerance strategy** when you are having a very **strong**, **distressing emotion**, or when you are having very **strong urges to engage in dangerous behaviors**.

(This strategy works best when you are sitting quietly—activity and distraction may make it less effective.)

TRY IT OUT!

^{*}Caution: Very cold water decreases your heart rate. If you have any heart or medical condition, have a lowered base heart rate due to medications, or are on a beta-blocker, consult your health care provider before using these skills. Avoid ice water if you are allergic to the cold.

(Distress Tolerance Worksheet 4a)

Paired Muscle Relaxation, Step by Step

If you have decided to practice paired muscle relaxation, it can be very helpful to practice relaxing each of your muscles first.

When you are starting, practice in a quiet place to reduce distractions, and make sure that you have enough time. As you improve with practice, you will want to practice in many different kinds of places, so that you can relax effectively when you most need to.

Remember that effectiveness improves with practice. If judgments arise, observe them, let them go, and return to your practice. If you become anxious, try focusing on breathing in to the count of 5 and out to the count of 7 (or the counts you have already determined for paced breathing), breathing all the while into your belly until you can return to relaxation exercises.

Now that you are ready to begin . . .

- 1. Get your body into a comfortable position in which you can relax. Loosen tight clothing. Lie or sit down, with all body parts uncrossed and no body part supporting any others.
- 2. For each area of the body listed below, gather tension by tightening muscles. Focus on the sensation of tightness in and around that area. Hold the tension as you inhale for 5-6 seconds, then release and breathe out.
- 3. As you release, say in your mind very slowly the word "Relax."
- 4. Observe the changes in sensations as you relax for 10-15 seconds then move on to the next muscle.

Start first with each of the 16 muscle groups.

Once you can do that, practice with medium groups of muscles and then large groups.

Once you are good at that, practice tensing your entire body at once.

When you tense your entire body, you are like a robot—stiff, nothing moving. When you relax your entire body, you are like a rag doll—all muscles drooping down.

Once you can relax all your muscles, practice three or four times a day until you can routinely relax your entire body rapidly.

8	Ξ	relax your entire body rapidly.
	≡	By practicing pairing exhaling and the word "Relax" with relaxing your muscles, you will
2	Small	eventually be able to relax just by letting go and saying the word "Relax."
		Hands and wrists: Make fists with both hands and pull fists up on the wrists.
	<u> </u>	Lower and upper arms: Make fists and bend both arms up to touch your shoulders.
,	3.	Shoulders: Pull both shoulders up to your ears.
	4.	Forehead: Pull eyebrows close together, wrinkling forehead.
	5 .	Eyes: Shut eyes tightly.
	l6.	Nose and upper cheeks: Scrunch up nose; bring upper lips and cheeks up toward eyes.
	7 .	Lips and lower face: Press lips together; bring edges of lips back toward ears.
,	l8.	Tongue and mouth: Teeth together; tongue pushing on upper mouth.
	9.	Neck: Push head back into chair, floor, or bed, or push chin down to chest.
	₁₀ .	Chest: Take deep breath and hold it.
	<u> 11.</u>	Back: Arch back, bringing shoulder blades together.
	12.	Stomach: Hold stomach in tightly.

13. Buttocks: Squeeze buttocks together.

14. Upper legs and thighs: Legs out; tense thighs.

Calves: Legs out; point toes down.

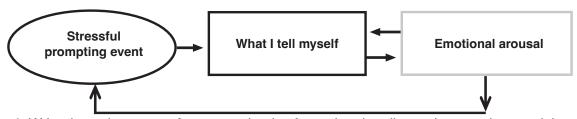
Ankles: Legs out; point toes together, heels out, toes curled under.

Remember, paired relaxation is a skill. It takes time to develop. With practice, you will notice the benefits.

Note. Adapted from Smith, R. E. (1980). Development of an integrated coping response through cognitive-affective stress management training. In I. G. Sarason & C. D. Spielberger (Eds.), Stress and anxiety (Vol. 7, pp. 265–280). Washington, DC: Hemisphere. Copyright 1980 by Hemisphere Publishing Corporation. Adapted by permission.

(Distress Tolerance Worksheet 4b)

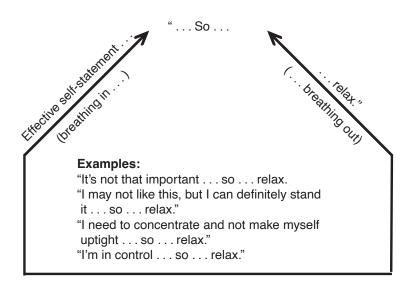
Effective Rethinking and Paired Relaxation, Step by Step



- **Step 1.** Write down the **prompting event** that is often related to distressing emotions and that you want to work on reducing your emotional reactions to.
- **Step 2. Ask:** "What must I be telling myself (that is, what are my **interpretations and thoughts**) about the event that causes such distress and arousal?" Write these down. Examples:

"He hates me," "I can't stand this!" "I can't do this," "I'll never make it," "I'm out of control!"

- **Step 3. Rethink** the situation and its meaning in a way that counteracts the thoughts and interpretations producing stress and distressing emotions. As you rethink the situation, write down as many **effective thoughts** as you can to replace the stressful thoughts.
- **Step 4.** When you are *not* in the stressful prompting event, **practice imagining** the stressful event:
 - a. At the same time, while breathing in, say to yourself an effective self-statement.
 - b. When breathing out, say "Relax" while intentionally relaxing all your muscles.
- **Step 5. Keep practicing** every chance you get until you have mastered the strategy.
- Step 6. When a stressful situation occurs, practice effective rethinking and paired relaxation.



Note. Adapted from Smith, R. E. (1980). Development of an integrated coping response through cognitive—affective stress management training. In I. G. Sarason & C. D. Spielberger (Eds.), Stress and anxiety (Vol. 7, pp. 265–280). Washington, DC: Hemisphere. Copyright 1980 by Hemisphere Publishing Corporation. Adapted by permission.



(Distress Tolerance Worksheets 5-5b)

Distracting

A way to remember these skills is the phrase "Wise Mind ACCEPTS."

With Activities:					
	Focus attention on a task you need to get done. Rent movies; watch TV. Clean a room in your house. Find an event to go to. Play computer games. Go walking. Exercise. Surf the Internet. Write e-mails. Play sports.	 □ Go out for a meal or eat a favorite food. □ Call or go out with a friend. □ Listen to your iPod; download music. □ Build something. □ Spend time with your children. □ Play cards. □ Read magazines, books, comics. □ Do crossword puzzles or Sudoku. □ Other: 			
	With Cont	ributing:			
	Find volunteer work to do. Help a friend or family member. Surprise someone with something nice (a card, a favor, a hug). Give away things you don't need.	 Call or send an instant message encouraging someone or just saying hi. Make something nice for someone else. Do something thoughtful. Other: 			
	With Com	parisons:			
<u>ا</u> ا	Compare how you are feeling now to a time when you felt different. Think about people coping the same as you or ess well than you.	 Compare yourself to those less fortunate. Watch reality shows about others' troubles; read about disasters, others' suffering. Other: 			
	With different	Emotions:			
r	Read emotional books or stories, old letters. Watch emotional TV shows; go to emotional movies. Listen to emotional music. e sure the event creates different emotions.)	Ideas: Scary movies, joke books, comedies, funny records, religious music, soothing music or music that fires you up, going to a store and reading funny greeting cards. Other:			
	With Pushing away:				
\ 	Push the situation away by leaving it for a while. Leave the situation mentally. Build an imaginary wall between yourself and the situation. Block thoughts and images from your mind.	 Notice ruminating: Yell "No!" Refuse to think about the painful situations. Put the pain on a shelf. Box it up and put it away for a while. Deny the problem for the moment. Other: 			
	With other Thoughts :				
ķ	Count to 10; count colors in a painting or coster or out the window; count anything. Repeat words to a song in your mind.	□ Work puzzles.□ Watch TV or read.□ Other:			
	With other S	ensations:			
	Squeeze a rubber ball very hard. Listen to very loud music. Hold ice in your hand or mouth.	☐ Go out in the rain or snow.☐ Take a hot or cold shower.☐ Other:			



(Distress Tolerance Worksheet 6-6b)

Self-Soothing

A way to remember these skills is to think of soothing each of your FIVE SENSES.

With Vision :			
Look at the stars at night. Look at pictures you like in a book. Buy one beautiful flower. Make one space in a room pleasing to look at. Light a candle and watch the flame. Set a pretty place at the table using your best things. Go people-watching or window-shopping. Go to a museum or poster shop with beautiful art.	00000 00	Sit in the lobby of a beautiful old hotel. Look at nature around you. Walk in a pretty part of town. Watch a sunrise or a sunset. Go to a dance performance, or watch it on TV. Be mindful of each sight that passes in front of you. Take a walk in a park or a scenic hike. Browse through stores looking at things. Other:	
With H e	ari	ng:	
Listen to soothing or invigorating music. Pay attention to sounds of nature (waves, birds, rainfall, leaves rustling). Pay attention to the sounds of the city (traffic, horns, city music). Sing to your favorite songs. Hum a soothing tune. Learn to play an instrument.		Burn a CD or make an iPod mix with music that will get you through tough times. Turn it on. Be mindful of any sounds that come your way, letting them go in one ear and out the other. Turn on the radio. Other:	
With S	me	ell:	
Use your favorite soap, shampoo, aftershave, cologne, or lotions, or try them on in the store. Burn incense or light a scented candle. Open a package of coffee and inhale the aroma. Put lemon oil on your furniture. Put potpourri or eucalyptus oil in a bowl in your room.		Sit in a new car and breathe the aroma. Boil cinnamon. Make cookies, bread, or popcorn. Smell the roses. Walk in a wooded area and mindfully breathe in the fresh smells of nature. Open the window and smell the air. Other:	
With T	ast	e:	
Eat some of your favorite foods. Drink your favorite soothing drink, such as herbal tea, hot chocolate, a latté, or a smoothie. Treat yourself to a dessert. Eat macaroni and cheese or another favorite childhood food. Sample flavors in an ice cream store.		Suck on a piece of peppermint candy. Chew your favorite gum. Get a little bit of a special food you don't usually spend the money on, such as fresh-squeezed orange juice or your favorite candy. Really taste the food you eat. Eat one thing mindfully. Other:	
With To	ouc	eh:	
Take a long hot bath or shower. Pet your dog or cat. Have a massage. Soak your feet. Put creamy lotion on your whole body. Put a cold compress on your forehead. Sink into a comfortable chair in your home. Put on a blouse or shirt that has a pleasant feel.	00000	Take a drive with the car windows rolled down. Run your hand along smooth wood or leather. Hug someone. Put clean sheets on the bed. Wrap up in a blanket. Notice touch that is soothing. Other:	

(Distress Tolerance Worksheet 6c)

Body Scan Meditation Step by Step

Sit on a chair, or lie on your back on the floor with legs uncrossed. Put your arms in a comfortable position by your side, on your abdomen, or (if sitting) put them on your thighs palms up. Open your eyes partially to let light in. If you are lying on the floor, put a cushion under your knees if need be. Imagine your breath flowing to each part of your body as your attention gently moves up your body. Adopt a mind of curiosity and interest as you focus on each part of your body.

Focus on your breathing. Notice how the air moves in and out of your body.

