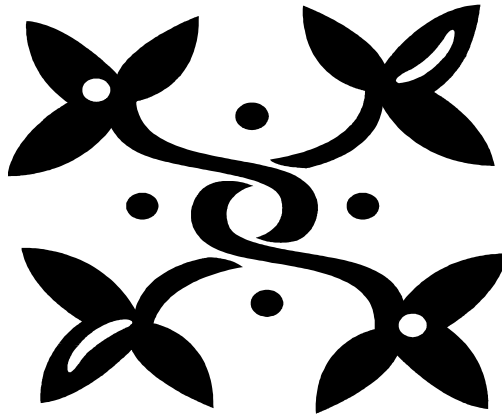


Dialectical Behavior Therapy

Skills Handbook



Fulton State Hospital
January, 2004

Adapted for use from Linehan, M.M. (1993). *Skills Training Manual for Treating Borderline Personality Disorder*. New York: Guilford Press.



...willingness is saying yes to the mystery of being alive in each moment. It bows in some kind of reverence to the wonder of life itself...

---Gerald May

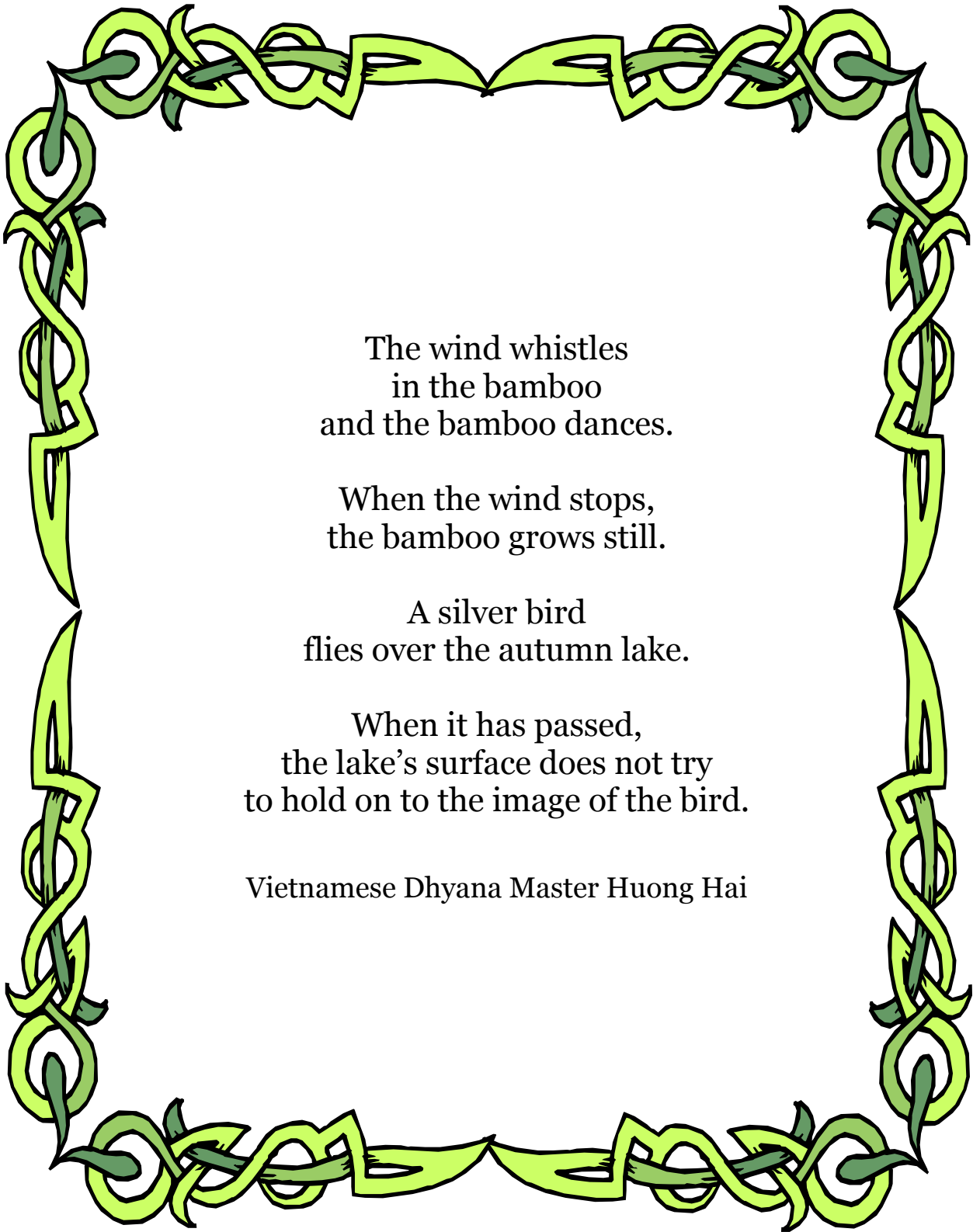


Dialectical Behavior Therapy—Skills Handbook

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The wind whistles
in the bamboo
and the bamboo dances.