- Take several deep breaths until you begin to feel comfortable and relaxed.
- Direct your attention to the *toes* of your left foot.
- Notice the sensations in that part of your body while remaining aware of your breathing.
- Imagine each breath flowing to your toes.
- Looking with curiosity, ask, "What am I feeling in this part of my body?"
- Focus on your left toes for several minutes.
- Then move your focus to the *arch* and *heel* of your left foot, and hold it there for a minute or two while continuing to pay attention to your breathing.
- Notice the sensations on your skin of warmth or coldness; notice the weight of your foot on the floor.
- Imagine your breath flowing to the arch and heel of your left foot.
- Ask, "What are the feelings in the arch and heel of my left foot?"
- Follow the same procedure as you move to your left ankle, calf, knee, upper legs, and thigh.
- Repeat with the right leg, starting with your toes.
- Then move through your *pelvis*, and *lower back*, and around to your *stomach*.
- Focus on the rising and falling of your belly as your breath goes in and out.
- Then go on to your *chest*; *left hand*, *arm*, and *shoulder*; *right hand*, *arm*, and *shoulder*; *neck*, *chin*, *tongue*, *mouth*, *lips*, and *lower face*; and *nose*.
- Notice your breath as it comes in and out of your nostrils.
- Then focus on your upper cheeks, eyes, forehead, and scalp.
- Finally, focus on the very top of your hair.
- Then let go of your body altogether.

Don't worry if you notice that thoughts, sounds, or other sensations come into your awareness. Just notice them and then gently refocus your mind. Don't worry if your mind has been drawn away from the object of your attention and you find yourself thinking about something else (it nearly always happens). Just calmly, gently, but with resolution, turn your mind back to the part of the body you've reached. You may need to bring your attention back over and over. You are not alone in this. It is this bringing of your attention back over and over, without judgment or harshness, that is the essential element of the meditation.



(Distress Tolerance Worksheets 7, 7a, 7b)

Improving the Moment

A way to remember these skills is the word **IMPROVE**.

With Imagery:				
Imagine very relaxing scenes. Imagine a secret room within yourself. Furnish it the way you like. Close and lock the door on anything that can hurt you. Imagine everything going well. Make up a calming fantasy world.	<u> </u>	Imagine hurtful emotions draining out of you like water out of a pipe. Remember a happy time and imagine yourself in it again; play out the time in your mind again. Other:		
With <u>M</u> e	an	ing:		
Find purpose or meaning in a painful situation. Focus on whatever positive aspects of a painful situation you can find. Repeat these positive aspects in your mind.		Remember, listen to, or read about spiritual values. Other:		
With P	ray	er:		
Open your heart to a supreme being, God, or your own Wise Mind. Ask for strength to bear the pain.		Turn things over to God or a higher being. Other:		
With Relaxi	ng	actions:		
Take a hot bath or sit in a hot tub. Drink hot milk. Massage your neck and scalp. Practice yoga or other stretching.		Breathe deeply. Change your facial expression. Other:		
With One thing i	n t	he moment:		
Focus your entire attention on just what you are doing. Keep yourself in the moment. Put your mind in the present.		Focus your entire attention on the physical Listen to a sensory awareness recording (or use Distress Tolerance Handout 9a) Other:		
With a brief	<u>V</u> a	cation:		
Give yourself a brief vacation. Get in bed; pull the covers up over your head. Go to the beach or the woods for the day. Get a magazine and read it with chocolates. Turn off your phone for a day.		Take a blanket to the park and sit on it for a whole afternoon. Take a 1-hour breather from hard work. Take a brief vacation from responsibility. Other:		
With self- <u>E</u> ncouragement ar	ıd ı	ethinking the situation:		
Cheerlead yourself: "You go, girl!" "You da man!" "I will make it out of this." "I'm doing the best I can." Repeat over and over: "I can stand it."		"This too shall pass." "I will be OK." "It won't last forever." Other:		
st (and then practice) rethoughts that are particularly import pick me up doesn't mean he doesn't love me"):	port	ant in your crisis situations (e.g., "The fact that he did		

Sensory Awareness, Step by Step

Find a comfortable position. Staying in this position, listen to the questions below, listening for your response after each question. If you do not have a recording of these questions, you can make one for yourself (or ask a friend to make one), recording each question with about 5 seconds between each question.

- 1. Can you feel your hair touching your head?
- 2. Can you feel your belly rising and falling as you breathe?
- 3. Can you feel the space between your eyes?
- 4. Can you feel the distance between your ears?
- 5. Can you feel your breath touching the back of your eyes while you inhale?
- 6. Can you picture something far away?
- 7. Can you notice your arms touching your body?
- 8. Can you feel the bottoms of your feet?
- 9. Can you imagine a beautiful day at the beach?
- 10. Can you notice the space within your mouth?
- 11. Can you notice the position of your tongue in your mouth?
- 12. Can you feel a breeze against your cheek?
- 13. Can you feel how one arm is heavier than the other?
- 14. Can you feel a tingling or numbness in one hand?
- 15. Can you feel how one arm is more relaxed than the other?
- 16. Can you feel a change in the temperature in the air around you?
- 17. Can you feel how your left arm is warmer than the right?
- 18. Can you imagine how it would feel to be a rag doll?
- 19. Can you notice any tightness in your left forearm?
- 20. Can you imagine something very pleasant?
- 21. Can you imagine what it would feel like to float on a cloud?
- 22. Can you imagine what it would feel like to be stuck in molasses?
- 23. Can you picture something far away?
- 24. Can you feel a heaviness in your legs?
- 25. Can you imagine floating in warm water?
- 26. Can you notice your body hanging on your bones?
- 27. Can you allow yourself to drift lazily?
- 28. Can you feel your face getting soft?
- 29. Can you imagine a beautiful flower?
- 30. Can you feel how one arm and leg are heavier than the other?

Note. Items 29 and 30 are adapted from Goldfried, M. R., & Davison, G. C. (1976). Clinical behavior therapy. New York: Holt, Rinehart & Winston. Copyright 1976 by Marvin R. Goldfried and Gerald C. Davison. Adapted by permission of the authors.

•••••
Handouts for Reality Acceptance Skills
•••••



(Distress Tolerance Worksheets 8-12a)

Overview: Reality Acceptance Skills

These are skills for how to live a life that is not the life you want.

RADICAL ACCEPTANCE

TURNING THE MIND

WILLINGNESS

HALF-SMILING AND WILLING HANDS

ALLOWING THE MIND: MINDFULNESS OF CURRENT THOUGHTS



(Distress Tolerance Worksheets 8-9a)

Radical Acceptance

(When you cannot keep painful events and emotions from coming your way.)

WHAT IS RADICAL ACCEPTANCE?

- 1. Radical means all the way, complete and total.
- 2. It is accepting in your mind, your heart, and your body.
- 3. It's when you stop fighting reality, stop throwing tantrums because reality is not the way you want it, and let go of bitterness.

WHAT HAS TO BE ACCEPTED?

- 1. Reality is as it is (the facts about the past and the present are the facts, even if you don't like them).
- 2. There are limitations on the future for everyone (but only realistic limitations need to be accepted).
- 3. Everything has a cause (including events and situations that cause you pain and suffering).
- 4. Life can be worth living even with painful events in it.

WHY ACCEPT REALITY?

- Rejecting reality does not change reality.
- 2. Changing reality requires first accepting reality.
- 3. Pain can't be avoided; it is nature's way of signaling that something is wrong.
- 4. Rejecting reality turns pain into suffering.
- 5. Refusing to accept reality can keep you stuck in unhappiness, bitterness, anger, sadness, shame, or other painful emotions.
- 6. Acceptance may lead to sadness, but deep calmness usually follows.
- 7. The path out of hell is through misery. By refusing to accept the misery that is part of climbing out of hell, you fall back into hell.

Radical Acceptance: Factors That Interfere

RADICAL ACCEPTANCE IS NOT:

Approval, compassion, love, passivity, or against change.

FACTORS THAT INTERFERE WITH ACCEPTANCE
1. You don't have the skills for acceptance; you do not know how to accept really painful events and facts.
2. You believe that if you accept a painful event, you are making light of it or are approving of the facts, and that nothing will be done to change or prevent future painful events.
□ 3. Emotions get in the way (unbearable sadness; anger at the person or group that caused the painful event; rage at the injustice of the world; overwhelming shame about who you are; guilt about your own behavior).
□ Other:

(Distress Tolerance Worksheets 9, 9a)

Practicing Radical Acceptance Step by Step

Observe that you are questioning or fighting reality ("It shouldn't be this way").
Remind yourself that the unpleasant reality is just as it is and cannot be changed ("This is what happened").
Remind yourself that there are causes for the reality. Acknowledge that some sort of history led up to this very moment. Consider how people's lives have been shaped by a series of factors. Notice that given these causal factors and how history led up to this moment, this reality had to occur just this way ("This is how things happened").
Practice accepting with the whole self (mind, body, and spirit). Be creative in finding ways to involve your whole self. Use accepting self-talk—but also consider using relaxation; mindfulness of your breath; half-smiling and willing hands while thinking about what feels unacceptable; prayer; going to a place that helps bring you to acceptance; or imagery.
Practice opposite action. List all the behaviors you would do if you did accept the facts. Then act as if you have already accepted the facts. Engage in the behaviors that you would do if you really had accepted.
Cope ahead with events that seem unacceptable. Imagine (in your mind's eye) believing what you don't want to accept. Rehearse in your mind what you would do if you accepted what seems unacceptable.
Attend to body sensations as you think about what you need to accept.
Allow disappointment, sadness, or grief to arise within you.
Acknowledge that life can be worth living even when there is pain.
Do pros and cons if you find yourself resisting practicing acceptance.



(Distress Tolerance Worksheets 8, 8a, 10)

Turning the Mind

TURNING THE MIND is like facing a fork in the road. You have to turn your mind toward the acceptance road, and away from the road of rejecting reality.

TURNING THE MIND is choosing to accept.

The CHOICE to accept does not itself equal acceptance. It just puts you on the path.



TURNING THE MIND, STEP BY STEP

- OBSERVE that you are not accepting. (Look for anger, bitterness, annoyance; avoiding emotions; saying "Why me?", "Why is this happening?", "I can't stand this," "It shouldn't be this way.")
- 2. Go within yourself and MAKE AN INNER COMMITMENT to accept reality as it is.
- DO IT AGAIN, over and over. Keep turning your mind to acceptance each time you come to the fork in the road where you can reject reality or accept it.
- DEVELOP A PLAN for catching yourself in the future when you drift out of acceptance.



(Distress Tolerance Worksheets 8, 8a, 10)

Willingness

Willingness is readiness to enter and participate fully in life and living.

Find a WILLING RESPONSE to each situation.

Willingness is DOING JUST WHAT IS NEEDED:

- In each situation.
- Wholeheartedly, without dragging your feet.

Willingness is listening very carefully to your WISE MIND, and then acting from your WISE MIND.

Willingness is ACTING WITH AWARENESS that you are connected to the universe (to the stars, people you like and don't like, the floor, etc.).

Replace WILLFULNESS with WILLINGNESS.

- Willfulness is **REFUSING TO TOLERATE** the moment.
- Willfulness is refusing to make changes that are needed.
- Willfulness is GIVING UP.
- Willfulness is the OPPOSITE OF "DOING WHAT WORKS."
- Willfulness is trying to **FIX EVERY SITUATION**.
- Willfulness is insisting on BEING IN CONTROL.
- Willfulness is **ATTACHMENT TO "ME, ME"** and "what I want right now!"

WILLINGNESS, STEP BY STEP

- 1. **OBSERVE** the willfulness. Label it. Experience it.
- 2. **RADICALLY ACCEPT** that at this moment you feel (and may be acting) willful. You cannot fight willfulness with willfulness.
- 3. TURN YOUR MIND toward acceptance and willingness.
- 4. Try HALF-SMILING and a WILLING POSTURE.
- 5. When willfulness is immovable, ASK, "WHAT'S THE THREAT?"

	Situations where I notice my own:
Willfulness:	
Willingness:	



(Distress Tolerance Worksheets 8, 8a, 11)

Half-Smiling and Willing Hands

Accepting reality with your body.

HALF-SMILING

1st. Relax your face from the top of your head down to your chin and jaw. Let go of each facial muscle (forehead, eyes, and brows; cheeks, mouth, and tongue; teeth slightly apart). If you have difficulty, try tensing your facial muscles and then letting go.
A tense smile is a grin (and might tell your brain you are hiding or masking your real feelings).

2nd. Let both *corners of your lips* go slightly up, just so you can feel them. It is not necessary for others to see it. A half-smile is slightly upturned lips with a relaxed face.

3rd. Try to adopt a serene facial expression.
Remember, your face communicates to your brain; your body connects to your mind.

WILLING HANDS

Standing: Drop your arms down from your shoulders; keep them

straight or bent slightly at the elbows. With hands

unclenched, turn your hands outward, with thumbs out to

your sides, palms up, and fingers relaxed.

Sitting: Place your hands on your lap or your thighs. With hands

unclenched, turn your hands outward, with palms up and

fingers relaxed.

Lying down: Arms by your side, hands unclenched, turn your palms

up with fingers relaxed.

Remember, your hands communicate to your brain; your body connects to your mind.

DISTRESS TOLERANCE HANDOUT 14A (p. 1 of 2)

(Distress Tolerance Worksheet 10)

Practicing Half-Smiling and Willing Hands

1. HALF-SMILE WHEN YOU FIRST WAKE UP IN THE MORNING.

Hang a branch, any other sign, or even the word "smile" on the ceiling or wall, so that you see it right away when you open your eyes. This sign will serve as your reminder. Use these seconds before you get out of bed to take hold of your breath. Inhale and exhale three breaths gently while maintaining a half-smile. Follow your breaths. Add willing hands to your half-smile, or practice willing hands alone.

2. HALF-SMILE DURING YOUR FREE MOMENTS.

Anywhere you find yourself sitting or standing, half-smile. Look at a child, a leaf, a painting on a wall, or anything that is relatively still, and smile. Inhale and exhale quietly three times.

3. HALF-SMILE WITH WILLING HANDS WHILE YOU ARE LISTENING TO MUSIC.

Listen to a piece of music for 2 or 3 minutes. Pay attention to the words, music, rhythm, and sentiments of the music you are listening to (not your daydreams of other times). Half-smile while watching your inhalations and exhalations. Adopt a willing-hands posture.

4. HALF-SMILE WITH WILLING HANDS WHEN YOU ARE IRRITATED.

When you realize "I'm irritated," half-smile or adopt a willing-hands posture at once. Inhale and exhale quietly, maintaining a half-smile or willing hands for three breaths.

5. HALF-SMILE IN A LYING-DOWN POSITION.

Lie on your back on a flat surface, without the support of mattress or pillow. Keep your two arms loosely by your sides, and keep your two legs slightly apart, stretched out before you. Maintain willing hands and a half-smile. Breathe in and out gently, keeping your attention focused on your breath. Let go of every muscle in your body. Relax each muscle as though it were sinking down through the floor, or as though it were as soft and yielding as a piece of silk hanging in the breeze to dry. Let go entirely, keeping your attention only on your breath and half-smile. Think of yourself as a cat, completely relaxed before a warm fire, whose muscles yield without resistance to anyone's touch. Continue for 15 breaths.

6. HALF-SMILE IN A SITTING POSITION.

Sit on the floor with your back straight, or on a chair with your two feet touching the floor. Half-smile. Inhale and exhale while maintaining the half-smile. Let go.

(continued on next page)

Note. Exercises 1 and 3–7 are adapted from *The Miracle of Mindfulness* (pp. 77–81, 93) by Thich Nhat Hanh. Copyright 1975, 1976 by Thich Nhat Hanh. Preface and English translation copyright 1975, 1976, 1987 by Mobi Ho. Adapted by permission of Beacon Press, Boston.

DISTRESS TOLERANCE HANDOUT 14A (p. 2 of 2)

7. HALF-SMILE WITH WILLING HANDS WHILE YOU ARE CONTEMPLATING A PERSON YOU DISLIKE OR ARE ANGRY WITH.

- Sit quietly. Breathe and smile a half-smile. Hold your hands open with palms up.
- Imagine the image of the person who has caused you suffering.
- Regard the features you dislike the most or find the most repulsive.
- Try to examine what makes this person happy and what causes suffering in his or her daily life.
- Imagine the person's perceptions; try to see what patterns of thought and reason this person follows.
- Examine what motivates this person's hopes and actions.
- Finally, consider the person's consciousness. See whether the person's views and
 insights are open and free or not, and whether or not the person has been influenced by
 any prejudices, narrow-mindedness, hatred, or anger.
- See whether or not the person is master of him- or herself.
- Continue until you feel compassion rise in your heart like a well filling with fresh water, and your anger and resentment disappear. Practice this exercise many times on the same person.

Notes/Other times to half-smile and/or form willing hands:	



(Distress Tolerance Worksheets 8, 8a, 12)

Mindfulness of Current Thoughts

1. OBSERVE YOUR THOUGHTS.

- As waves, coming and going.
- Not suppressing thoughts.
- Not judging thoughts.
- Acknowledging their presence.
- Not keeping thoughts around.
- Not analyzing thoughts.
- Practicing willingness.
- Stepping back and observing thoughts as they run in and out of your mind.

2. ADOPT A CURIOUS MIND.

- Ask, "Where do my thoughts come from?" Watch and see.
- Notice that every thought that comes also goes out of your mind.
- Observe but do not evaluate your thoughts. Let go of judgments.

3. REMEMBER: YOU ARE NOT YOUR THOUGHTS.

- Do not necessarily act on thoughts.
- Remember times when you have had very different thoughts.
- Remind yourself that catastrophic thinking is "emotion mind."
- Remember how you think when you are not feeling such intense suffering and pain.

4. DON'T BLOCK OR SUPPRESS THOUGHTS.

- Ask, "What sensations are these thoughts trying to avoid?" Turn your mind to the sensation. Then come back to the thought. Repeat several times.
- Step back; allow your thoughts to come and go as you observe your breath.
- Play with your thoughts: Repeat them out loud over and over as fast as you can. Sing them. Imagine the thoughts as the words of a clown, as recordings getting all tangled up; as cute animals you can cuddle up to; as bright colors running through your mind; as only sounds.
- Try loving your thoughts.

DISTRESS TOLERANCE HANDOUT 15A (p. 1 of 2)

(Distress Tolerance Worksheets 8, 8a, 12)

Practicing Mindfulness of Thoughts

PRACTICE MINDFULNESS OF THOUGHTS BY OBSERVING THEM

1. Notice thoughts as they come into your mind. As a thought comes into your mind, say "a thought has entered my mind." Label the thought as a thought, saying, "The thought [describe thought] arose in my mind." Use a gentle voice tone.
2. As you notice thoughts in your mind, ask, "Where did the thought come from?" Then watch your mind to see if you can see where it came from.
Step back from your mind, as if you are on top of a mountain and your mind is just a boulder down below. Gaze at your mind, watching what thoughts come up when you are watching it. Come back into your mind before you stop.
4. Close your eyes and scan your body for the first physical sensation that you notice. Then scan your mind for the first thought you notice. Shuttle back and forth between scanning for physical sensations and scanning for thoughts. Another time, replace scanning your body for physical sensations to scanning yourself for any emotional feelings. Then shuttle back and forth between an emotional feeling and a thought.
PRACTICE MINDFULNESS OF THOUGHTS BY USING WORDS AND VOICE TONE
5. Verbalize thoughts or beliefs out loud, using a nonjudgmental voice tone, over and over and over:
As fast as you can until the thoughts make no sense.
Very, very slowly (one syllable or word per breath).
☐ In a different voice from yours (high- or low-pitched, like a cartoon character or celebrity).
As a dialogue on a TV comedy show ("You'll never believe what thought went through my mind. I was thinking, 'I'm a jerk.' Can you believe that?").
☐ As songs, sung wholeheartedly and dramatically, in a tune that fits the thoughts.
PRACTICE MINDFULNESS OF THOUGHTS WITH OPPOSITE ACTION
Relax your face and body while imagining accepting your thoughts as only thoughts — sensations of the brain.
7. Imagine things you would do if you stopped believing everything you think.
8. Rehearse in your mind the things that you would do if you did not view your thoughts as facts.
9. Practice loving your thoughts as they go through your mind.
(continued on next page)

DISTRESS TOLERANCE HANDOUT 15A (p. 2 of 2)

PRACTICE MINDFULNESS OF THOUGHTS BY IMAGINING THAT YOUR MIND IS:

□ 10.	A conveyor belt, and that thoughts and feelings are coming down the belt. Put each thought or feeling in a box labeled with the type of thought that it is (e.g., worry thoughts, thoughts about my past, thoughts about my mother, planning what to do thoughts). Just keep observing and sorting thoughts into the labeled boxes.
□ 11.	A river, and that thoughts and feelings are boats going down the river. Imagine sitting on the grass, watching the boats go by. Try not to jump on the boat.
□ 12.	A railroad track, and that thoughts and feelings are train cars going by. Try not to jump on the train.
□ 13.	A leaf that has dropped off a tree into a beautiful creek flowing by you as you sit on the grass. Each time a thought or image comes into your mind, imagine that it is written or pictured on the leaf floating by. Let each leaf go by, watching as it goes out of sight.
□ 14.	The sky, and thoughts have wings and can fly through the sky. Watch as each flies out of sight.
□ 15.	The sky, and thoughts are clouds. Notice each thought-cloud as it drifts by, letting it drift out of your mind.
□ 16.	A white room with two doors. Through one door, thoughts come in; through the other, thoughts go out. Watch each thought with attention and curiosity until it leaves. Let go of judgments. Let go of analyzing thoughts and of figuring out if they fit the facts. As a thought comes into your mind, say, "A thought has entered my mind."
Other	
Other	
	:
Other	

•••••••••••••••••••••••••••••••••••••••	•••
Handouts for Skills When the Crisis Is Addiction	
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(Distress Tolerance Worksheets 13-18)

Overview: When the Crisis Is Addiction

Skills for backing down from addiction. You can remember them as D, C, B, A.

DIALECTICAL ABSTINENCE **CLEAR MIND COMMUNITY REINFORCEMENT BURNING BRIDGES** AND BUILDING NEW ONES ALTERNATE REBELLION **ADAPTIVE DENIAL**

Common Addictions

In case you thought you had no addictions, here is a list.

You are *addicted* when you are unable to stop a behavior pattern or use of substances, despite negative consequences and despite your best efforts to stop.

☐ Alcohol	☐ Internet games
☐ Attention seeking	☐ Kleptomania/stealing/shoplifting
☐ Avoiding:	☐ Lying
☐ Auto racing	☐ Pornography
☐ Betting	☐ Reckless driving
☐ Bulimia (purging/vomiting)	☐ Risky behaviors
☐ Cheating	☐ Self-inflicted injury/self-mutilation
□ Coffee	□ Sex
□ Colas	☐ Shopping
☐ Collecting:	☐ Sleeping
☐ Art	☐ Smartphone apps
☐ Coins	☐ Smoking/tobacco
☐ Junk	☐ Social networking
☐ Clothes	☐ Speed
☐ Shoes	☐ Spiritual practices
☐ Music	☐ Sports activities:
Other:	☐ Biking
☐ Other:	☐ Body building
☐ Computers	☐ Hiking/rock climbing
☐ Criminal activities	☐ Running
☐ Dieting	☐ Weight lifting
☐ Drugs (illicit and prescribed)	☐ Other:
☐ Diuretics	Other:
☐ E-mail	☐ Television
☐ Food/eating	☐ Texting
☐ Carbohydrates	☐ Vandalism
☐ Chocolate	☐ Videos
☐ Specific food:	☐ Video games
☐ Gambling	☐ Working
☐ Games/puzzles	
☐ Gossiping	Other:
☐ Imagining/fantasizing	Other:
☐ Internet	☐ Other:

(Distress Tolerance Worksheet 14)

Dialectical Abstinence

ABSTINENCE

(Swearing off addictive behavior)

Pro: People who commit to abstinence stay off longer.