When the wind stops,
the bamboo grows still.

A silver bird
flies over the autumn lake.

When it has passed,
the lake's surface does not try
to hold on to the image of the bird.

Vietnamese Dhyana Master Huong Hai

Group Guidelines

- 1. Keep information that comes up in group private to the group.**
- 2. If you are going to be late or miss group, please let a group leader know ahead of time.**
- 3. Limit napping to times outside of group. Maintain responsibility for keeping yourself awake during group.**
- 4. If you ask a peer to help with skills coaching, be open to their ideas.**
- 5. If a peer needs more help than you can offer, encourage them to talk to a staff member.**
- 6. Treat other group members with the same courtesy that you would like to receive.**
- 7. Keep trauma-related information and self-harm experience to yourself and do not share this with other patients either in group or outside of group.**
- 8. Strive to be non-judgmental about what other group members say. Find something that you agree with in what they say, even if there's part of it that you disagree with.**

Verbal or physical attacks on other clients will not be tolerated in group. Please use your skills to manage angry urges or ask for coaching from the group leader. Anyone who violates this rule will be ask to leave group for that day and will receive the relevant consequences.

“Dialectical”

Open-mind thinking.

Dialectical means that 2 *ideas* can both be true at the *same time*.

- ❖ There is always more than one TRUE way to see a situation and more than one TRUE opinion, idea, thought, or dream.
- ❖ Two things that seem like (or are) opposites can *both* be true.
- ❖ All people have something unique, different, and worthy to teach us.
- ❖ A life worth living has both comfortable and uncomfortable aspects (happiness AND sadness; anger AND peace; hope AND discouragement; fear AND ease; etc).
- ❖ All points of view have both TRUE and FALSE within them.

Examples:

You are right AND the other person is right.

You are doing the best that you can AND you need to try harder, do better, and be more motivated to change.

You can take care of yourself AND you need help and support from others.

Being dialectical means:

- ❖ Letting go of self-righteous indignation.
- ❖ Letting go of “black and white”, “all or nothing” ways of seeing a situation.
- ❖ Looking for what is “left out” of your understanding of a situation.
- ❖ Finding a way to validate the other person’s point of view.
- ❖ Expanding your way of seeing things.
- ❖ Getting “unstuck” from standoffs and conflicts.
- ❖ Being more flexible and approachable.
- ❖ Avoiding assumptions and blaming.

Guidelines for Dialectical Thinking

Do:

Move away from “either-or” thinking to “**BOTH-AND**” thinking.
Avoid extreme words: **always never, you make me.**

Example:

Instead of saying: “Everyone always treats me unfairly,” say
“Sometimes I am treated fairly AND at other times I am treated unfairly.”

Practice looking at ALL sides of a situation/points of view.
Find the “kernel of truth” in every side.

Remember: NO ONE owns the truth. Be open and willing.

If you feel indignant or outraged, you are NOT being dialectical.

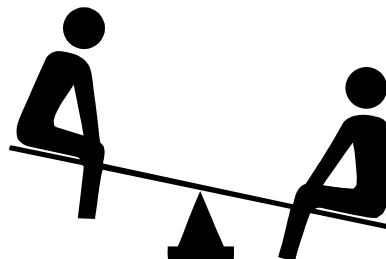
Use “I feel...” statements, instead of “You are...” statements.

Accept that different opinions can be legitimate, even if you do not agree with them:
“I can see your point of view even though I do not agree with it.”

Don't:

...assume that you know what others are thinking, check it out:
“What did you mean when you said...?”

...expect others to know what you are thinking, be clear:
“What I'm trying to say is...”