Con: It takes longer for people to get back "on the wagon"

once they fall off.

VS.

HARM REDUCTION

(Acknowledging there will be slips; minimizing the damage, but not demanding perfection)

Pro: When a slip does happen, people can get back "on the wagon" faster.

Con: People who commit to harm reduction relapse quicker.

SYNTHESIS = DIALECTICAL ABSTINENCE

The goal is not to engage in addictive behavior again in other words, to achieve complete abstinence.

However, if there is a slip, the goal is to minimize harm and get back to abstinence as soon as possible.

Pros: It works!

Cons: It's work. You don't get a vacation.

(You're always either abstinent or working to get back to abstinence.)

An example of expecting the best and planning for the trouble spots: Olympic athletes must believe and behave as though they can win every race, even though they have lost before and will lose again.

(Distress Tolerance Worksheet 14)

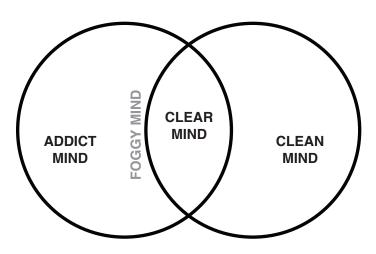
Planning for Dialectical Abstinence

Plan for Abstinence
☐ 1. Enjoy your success, but with a clear mind; plan for temptations to relapse.
☐ 2. Spend time or touch base with people who will reinforce you for abstinence.
□ 3. Plan reinforcing activities to do instead of addictive behaviors.
☐ 4. Burn bridges: Avoid cues and high-risk situations for addictive behaviors.
□ 5. Build new bridges: Develop images, smells, and mental activities (such as, urge surfing) to compete with information associated with craving.
□ 6. Find alternative ways to rebel.
☐ 7. Publicly announce abstinence; deny any idea of lapsing to addiction.

Plan for Harm Reduction		
□ 1. Call your therapist, sponsor, or mentor for skills coaching.		
2. Get in contact with other effective people who can help.		
 3. Get rid of temptations; surround yourself with cues for effective behaviors. 4. Review skills and handouts from DBT. 		
5. Opposite action (Emotion Regulation Handout 10) can be rehearsed to fight guilt and shame. If no other option works, go to an anonymous meeting of any sort and publicly report your lapse.		
6. Building mastery and coping ahead for emotional situations (Emotion Regulation Handout 19), and checking the facts (Emotion Regulation Handout 8), can be used to fight feelings of being out of control.		
7. Interpersonal skills (Interpersonal Effectiveness Handouts 5–7), such as asking for help from family, friends, sponsors, ministers, or counselors, can also be helpful. If you are isolated, help can often be found via online support groups.		
8. Conduct a chain analysis to analyze what prompted the lapse (General Handouts 7, 7a).		
9. Problem-solve right away to find a way to "get back on the wagon" and repair any damage you have done (Emotion Regulation Handout 12).		
☐ 10. Distract yourself, self-soothe, and improve the moment.		
☐ 11. Cheerlead yourself.		
12. Do pros and cons of stopping addictive behaviors (Distress Tolerance Handout 5).		
☐ 13. Stay away from extreme thinking. Don't let one slip turn into a disaster.		
☐ 14. Recommit to 100% total abstinence.		

(Distress Tolerance Worksheet 15)

Clear Mind



Addict mind is:

Impulsive

One-minded

Willing to do anything for a "fix"

When in *addict mind*, you are ruled by the addiction. The urges for habitual problem behaviors determine your thoughts, emotions, and behaviors.

Clean mind is:

Naive

Risk-taking

Oblivious to dangers

When in *clean mind*, you are clean but oblivious to dangers that might cue habitual problem behaviors. You believe you are invincible and immune to future temptation.





Both extremes are **DANGEROUS!**



CLEAR MIND: The safest place to be.

You are clean, but you remember addict mind.

You radically accept that relapse is not impossible.

You enjoy your *success*, while still *expecting urges and cues* and *planning* for when you're tempted.

(Distress Tolerance Worksheet 16)

Behavior Patterns Characteristic of Addict Mind and of Clean Mind

CLEAN MIND

ADDICT MIND

Engaging	Engaging in addictive behavior.		Engaging in apparently irrelevant behavior	
☐ Thinking, addiction	, "I don't really have a problem with ."		that in the past inevitably led to addictive behavior.	
☐ Thinking,	, "I can do a little."		Thinking, "I've learned my lesson."	
☐ Thinking,	, "I can indulge my habit, if only on		Thinking, "I can control the habit."	
weekend			Thinking, "I don't really have an addiction	
☐ Thinking,	, "I can't stand this!"		problem any more."	
☐ Glamoriz	ing addiction.	Ч	Stopping or cutting back medication that helps with addiction.	
•	ne Internet for ways to engage in behaviors.		Being in environments where others engage in addictive behaviors.	
	araphernalia (food, drugs, videos, addictive behavior.		Seeing friends who are still addicted.	
,	Selling or exchanging items related to		Living with people who are addicted.	
			Keeping addiction paraphernalia.	
☐ Stealing	to pay for addiction.		Carrying around extra money.	
☐ Prostituti	ng for money or for paraphernalia.		Being irresponsible with bills.	
Lying.			Dressing like an addict.	
☐ Hiding.			Not going to meetings.	
☐ Isolating.			Not confronting the problems that fuel my	
☐ Acting all	ways busy; "Got to go!"		addictive behaviors.	
□ Breaking	promises.		Acting as if only willpower is needed.	
□ Committi	ing crimes.		Isolating.	
□ Acting lik	e a corpse.		Believing, "I can do this alone."	
☐ Having "r	no life."		Thinking, "I can take pain medicine/diet/ engage in addictive behavior if prescribed or	
☐ Acting de	esperate/obsessed.		advised; I don't need to say anything about my	
☐ Not looki	ng people in the eyes.		past addiction."	
☐ Having p	oor hygiene.		Thinking, "I can't stand this!"	
■ Avoiding	doctors.		Other:	
☐ Other: _			Other:	
			Other:	
☐ Other:				

(Distress Tolerance Worksheet 16)

Community Reinforcement

Community reinforcement means replacing addiction reinforcers with abstinence reinforcers.

REINFORCING ABSTINENCE IS CRITICAL

Reinforcers in your environment play a powerful role in encouraging or discouraging addictive behaviors.

To stop addictive behavior, you have to figure out how to make a lifestyle *without* your addictive behaviors more rewarding than a lifestyle *with* your addictive behaviors.

You have to find a way to get behaviors incompatible with addictions to pay off and be rewarded by those around you.

Willpower is *not* sufficient. If it were, we would all be perfect!

behaviors.

REPLACE ADDICTION REINFORCERS WITH ABSTINENCE REINFORCERS			
Begin a series of action steps that will increase your chances of accumulating positive events to replace addictive behavior.			
☐ Search for people to spend time with who aren't addicted.			
☐ Increase the number of enjoyable activities you engage in that do not involve your addiction.			
☐ If you cannot decide what people or activities you like, sample a lot of different groups of people and a lot of different activities.			
ABSTINENCE SAMPLING			
☐ Commit to days off your addiction, and observe the benefits that naturally occur.			
☐ Temporarily avoid high-risk addiction triggers, and replace these with competing behaviors to get you through the sampling period.			

Note. Adapted from Meyers, R. J., & Squires, D. D. (2001, September). The community reinforcement approach. Retrieved from www.bhrm.org/guidelines/CRAmanual.pdf. Adapted by permission of the authors.

☐ Observe all the extra positive events occurring when you are not engaging in addictive

(Distress Tolerance Worksheet 17)

Burning Bridges and Building New Ones

BURNING BRIDGES

Bornana Bribazo
Accept at the most radical level that you are not going to engage in addictive behavior again, and then move actively to cut off all addictive behavior options.
□ 1. Make an absolute commitment to abstinence from the addictive behavior, which is (describe addictive behavior). Then walk into the garage of abstinence and slam the garage door shut. (Remember that the tiniest slit of space can let an entire elephant in.)
☐ 2. List everything in your life that makes addiction possible.
☐ 3. Get rid of these things:
Throw out contact information of people who collude with you.
☐ Get rid of all possible cues and temptations.
4. List and do everything you can that will make it hard or impossible to continue your addictive behavior.
☐ Ruthlessly and at every moment, tell the truth about your behavior.
☐ Tell all your friends and family that you have quit.
BUILDING NEW BRIDGES
Create visual images and smells that will compete with the information loaded into your visual and olfactory brain systems when cravings occur.
Cravings and urges are strongly related to vivid images and smells of what is craved. The stronger the imagery or smell, the stronger the craving.
Build different images or smells to think about. Try to keep these images or smells in memory when you have an unwanted craving. For example, whenever you crave a cigarette, imagine being on the beach; see and smell it in your mind to reduce the craving.

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☐ When you have unwanted cravings, look at moving images or surround yourself with

☐ "Urge-surf" by imagining yourself on a surfboard riding the waves of your urges. Notice

them coming and going, rising high, going low, and finally going away.

cravings.

smells unrelated to the addiction. Moving images and new smells will compete with your

(Distress Tolerance Worksheet 18)

Alternate Rebellion and Adaptive Denial

ALTERNATE REBELLION						
When addictive behaviors are a way to rebel against authority, conventions, and the boredom of not breaking rules or laws, try alternate rebellion. Alternate rebellion replaces destructive rebellion and keeps you on a path to your goals.						
Examples:						
 □ Shave your head. □ Wear crazy underwear. □ Wear unmatched shoes. □ Have secret thoughts. □ Express unpopular views. □ Do random acts of kindness. □ Vacation with your family at a nudist colony. □ Write a letter saying exactly what you want to. 	 □ Dye your hair a wild color. □ Get a tattoo or body piercing. □ Wear clothes inside out. □ Don't bathe for a week. □ Print a slogan on a t-shirt. □ Paint your face. □ Dress up or dress down where doing so is unexpected. 					
ADAPTIVE DENIAL						
When your mind can't tolerate craving for addictive beh	naviors, try adaptive denial.					
☐ Give logic a break when you are doing this. Don't argue with yourself.						

When your mind can't tolerate craving for addictive behaviors, try adaptive denial.
Give logic a break when you are doing this. Don't argue with yourself.
When urges hit, deny that you want the problem behavior or substance. Convince yourself you want something other than the problem behavior. For example, reframe an urge to have a cigarette as an urge to have a flavored toothpick; an urge to have alcohol as an urge to have something sweet; or an urge to gamble as an urge to alternate rebellion (see above).
Other:
Other:
Put off addictive behavior. Put it off for 5 minutes, then put it off for another 5 minutes, and so on and on, each time saying, "I only have to stand this for 5 minutes." By telling yourself each day you will be abstinent for today (or each hour for just this hour, and so on), you are saying, "This is not forever. I can stand this right now."

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Distress Tolerance
Worksheets
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Worksheets for Crisis Survival Skills
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DISTRESS TOLERANCE WORKSHEET 1

(Distress Tolerance Handouts 2-9a)

Crisis Survival Skills

Due Date:	Name:		Week Starting:
-		east twice. Describe the cris	is event; check off which skills you d what happened.
CRISIS EVENT 1	: Rate level of distr	ress (0–100) Before:	After:
Prompting ever	t for my distress (v	vho, what, when, where): Wh	nat triggered the state of crisis?
□ STOP □ Pros and cons □ TIP □ Distract with a □ Self-soothe □ IMPROVE the	ACCEPTS	left, check the skills you use	d, and describe here:
Describe the out	come of using skills	S:	
		-	g you tolerate the distress and ke the situation worse). Use the
I still couldn't s the situation, o for one more m 1	even	I was able to cope somewhat, at least for a little while. It helped somewhat. 3	I could use skills, tolerated distress, and resisted problem urges. 4 5
CRISIS EVENT 2	: Rate level of distr	ress (0–100) Before:	After:
Prompting ever	nt for my distress (v	vho, what, when, where): Wh	nat triggered the state of crisis?
□ STOP □ Pros and cons □ TIP □ Distract with a □ Self-soothe □ IMPROVE the	ACCEPTS	left, check the skills you use	d, and describe here:
Describe the out	come of using skills	3:	
Circle effectivenes	ss of skills:		
I still couldn't s the situation, of for one more m	even	I was able to cope somewhat, at least for a little while. It helped somewhat.	I could use skills, tolerated distress, and resisted problem urges. 5

DISTRESS TOLERANCE WORKSHEET 1A

(Distress Tolerance Handouts 2-9a)

Crisis Survival Skills

Name:	Week Starting:
Practice each crisis survival skill twice, and describe v	our experience as follows:

			Rate before/after skill use			
			Your level of	Emo	otion	
When did you practice this skill, and what did you do to practice?	What was the crisis (what prompted needing the skill)?	Amount of time practicing skill?	distress tolerance (0 = I can't stand it; 5 = I can definitely survive)	Negative emotion intensity (0–100)	Positive emotion intensity (0–100)	Conclusions or questions about this skills practice
Stop:			/	/	/	
			1	/	/	
Pros and cons:			1	/	/	
			/	/	1	
TIP:			1	/	1	
			1	/	1	
Distract with ACCEPTS:			/	/	/	
			/	/	1	
Self-soothe:			/	/	/	
			/	/	1	
IMPROVE the moment:			/	1	1	
			/	/	1	

Adapted from an unpublished worksheet by Seth Axelrod, with his permission.

DISTRESS TOLERANCE WORKSHEET 1B

(Distress Tolerance Handouts 2-9a)

Crisis Survival Skills

Due Dat	te:	Name:	Week Starting:				
indicate	how effective the	ne skill was	what you did during the wee in helping you tolerate the c to make the situation wors	listress an	d cope with the situation		
th	still couldn't stand ne situation, even r one more minute. 1	2	I was able to cope somewhat, at least for a little while. It helped somewhat. 3	4	I could use skills, tolerated distress, and resisted problem urges. 5		
Day:			STOP				
-	I				Effectiveness:		
					Effectiveness:		
/	<u> </u>				Effectiveness:		
Day:			Pros and cons				
-	<i></i>				Effectiveness:		
/	<i></i>				Effectiveness:		
/	<i></i>				Effectiveness:		
Day:			TIP				
/	<i></i>				Effectiveness:		
/	<i></i>				Effectiveness:		
/	<u> </u>				Effectiveness:		
Day:		Dist	ract with ACCEPTS				
/	<i></i>				Effectiveness:		
/	l				Effectiveness:		
/	<u> </u>				Effectiveness:		
Day:			Self-soothe				
/	l				Effectiveness:		
/	l				Effectiveness:		
/	l				Effectiveness:		
Day:		IMP	PROVE the moment				
/	<i></i>				Effectiveness:		
/	<i></i>				Effectiveness:		
	1				Effectiveness:		

Adapted from an unpublished worksheet by Seth Axelrod, with his permission.

DISTRESS TOLERANCE WORKSHEET 2

(Distress Tolerance Handout 4)

Practicing the STOP Skill

Due Date:	Name:	: Week Starting:					
Describe two crisis	situations that	happened to you. Then descr	ibe your use of the STOP skill.				
CRISIS EVENT 1:	Rate level of di	stress (0–100) Before:	_ After:				
Prompting event	for my distress	(who, what, when, where): W	hat triggered the state of crisis?				
Behavior you are tr	ying to stop:						
□ Stop□ Take a step bac□ Observe□ Proceed mindfolio	h	t left, check the steps you use ere:	d, and describe what you did				
Describe the outco	ome of using sk	ills:					
		fective the skill was in helping ou from doing something to ma	you tolerate the distress and ake the situation worse). Use the				
I still couldn't sta the situation, ev for one more min 1	en	I was able to cope somewhat, at least for a little while. It helped somewhat. 3	I could use skills, tolerated distress, and resisted problem urges. 4 5				
CRISIS EVENT 2:	Rate level of di	stress (0–100) Before:	_ After:				
Prompting event	for my distress	(who, what, when, where): W	hat triggered the state of crisis?				
Behavior you are tr	ying to stop: _						
□ Stop□ Take a step bac□ Observe□ Proceed mindfolio	ek	left, check the steps you used	d, and describe what you did here:				
Describe the outco	ome of using th	e skills:					
Circle effectiveness	of the skill:						
I still couldn't sta the situation, ev for one more min 1	en	I was able to cope somewhat, at least for a little while. It helped somewhat. 3	I could use skills, tolerated distress, and resisted problem urges. 4 5				

DISTRESS TOLERANCE WORKSHEET 2A

(<u>Distress Tolerance Handout 4</u>)

Practicing the STOP Skill

The state was a state of the st					
Due Date:	Name:	Week Starting:			
Describe situations that	happened to you where yo	u used the STOP skill. Then describe how you used the STOP skill. Try to find a situation			
each day where you ca	n practice your STOP skill.				

				Rate before/after skill use			
					Emo	otion	
Day	Crisis situation	How did you practice this skill?	Behavior stopped?	Your level of distress tolerance (0 = I can't stand it; 5 = I can definitely survive)	Negative emotion intensity (0–100)	Positive emotion intensity (0–100)	Conclusions or questions about this skills practice
				/	/	/	
				/	/	/	
				/	/	/	
				/	/	/	
				/	/	/	
				/	/	/	
				/	/	/	

Adapted from an unpublished worksheet by Seth Axelrod, with his permission.

DISTRESS TOLERANCE WORKSHEET 3

(Distress Tolerance Handout 5)

Pros and Cons of Acting on Crisis Urges

Dı	ue Date:	Name:	_ Week Starting:
1.	Describe the <i>problen</i>	n behavior you are trying to stop:	-
2.	•	r acting on crisis urges (including urges to act at for resisting crisis behavior by tolerating distrestrou need more room.	. ,,
3.	Read the pros and co	ons when an urge toward the problem behavior	occurs.

Problem behavior	PROS	CONS
	1.	1.
	2.	2.
Acting on crisis urges	3.	3.
	4.	4.
	5.	5.
	1.	1.
	2.	2.
Resisting crisis urges	3.	3.
	4.	4.
	5.	5.

Identify which pros and cons are short-term (just for today) or long-term (beyond today). Then ask your Wise Mind: Would you rather have a good day or a good life? Make a mindful choice about your behavior.

If this worksheet helps you choose skillful behavior over crisis behavior, be sure to keep it where you can find it and review it again when you are in crisis.

Adapted from an unpublished worksheet by Seth Axelrod, with his permission.

DISTRESS TOLERANCE WORKSHEET 3A

(Distress Tolerance Handout 5)

Pros and Cons of Acting on Crisis Urges

Dı	ue Date:	Name:	Week Starting:
1.	Describe the <i>problen</i>	n behavior you are trying to stop:	_
2.	-	or acting on crisis urges (including urges to act as for resisting crisis behavior by tolerating distression need more room.	
3.	Read the pros and co	ons when an urge toward the problem behavior	occurs.

Problem behavior	Acting on crisis urges	Resisting crisis urges
	1.	1.
	2.	2.
PROS	3.	3.
	4.	4.
	5.	5.
	1.	1.
	2.	2.
CONS	3.	3.
	4.	4.
	5.	5.

Identify which pros and cons are short-term (just for today) or long-term (beyond today). Then ask your Wise Mind: Would you rather have a good day or a good life? Make a mindful choice about your behavior.

If this worksheet helps you choose skillful behavior over crisis behavior, be sure to keep it where you can find it and review it again when you are in crisis.

Adapted from an unpublished worksheet by Seth Axelrod, with his permission.

DISTRESS TOLERANCE WORKSHEET 4

(Distress Tolerance Handouts 6, 6a, 6b)

Changing Body Chemistry with TIP Skills

Due Da	ate: Name: _	Week Starting	:
arousa	-	n when you chose to practice each skill. Rate both you sefore and after using the TIP skill. Describe what you sessary.	
	CHANGING MY FACIAL	<u>T</u> EMPERATURE	
	Used cold water to change	e emotions	
_	Situation:		
{	Arousal (0–100) Before: _	After:	
•	Distress tolerance ($0 = I$ ca	an't stand it; 100 = I can definitely survive) Before:	After:
	INTENSE EXERCISE		
_		Aften	
{	Arousal (0–100) Before: _		Λ £1 α w .
	•	an't stand it; 100 = I can definitely survive) Before:	
	PACED BREATHING		
	Situation:		
	Arousal (0-100) Before: _	After:	
	Distress tolerance ($0 = I ca$	an't stand it; 100 = I can definitely survive) Before:	After:
	What I did (describe):		
D			
	PAIRED MUSCLE RELA	XATION	
	Situation:		
	Arousal (0-100) Before: _	After:	
	Distress tolerance (0 = I ca	an't stand it; 100 = I can definitely survive) Before:	After:
	What I did (describe):		

DISTRESS TOLERANCE WORKSHEET 4A

(Distress Tolerance Handout 6b)

Paired Muscle Relaxation

Due Date:	Nar	ne:		W	eek Starting:
completely as when you ext	s you breathe or hale, our body a	ut). Practice as automatically re	many times a d	lay as you can a n. At this point, y	hen letting go of tension at first until you notice that you have paired breathing en.
-		-	-	-	describe your experience ups, or all of your muscles
Day	Number of times practiced paired muscle relaxation	Average level of relaxation before/after (0-100)	Number of times used skill when tense or overwhelmed	Average level of relaxation before/after (0–100)	Check which muscles you tensed and relaxed (check more than one if necessary)
		/		/	☐ Individual muscles☐ Groups☐ All at once
		/		/	☐ Individual muscles☐ Groups☐ All at once
		/		/	☐ Individual muscles☐ Groups☐ All at once
		/		/	☐ Individual muscles☐ Groups☐ All at once
		/		/	☐ Individual muscles☐ Groups☐ All at once
		1		1	☐ Individual muscles☐ Groups☐ All at once
Describe yo	ur experience:				
Conclusions	about practice	and/or questic	ons about this sl	kills practice:	

DISTRESS TOLERANCE WORKSHEET 4B

(Distress Tolerance Handout 6c)

Effective Rethinking and Paired Relaxation

Due Date:	Name:	Week Starting:
•	event that is a problem for ye	rent for distress in your life: What led up to what? What ou? Be very specific in your answers. Use describing
	What must I be telling myself nt that contributes to my stres	(or what are my interpretations and thoughts) s?" Write them down.
and its meaning	ng in ways that counteract stre	stress. Rethinking involves reevaluating the situation ess-producing thoughts and thereby reduce stress houghts as you can to replace the stressful thoughts.
week? Yes If you eng 0 = not at all; 5	No	on effective rethinking of a stressful situation this ce fear of the situation happening again? (0-5, ace stress-causing thoughts?
Rate average	level of relaxation (0–100): Be	efore After
If you eng		aired relaxation? Yes No relaxation, did it help you reduce your stress? (0-5, ace stress-causing thoughts?
Comments:		

DISTRESS TOLERANCE WORKSHEET 5

(Distress Tolerance Handout 7)

Distracting with Wise Mind ACCEPTS

Due Date: Na	ame:	W	/eek Starting:				
Describe two crisis situations that happened to you. Then describe your use of the ACCEPTS skills.							
CRISIS EVENT 1: Rate le	CRISIS EVENT 1: Rate level of distress (0–100) Before: After:						
Prompting event for my distress (who, what, when, where): What triggered the state of crisis?							
 □ Activities □ Contributions □ Comparisons □ Emotions □ Pushing away □ Thoughts □ Sensations 	At left, check the skills	you used, and describ	e here:				
Describe the outcome of	using skills:						
Circle a number to indicate cope with the situation (kee following scale:							
I still couldn't stand the situation, even for one more minute. 1	I was able to cop at least for a l It helped so 2 3	little while.	I could use skills, tolerated distress, and resisted problem urges. 5				
CRISIS EVENT 2: Rate le	vel of distress (0–100) B	efore: After:					
Prompting event for my	distress (who, what, whe	n, where): What trigge	red the state of crisis?				
 □ Activities □ Contributions □ Comparisons □ Emotions □ Pushing away □ Thoughts □ Sensations 	At left, check the skill	s you used, and descri	be here:				
Describe the outcome of	using skills:						
Circle effectiveness of skill	s:						
I still couldn't stand the situation, even for one more minute.	I was able to cop at least for a l It helped so	little while.	I could use skills, tolerated distress, and resisted problem urges.				

DISTRESS TOLERANCE WORKSHEET 5A

(Distress Tolerance Handout 7)

Distracting with Wise Mind ACCEPTS

Due Date: Name:		Wee	k Starting:			
Practice each distraction skill twice,	and describe your experience	e as follows	:			
			Rate before/after skill use			
		How		Emo	otion	
When did you practice this skill, and what did you do to practice?	What was the crisis (what prompted needing the skill)?	much time passed in doing this skill?	Distress tolerance (0 = I can't stand it; 5 = I can definitely survive)	Negative emotion intensity (0–100)	Positive emotion intensity (0–100)	Conclusions or questions about this skills practice
Activities:			/	/	/	
			/	/	/	
Contributions:			/	/	/	
			/	/	/	
Comparisons:			/	/	/	
			/	/	/	
Emotions:			/	/	/	
			/	/	/	
Pushing away:			/	/	/	
			/	/	/	
Thoughts:			1	/	/	

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Sensations:

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DISTRESS TOLERANCE WORKSHEET 5B

(Distress Tolerance Handout 7)

Distracting with Wise Mind ACCEPTS

Due Da	ate: Name: _		Week Starting:
indicate	e how effective the skill wa	own what you did during the week as in helping you tolerate the distre ng to make the situation worse). U	ss and cope with the situation
i	still couldn't stand the situation, even or one more minute.	I was able to cope somewhat, at least for a little while. It helped somewhat. 3	I could use skills, tolerated distress, and resisted problem urges. 4 5
Day:		ACTIVITIES	
	1		Effectiveness:
			Effectiveness:
	<i>I</i>		Effectiveness:
Day:		CONTRIBUTIONS	
-	1		Effectiveness:
	1		
			
Day:		<u>C</u> OMPARISONS	
	<i>I</i>		Effectiveness:
	<i>I</i>		
	1		Effectiveness:
Day:		<u>E</u> MOTIONS	_
	<i></i>		
	<i></i>		
	1		Effectiveness:
Day:		PUSHING AWAY	
	<i>I</i>		Effectiveness:
	<u>/</u>		
	/		Effectiveness:
Day:		<u>T</u> HOUGHTS	
	<i>I</i>		Effectiveness:
	<i>I</i>		Effectiveness:
	<i>I</i>		Effectiveness:
Day:		<u>S</u> ENSATIONS	
	1		Effectiveness:
	<i>I</i>		Effectiveness:
	1		Effectiveness:

DISTRESS TOLERANCE WORKSHEET 6

(Distress Tolerance Handout 8)

Self-Soothing

Due Date:	Name:		Week Starting:			
Describe two crisis situations that happened to you. Then describe your use of the self-soothing skills.						
CRISIS EVENT 1: F	Rate level of dis	stress (0–100) Before: A	fter:			
Prompting event for my distress (who, what, when, where): What triggered the state of crisis?						
□ Vision□ Hearing□ Smell□ Taste□ Touch	At left, check the skills you used, and describe here:					
Describe the outcor	me of using sk	ills:				
		fective the skills were in helping ou from doing something to make	-			
the situation, eve	I still couldn't stand I was able to cope somewhat, the situation, even for one more minute. I was able to cope somewhat, at least for a little while. It helped somewhat. I could use skills, tolerated distress, and resisted problem urges. 1 2 3 4 5					
CRISIS EVENT 2: F	Rate level of di	stress (0–100) Before: A	ufter:			
Prompting event for	or my distress	(who, what, when, where): Wha	t triggered the state of crisis?			
□ Vision □ Hearing □ Smell □ Taste □ Touch						
Describe the outcome of using skills:						
Circle effectiveness	of skills:					
, , , , , , , , , , , , , , , , , , ,			I could use skills, tolerated distress, and resisted problem urges.			

(Distress Tolerance Handout 8)

Self-Soothing

Due Date:	Name:	Week Starting:
Practice each self-sooth	ning skill twice, and describe your experience as	s follows:

		How	Rate before/after skill use			
		much		Emo	otion	
When did you practice this skill, and what did you do to practice?	What was going on that was painful or stressful (if anything)?	time passed in doing this skill?	Distress tolerance (0 = I can't stand it; 5 = I can definitely survive)	Negative emotion intensity (0–100)	Positive emotion intensity (0–100)	Conclusions or questions about this skills practice
Vision:			1	/	1	
			1	/	1	
Hearing:			1	/	/	
			1	/	1	
Smell:			1	/	1	
			1	/	/	
Taste:			/	/	/	
			1	/	/	
Touch:			1	/	1	
			/	/	/	

Adapted from an unpublished worksheet by Seth Axelrod, with his permission.

(Distress Tolerance Handout 8)

Self-Soothing

Due Da	ıte:	Name:		Week Starting:
indicate	how effective t	he skill was		veek, and write down a number to stress and cope with the situation . Use the following scale:
t	still couldn't stand the situation, even r one more minute. 1	2	I was able to cope somewhat, at least for a little while. It helped somewhat. 3	I could use skills, tolerated distress, and resisted problem urges. 4 5
Day:			VISION	
-	/			Effectiveness:
	1			□# ti,
Day:			HEARING	
	/			Effectiveness:
	/			Effectiveness:
	/			Effectiveness:
	<i>I</i>			Effectiveness:
Day:			SMELL	
	/			Effectiveness:
	/			Effectiveness:
	/			Effectiveness:
	<i>I</i>			Effectiveness:
Day:			TASTE	
	/			Effectiveness:
Day:			TOUCH	
	<i>I</i>			Effectiveness:
	/			Effectiveness:
	/			Effectiveness:
	1			Effectiveness:

(Distress Tolerance Handout 8a)

Body Scan Meditation, Step by Step

Due Date: Week Starting:						
		s you can. Check w ng guided by a perso		cticed alone, lister	ning to a i	recording,
				Rate before an	d after body	v scan
						otion
Day	Describe yo	ur experience	How much time passed doing this skiill?	Distress tolerance (0 = I can't stand it; 5 = I can definitely survive)	Negative emotion intensity (0–100)	Positive emotion intensity (0–100)
	☐ Alone	☐ Recording				
1	☐ Person guiding	☐ YouTube		/	/	/
2	☐ Alone☐ Person guiding	□ Recording □ YouTube		/	1	/
3	☐ Alone	☐ Recording		/	/	/
	☐ Person guiding	☐ YouTube		,		
4	☐ Alone	☐ Recording		/	,	,
	☐ Person guiding	☐ YouTube			,	
5	☐ Alone	☐ Recording		/	/	,
	☐ Person guiding	☐ YouTube		,	,	,
Conclu	usions or questions ab	out this skills practice:				
	4,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,					

Adapted from an unpublished worksheet by Seth Axelrod, with his permission.

(Distress Tolerance Handout 9)

IMPROVE the Moment

Due Date:	Name:		Week Starting:			
Describe two crisis situations skills.	ations that happ	ened to you. Then describe y	our use of the IMPROVE			
CRISIS EVENT 1: Rate	level of distress	s (0–100) Before: Afte	er:			
Prompting event for m	ny distress (who	o, what, when, where): What	triggered the state of crisis?			
 □ Imagery □ Meaning □ Prayer □ Relaxation □ One thing □ Vacation □ Encouragement 	At left, che	ck the skills you used, and d	escribe here:			
Describe the outcome	of using skills:					
Circle a number to indicate how effective the skills were in helping you tolerate the distress and cope with the situation (keeping you from doing something to make the situation worse). Use the following scale:						
I still couldn't stand the situation, even for one more minute. 1	2	was able to cope somewhat, at least for a little while. It helped somewhat. 3 4	I could use skills, tolerated distress, and resisted problem urges. 5			
CRISIS EVENT 2: Rate	level of distres	s (0–100) Before: Afte	er:			
Prompting event for m	ny distress (who	o, what, when, where): What	triggered the state of crisis?			
 Imagery Meaning Prayer Relaxation One thing Vacation Encouragement 	At left, che	eck the skills you used, and o	describe here:			
Describe the outcome	of using skills:					
Circle effectiveness of s	_					
I still couldn't stand the situation, even for one more minute.	11	vas able to cope somewhat, at least for a little while. It helped somewhat.	I could use skills, tolerated distress, and resisted problem urges.			

(Distress Tolerance Handout 9)

IMPROVE the Moment

Due Date:	Name:	Week Starting:
Practice each IMPROVE	E skill twice, and describe your experience as fo	ollows:

		Rate before		/after skill u	use	
		How much		Emo	otion	
When did you practice this skill, and what did you do to practice?	What was going on that was painful or stressful (if anything)?	time passed in doing this skill?	Distress tolerance (0 = I can't stand it; 5 = I can definitely survive)	Negative emotion intensity (0–100)	Positive emotion intensity (0–100)	Conclusions or questions about this skills practice
<u>I</u> magery:			/	/	/	
			/	/	/	
Meaning:			/	/	/	
			/	/	/	
Prayer:			/	/	/	
			/	/	/	
Relaxation:			/	/	/	
			/	/	/	
One thing:			/	/	/	
			/	/	/	
<u>V</u> acation:			/	/	/	
			/	/	/	
Encouragement:			/	/	/	
			/	/	/	

Adapted from an unpublished worksheet by Seth Axelrod, with his permission.

(Distress Tolerance Handout 9)

IMPROVE the Moment

Due I	Date: Na	ame:		Week Starting:
indica	ate how effective the s	kill was in helping yo	u tolerate the distre	and write down a number to ss and cope with the situation se the following scale:
	I still couldn't stand the situation, even for one more minute. 1	at least fo	cope somewhat, r a little while. I somewhat. 3	I could use skills, tolerated distress, and resisted problem urges. 5
Day:		<u>I</u> MAGER\	1	
	/			Effectiveness:
				Effectiveness:
				Effectiveness:
Day:		MEANING	à	
				Effectiveness:
				Effectiveness:
				Effectiveness:
Day:		<u>P</u> RAYER		
				Effectiveness:
				Effectiveness:
	/			Effectiveness:
Day:		<u>R</u> ELAXATIO	ON	
	/			Effectiveness:
	_/			
	/			Effectiveness:
Day:		ONE THING IN THE	MOMENT	
				Effectiveness:
	/			Effectiveness:
	/			Effectiveness:
Day:		VACATIO	N	
				Effectiveness:
				Effectiveness:
				Effectiveness:
Day:		<u>E</u> NCOURAGE	MENT	
				Effectiveness:
				Effectiveness:
	1			Effectiveness:

•••••••••••••••••••••••••••••••••••••••	•
Worksheets for Reality Acceptance Skills	
•••••	•

(Distress Tolerance Handouts 10-15a)

Reality Acceptance Skills

Due Date:	Name:	Week Starting:
Chook off two roo	lity acceptance o	kille to practice this week during a etropoful cituation:
		kills to practice this week during a stressful situation:
Radical ac	cceptance	☐ Half-smiling
Turning the	Willing hands	
Willingnes	S	Mindfulness of current thoughts
Skill 1. Describe	the situation an	d how you practiced the skill:
		nelping you cope with the situation (keeping you from doing on worse)? Circle a number below.
I still couldn't		I was able to cope somewhat, I could use skills,
the situation, for one more m		at least for a little while. tolerated distress, and It helped somewhat. resisted problem urges.
101 one more 11	2	3 4 somewhat. Tesisted problem arges.
Did this skill h		h uncomfortable emotions or urges, <i>or</i> avoid conflict of any
Describe ho	w the skill helpe	d or did not help:
Skill 2. Describe	the situation an	d how you practiced the skill:
		nelping you cope with the situation (keeping you from doing on worse)? Circle a number below.
I still couldn't		I was able to cope somewhat, I could use skills,
the situation, for one more m		at least for a little while. tolerated distress, and It helped somewhat. resisted problem urges.
1	2	3 4 5
Did this skill h		h uncomfortable emotions or urges, <i>or</i> avoid conflict of any
Describe ho	w the skill helpe	d or did not help:
_ = = = = = = = = = = = = = = = = = = =		

(Distress Tolerance Handouts 10-15a)

Reality Acceptance Skills

Due Date:	Name:	Week Starting:					
Practice each reality acceptance skill twice, and describe your experience as follows:							
				Rate before/after skill use			

			Rate before/after skill use			
			Acceptance	Emotion		
When did you practice this skill, and what did you do to practice?	What was going on that you had trouble accepting (if anything)?	How long did you practice accepting?	(0 = none at all; 5 = I am at peace with this)	Negative emotion intensity (0–100)	Positive emotion intensity (0–100)	Conclusions or questions about this skills practice
Radical acceptance:			/	/	/	
			/	/	/	
Turning the mind:			/	/	/	
			/	/	/	
Willingness:			/	/	/	
			/	/	/	
Half-smiling:			/	/	/	
			/	/	/	
Willing hands:			/	/	/	
			/	1	/	
Mindfulness of current thoughts:			/	1	/	
			/	/	/	

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(Distress Tolerance Handouts 10-15a)

Reality Acceptance Skills

Due Da	ate:	Name:		Week	Starting:
(0-5) i		wn experience	scribe the skill you used do e of acceptance of yoursel	•	
	lo acceptance; I am in complete denial and/or rebellion 1	2	I was able to accept somewhat or for a little while.	4	Complete acceptance; I am at peace with this. 5
Day:	RADICAL AC	CEPTANCE (describe what and how of	ften you practic	ed)
	/				Effectiveness:
	/				_ Effectiveness:
	/				_Effectiveness:
Day:	TURNING TH	E MIND (desc	cribe the cross-road you w	vere at, and wha	at you chose)
	/				Effectiveness:
	/				_Effectiveness:
	/				_ Effectiveness:
Day:	WILLINGNES you practiced)	•	ne situation, what you wer	e willful about, a	and how
	/				_ Effectiveness:
	/				_ Effectiveness:
	/				_Effectiveness:
Day:	HALF-SMILIN	IG (describe t	he situation and how you	practiced)	
	/				_ Effectiveness:
	/				_Effectiveness:
	/				_Effectiveness:
Day:	WILLING HAI	NDS (describe	e the situation and how yo	u practiced)	
		•			_ Effectiveness:
	/				_ Effectiveness:
	/				_ Effectiveness:
Day:			ENT THOUGHTS (descri		ts were
	1				_ Effectiveness:
	/				_ Effectiveness:
	/				Effectiveness:

(Distress Tolerance Handouts 11, 11a, 11b)

Radical Acceptance

Due	e Date:	Name:		Week Starting:
	FIGI	JRE OUT WHAT YOU N	EED TO	O RADICALLY ACCEPT
1	Then give each one from 0 (no acceptan	a number indicating how ce, I am in complete deni s). <i>Note:</i> if you have alrea	much y al and/	right now that you need to radically accept. you accept this part of yourself or your life: or rebellion) to 5 (complete acceptance, I appleted this section, you don't need to do it
	What I need to acce	-		(Acceptance, 0–5)
1	2			()
		ss important things in yoptance just as you did abo	_	ou are having trouble accepting this week.
1	What I need to acce	pt		(Acceptance, 0-5)
2	2			()
		REFINE '	YOUR I	LIST
	sure that what you a	re trying to accept is in fa al language. Rewrite any I.	ct the c items a	k for interpretations and opinions. Make case. Check for judgments. Avoid "good," above if needed so that they are factual
	Ola	PRACTICE RADIO		
ı	practice on.			e item from the less important list to
- 1				parately, allowing your Wise Mind to ck off any of the following exercises that
 	 Observed that I wareality. Reminded myself Considered the canonjudgmentally a exist. 		_ _	Attended to my body sensations as I thought about what I need to accept. Allowed myself to experience disappointment, sadness, or grief. Acknowledged that life can be worth living even when there is pain. Did pros and cons of accepting versus denial and rejection. Other:
1	Coped ahead with unacceptable.			

(Distress Tolerance Handouts 11, 11a, 11b)

Practicing Radical Acceptance

Due Date:	Name:	Week Starting:
Practice each skill twice	, and describe and rate your experience below.	

			Rate before/after skill use		ill use	
			Acceptance	Emo	otion	
When did you practice this skill, and what did you do to practice?	What was going on that you had trouble accepting (if anything)?	How long did you practice accepting?	(0 = none at all; 5 = I am at peace with this)	Negative emotion intensity (0–100)	Positive emotion intensity (0–100)	Conclusions or questions about this skills practice
Considered causes of the reality:			1	1	/	
			1	1	/	
Practiced with my whole self:			1	1	/	
			1	1	/	
Practiced opposite action:			1	1	/	
			1	1	/	
Practiced coping ahead:			1	1	/	
			1	1	/	
Attended to body sensations:			1	1	/	
			1	1	/	
Allowed disappointment/grieving:			1	1	/	
			1	/	/	
Acknowledged life as worth living:			1	/	/	
			1	/	/	
Did pros and cons:			1	/	/	
			1	/	/	

Adapted from an unpublished worksheet by Seth Axelrod, with his permission.

(Distress Tolerance Handouts 12, 13)

Turning the Mind, Willingness, Willfulness

Due Date:	Name:	Week Starting:
	-	acceptance of reality as it is before and after: from 0 (no this). List what you tried specifically under the rating.
Turning the Mind: A	acceptance Before	: After:
OBSERVE not acc	cepting. What did yo	u observe? What were you having trouble accepting?
MAKE AN INNER	COMMITMENT to a	accept what feels unacceptable. How did you do this?
Describe your PLA	AN FOR CATCHING	YOURSELF the next time you drift from acceptance.
WILLINGNESS (rate		Before: After: Before: After:
Describe EFFECT	IVE BEHAVIOR you	ı did to move forward toward a goal.
		ow you are not participating effectively in the world as it you know needs to be done to move toward a goal.
Describe how you	PRACTICED RADIO	CALLY ACCEPTING YOUR WILLFULNESS.
MAKE AN INNER	COMMITMENT to a	accept what feels unacceptable. How did you do this?
Describe what you	did that was WILLII	NG.

(Distress Tolerance Handouts 14, 14a)

Half-Smiling and Willing Hands

Due	Date:	Name:				Week Sta	arting:
	cribe your practice e. Practice both wh		-		•		-
Che	ck off any of the fo	llowing exercise	s that you d	lid.			
Desc	7. Half-smiled what the street.	uring my free mo th willing hands to music. th willing hands a lying-down po a sitting position	oments. while I when I osition. n. ng down	fe 9. H r 10. H st 112. H 113. H 114. C	eelings were half-smiled want to a half-smiled waterted gettin half-smiled whoughts. Half-smiled walf-smiled walf-	e hurt. vith willing accept som vith willing ng really ar vhen I had vhen I cou vith anothe	hands when I ngry. negative Idn't sleep.
Describe practicing half-smiling and willing hands. 1. Situation: Describe strategies you used or give numbers from above: Circle how effective this was at helping you be more mindful and less reactive:					/e:		
	1 Not effective	2	3 Somewha		4	V	5 'ery effective
2. Situation: Describe strategies you used or give numbers from above: Circle how effective this was at helping you be more mindful and less reactive: 1 2 3 4 5 Not effective Somewhat effective Very effective					/e: 5		
3.	Situation: Describe strategic Circle how effective			e more r		less reactiv	

(Distress Tolerance Handouts 14, 14a)

Practicing Half-Smiling and Willing Hands

Due Date:	Name:	Week Starting:
Practice half-smiling/wil	ling hands twice each day. Describe what you d	lid to practice, and what you were trying to accept. (See Distress
Tolerance Worksheet 11	I for ideas.)	

			Rate before/after skill use		ill use	
		How	Acceptance	Emo	otion	
What did you do to practice allowing	What were you having trouble	much time passed in doing this	(0 = none at all; 5 = I am at peace with	Negative emotion intensity	Positive emotion intensity	Conclusions or questions
your thoughts?	accepting (if any)?	skill?	this)	(0-100)	(0–100)	about this skills practice
Mon			1	/	/	
			/	/	/	
Tues			/	/	/	
			/	/	/	
Wed			/	/	/	
			/	/	/	
Thurs			/	/	/	
			/	/	/	
Fri			/	/	/	
			/	/	/	
Sat			1	/	/	
			1	/	/	
Sun			1	/	/	
			/	/	/	

Adapted from an unpublished worksheet by Seth Axelrod, with his permission.

(Distress Tolerance Handouts 15, 15a)

Mindfulness of Current Thoughts Week Starting: Describe your efforts to observe your thoughts in the past week. Practice observing thoughts each day at least once. Don't focus just on thoughts that are painful, anxiety-provoking, or full of anger; also observe and be mindful of pleasant or neutral thoughts. For each thought, first practice saying, "The thought [describe thought] went through my mind." Then practice one or more strategies to observe and let go of thoughts. Check off any of the following exercises that you did. ☐ 1. Used words and voice tone to say a thought over and over; as fast as I could; very, very slowly; in a voice different from mine; as a dialogue on a TV comedy show; or as singing. 2. Relaxed my face and body imagining accepting my thoughts as sensations of my brain. □ 3. Imagined what I would do if I stopped believing everything I think. 4. Rehearsed in my mind what I would do if I did not view my thoughts as facts. □ 5. Practiced loving my thoughts as they went through my mind. ☐ 6. Refocused my mind on sensations I was avoiding by worrying or catastrophizing. ☐ 7. Allowed my thoughts to come and go as I focused on observing my breath coming in and □ 8. Labeled the thought as a thought, saying, "The thought [describe thought] arose in my mind." 9. Asked, "Where did the thought come from?" and watched my mind to find out. ☐ 10. Stepped back from my mind, as if I was on top of a mountain. ☐ 11. Shuttled back and forth between scanning for physical sensations and scanning for thoughts. ☐ 12. Imagined that in my mind thoughts were coming down a conveyor belt; were boats on a river; were train cars on a railroad track; were written on leaves flowing down a river; had wings and could fly away; were clouds floating in the sky; or were going in and out of the doors of my mind. (Underline the image you used.) ■ 13. Other: Describe thoughts you were mindful of during the week. State just each thought as it went through your mind. **1.** Thought: Describe strategies you used or give numbers from above: Circle how effective was this at helping you be more mindful and less reactive: 3 Not effective Somewhat effective Very effective **2.** Thought: Describe strategies you used or give numbers from above: Circle how effective was this at helping you be more mindful and less reactive: Not effective Somewhat effective Very effective **3.** Thought: Describe strategies you used or give numbers from above: Circle how effective was this at helping you be more mindful and less reactive:

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Somewhat effective

Very effective

Not effective

(Distress Tolerance Handouts 15, 15a)

Practicing Mindfulness of Thoughts

		J	3
Due Date:	Name:	Week Starting	g:
Practice allowing the mi	nd twice each day. De	scribe what strategy you used to allow y	your thoughts, and what thoughts you had. (See Distres
Tolerance Worksheet 12	for ideas.) Rate your	experience below.	

	Rate before/after skill use					
		How	Acceptance	Emo	otion	
What did you do to practice allowing your thoughts?	What were you having trouble accepting (if any)?	much time passed in doing this skill?	(0 = none at all; 5 = I am at peace with this)	Negative emotion intensity (0–100)	Positive emotion intensity (0–100)	Conclusions or questions about this skills practice
Mon			/	/	/	
			/	/	/	
Tues			/	/	/	
			/	/	/	
Wed			/	/	/	
			/	/	/	
Thurs			/	/	/	
			/	/	/	
Fri			/	/	/	
			/	/	/	
Sat			/	/	/	
			/	/	/	
Sun			/	/	/	
			1	/	/	

Adapted from an unpublished worksheet by Seth Axelrod, with his permission.

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Worksheets for Skills When the Crisis Is Addiction	
••••••	••

(Distress Tolerance Handouts 16-21)

Skills When the Crisis Is Addiction

Due Date:	Name:			We	eek Starting:	
Check off two ski	lls for backing dow	n from addictio	n to practice th	is week o	during a stressful	
☐ Practice c	arm reduction	cers	□ Sample abs □ Burn bridge □ Build new b □ Practice alt	es oridges		
☐ Increase r	non-addicting pleas	ant events	☐ Practice ad	aptive de	enial	
Skill 1. Describe	the situation and	how you prac	cticed the skill	l:		
	e was the skill in he make the situation				ing you from doing	
I still couldn't the situation, for one more n 1	even	I was able to cop at least for a I It helped so 3	ittle while.	4	I could use skills, tolerated distress, and resisted problem urges 5	
Did this skill kind? Circle	nelp you cope with YES or NO.	uncomfortable	emotions or ur	ges, <i>or</i> a	void conflict of any	y
Describe ho	w the skill helped	or did not hel	p:			
How effective	e the situation and e was the skill in he make the situation	lping you cope	with the situati	on (keep	ing you from doing	g
				Jvv.	والتاريخ والمساورة والمساو	
I still couldn't the situation, for one more n 1	even	I was able to cop at least for a I It helped so 3	ittle while.	4	I could use skills, tolerated distress, and resisted problem urges 5	
Did this skill kind? Circle	help you cope with YES or NO.	uncomfortable	emotions or ur	ges, <i>or</i> a	void conflict of any	y
Describe ho	w the skill helped	or did not hel	p:			

DISTRESS TOLERANCE WORKSHEET 14 (p. 1 of 3)

(Distress Tolerance Handout 17)

Planning for Dialectical Abstinence

Dι	ue Date:	Name:	Week Starting:
Pr	oblem Behavi	or:	
Cł	neck each act	ivity and describe what you o	did.
		PLAN F	OR ABSTINENCE
То	maximize the	e chances I'll stop	, I need to aim for abstinence.
		s to do instead of problem be unteer). These will include:	ehaviors (e.g., work, find a hobby, go to a support
	and my enga		no will reinforce my <i>not</i> engaging in problem behaviors e.g., effective friends or family members, co-workers, up). These people include:
			nt and be effective (e.g., to reach long-term goals, to woid shame). These include:
			a temptation (e.g., lose their numbers, unfriend them, m not want to hang out with me). These people
	Avoid cues fo	or problem behaviors. Cues i	nclude:
			(continued on next page)

DISTRESS TOLERANCE WORKSHEET 14 (p. 2 of 3)

Use skills (things to do to avoid urges, interpersonal effectiveness, distress tolerance, emotion regulation, mindfulness). The most useful skills for me include:
Find alternative ways to rebel. These include:
Publicly announce I've embraced abstinence and effective behavior.
PLAN FOR HARM REDUCTION
have a slip, I don't want the slip to turn into a slide. To avoid a slide, I must have plans to regain balance and get back to abstinence and effectiveness.
Call my therapist, sponsor, or mentor for skills coaching. His or her number is:
Get in contact with other effective people who can help (e.g., friends or family, people from group). These people include (with contact information):
Get rid of the temptations (e.g., drugs, comfort food); surround myself with cues for effective behaviors (e.g., workout clothes, fruit).
Review skills and handouts from DBT. The most helpful skills/handouts for me are:
Opposite action (Emotion Regulation Handout 10) can be rehearsed to fight guilt and shame. If no other option works, go to an anonymous meeting of any sort and publicly report your lapse.
Building mastery and coping ahead for emotional situations (Emotion Regulation Handout 19), and checking the facts (Emotion Regulation Handout 8), can be used to fight feelings of being out of control.

(continued on next page)

DISTRESS TOLERANCE WORKSHEET 14 (p. 3 of 3)

	Interpersonal skills (Interpersonal Effectiveness Handouts 5–7), such as asking for help from family, friends, sponsors, ministers, or counselors, can also be helpful. If you are isolated, help can often be found via online support groups. These people or groups include:		
	Conduct a chain analysis to analyze what p	rompted the lapse (General Handouts 7, 7a)	
	Problem-solve right away to find a way to "get back on the wagon" and repair any damage you have done (Emotion Regulation Handout 12).		
	Distract yourself, self-soothe, and improve the moment.		
	· · · · · · · · · · · · · · · · · · ·	self (e.g., "One slip is not a disaster," "Don't give up," "Don't get willful," "I can still the wagon.") My cheerleading statements will include:	
	Do pros and cons of stopping again <i>now</i> .		
☐ Stay away from extreme thinking. Always look for the middle ground. Don't let one slip turn a disaster. (Check each extreme thought I am giving up and the middle ground I am acce			
	Extreme thinking:	Middle ground:	
	☐ I have not quit yet; therefore I am doomed and might as well give up.	☐ Relapsing once does not doom me to never stopping.	
	☐ Now that I've relapsed, I might as well keep going.	☐ I relapsed, but that does not mean I have to stay relapsed. I can be effective and get up now.	
	☐ I missed an appointment, so I'm done with treatment.	☐ I missed an appointment, but I can get in to see my therapist ASAP.	
	Other:	☐ Other:	
	Other:	☐ Other:	

☐ Recommit to 100% total abstinence.

(Distress Tolerance Handouts 18, 18a)

From Clean Mind to Clear Mind

Due	Date: Name: _		Week Starting:			
	ck off each clean mind beha clear mind behavior you did		an on changing this week. During the week, write down clean mind.			
	CLEAN MIND BEHAVIO	ORS	CLEAR MIND BEHAVIORS AS REPLACEMENTS			
- 1	. Engaging in apparently ir behaviors that in the past i led to problem behavior.					
2	2. Thinking, "I've learned my	lesson."				
□ 3	B. Believing, "I can control addiction."	my				
4	l. Thinking, "I don't really l addiction."	have an				
□ 5	 Stopping or cutting back medication that helps with addiction. 					
□ 6	6. Being in addiction environ	ments.				
- 7	 Seeing friends who are sti addicted. 	II				
□ 8	 Living with people who are addicted. 	Э				
 9	. Keeping addiction paraphe	ernalia.				
□ 10	. Carrying around extra mor	ney.				
1 1	. Being irresponsible with bi	ills.				
□ 12	2. Dressing like an addict.					
1 3	Not going to meetings.					
1 4	Isolating.					
1 5	. Believing, "I can do this ald	one."				
□ 16	6. Ignoring problems fueling	addiction.				
17	. Acting as if I only need will	lpower.				
□ 18	 Thinking, "I don't need to sanything about my addiction 					
□ 19	. Thinking, "I can't stand this	s!"				
□ 20). Other:					
□ 21	Other:					

(Distress Tolerance Handout 19)

Reinforcing Nonaddictive Behaviors

Due	Date:	Name:	Week Starting:		
	ck off and describ	e each effort you ma	ade to replace addiction reinforcers with abstinenc		
1 .	Searched for peo you found.	ple to spend time witl	th who aren't addicted. Describe what you did and who		
2 .	Increased numbe	r of enjoyable, nonad	ddictive activities. Describe activities.		
3 .	Sampled different	t groups and different	t activities. Describe what you did and what you found.		
4 .	Took one or more	action steps to build	d positive events to replace addiction. Describe.		
		e your abstinence-s	ampling efforts. ice. (Stayed abstinent days.)		
	Describe abstir	nence plan and how y	ou implemented it. (See Distress Tolerance Worksheet 14.)		
- 6.	Observe and describe positive events that occurred when you were <i>not</i> engaging in addictive behaviors.				
-	Nonaddi	ctive activity	Positive events and consequences		

(Distress Tolerance Handout 20)

Burning Bridges and Building New Ones

Due Date:	Name:	Week Starting:
tive behavior) to 1	•	oor on your addiction, from 0 (no intention of quitting addic- lute commitment): Go into Wise Mind and rate your
List all the things	in your life that make a	ddiction possible. Check those you get rid of.
_		
-		
		
	people, websites, and those you erase or oth	other contact information you need to continue addictive nerwise get rid of.
-		
List all the things	that would make addict	tion impossible. Check those that you do.
_		□
Describe imag	ery you can use to help	reduce cravings:
		ave used to battle addiction urges. s hit:
☐ Looked at mor	ving images:	
□ Urge-surfed:		

(Distress Tolerance Handout 21)

Practicing Alternate Rebellion and Adaptive Denial

ue Date:	Name:		We	eek Starting:	
Check and descr	ibe plans for al	ternate rebellion when t	the urge for	addictive behaviors	
1 .					
1 3 Theck and describe what you actually did as alternative behaviors instead of giving in addictive behaviors:					
⊒ 1.					
		llion was at helping you s			
1	2	3	4	5	
Not effective		Somewhat effective		Very effective	
Circle how effective		ping you survive the urge	es without giv	ving in to addiction.	
Not effective	2	Somewhat effective	4	Very effective	
☐ 2. Putting off ac	dictive behavior	for minutes, ti	mes:	-	
Circle how effectiv		ping you survive the urge	•		
1	2	3	4		
Not effective		Somewhat effective		Very effective	
■ 3. Reminded m or	-	to be abstinent for an hou	ır, a day,		
Circle how effective	e this was at hel	ping you survive the urge	es without giv	ving in to addiction.	
1	2	3	4	5	
Not effective		Somewhat effective		Verv effective	