Dialectics Homework Sheet

Circle the letter in front of the dialectical statement for each group of sentences:

1.
 - a. It's hopeless. Why even try? I give up.
 - b. My problems are gone, this is easy.
 - c. This is hard for me, and I'm going to keep working at it.
2.
 - a. I'm totally right about this—it's the truth!
 - b. I'm stupid. Everyone else is always right about things.
 - c. Well, I can see it this way, and you see it that way.
3.
 - a. Everyone is always unfair to me.
 - b. In some situations, I feel that I'm not being treated fairly.
 - c. Everyone is always fair to me.
4.
 - a. People should listen to me whenever I need to talk.
 - b. I should be able to handle my own problems without bothering other people.
 - c. Sometimes I need someone to listen to me. When they can't, it's frustrating.
5.
 - a. It's my parent's fault that I have these problems, so I shouldn't have to work so hard to solve them.
 - b. All of my problems are my own fault.
 - c. I may not have caused all of my own problems, but I need to solve them anyway.
6.
 - a. Other people always hurt me, so I don't trust anyone.
 - b. I trust some people and I find it very difficult to trust others.
 - c. If I were healthy I would be able to trust everyone.
7.
 - a. I hate you for doing what you did. I am done being your friend.
 - b. It shouldn't be any big deal if other people hurt me.
 - c. You really hurt my feelings and we will have to work it out.

Validation

What is it???

What is validation? It means telling someone that what they feel, think, believe, and experience is: **real logical understandable**

Self-validation is when you are able to *quietly reassure yourself* that what you feel inside is real, is important, and makes sense.

Emotions, thoughts, and sensations are all experiences that we sometimes doubt in ourselves. We ask ourselves:

DO I really feel this?

SHOULD I feel this way? (Is it the “right” thing to feel, even if it inconveniences someone else?).

We may look around us and try to guess what other people in the same situation feel, or what others EXPECT us to feel. This happens because we have been told at some point that we should not trust what our inner experience tells us. We actually trust other people MORE than ourselves.

Sometimes when we self-*invalidate*, we spend a lot of time and energy trying to prove to others and ourselves that our experience is real, and makes sense. This often results in conflict or crisis.

In DBT, we are learning to validate others because:

...it helps our relationships go better

...it calms intense situations so that we can problem solve

We learn to Self-Validate because:

...it quiets defensive/fearful emotions so we can problem solve.

...it allows us to let go of the pain and exhaustion that constant self-justification and self-doubt requires.

Validation improves the quality of our lives.

Validation

How to do it???

Validation does NOT mean that you AGREE or APPROVE of behavior.
In fact, **validation is non-judgmental.**

Validation Strategies:

1. **Focus on the inherent worth of the person**, whether it is yourself or someone else.

2. **Observe**—Listen carefully to what is said with words, expression, and body. Intently listen, be one-mindful in the moment.

If you are self-validating, ***honor your experience by sitting quietly with it***, knowing it for at least a few moments.

If you are validating someone else, use good eye contact, nod, be one-mindful in your focus on them.

3. **Describe—Non-judgmentally state the facts of the situation.**

4. **State the unstated**—Note the presence of feelings, beliefs, etc. that have not been voiced: “You seem to feel angry, but also hurt by what that person said to you.”

If validating yourself, identify primary emotions. If anger is obvious, explore your feelings of any shame, hurt, or disappointment that may be hiding beneath.

5. **Find what is true/valid about the experience** and note this. Without feeling that you have to agree or approve of the experience, find a piece of it that makes perfect sense, and validate this.

If validating yourself, perhaps you realize that the thoughts you are having are “irrational”, however, validate that they exist and are powerful in the moment.

If validating someone else, even if you disagree with their behavior, find something that you can empathize with—“When you get that angry, you want to strike out at someone.”

VALIDATION PRACTICE

*After reading each situation, circle all of the responses that are **VALIDATING**. Some of the responses may be skillful, but not validating. Remember to focus on reassuring self/other that their experience is real, important, and/or makes sense. Circle all of the validating responses for each question.*

1. A friend has just thrown a chair down the hallway because a peer refused to let them use the phone. They have received a Major Infraction and are very angry. They are talking to you.
 - a. You listen, nodding.
 - b. You ignore them, because you don't want to give them attention for bad behavior.
 - c. You state, "You were really frustrated, weren't you?"
 - d. You say, "You're right! She never lets anyone else use the phone!"

2. A peer is having a lot of with symptoms lately. He is getting into trouble with staff, breaking rules. He asks you to lie for him so that he can stay out of further trouble.
 - a. You say, "You're really worried about being in trouble, and I can understand that, but I can't lie, and get into trouble too. Let's find another solution."
 - b. You immediately go tell staff on him.
 - c. You try to avoid him. When he approaches you, you say, "I can't talk right now, I have to do my laundry."
 - d. You say, "You want me to tell staff that you were with me and that you didn't do what they say you did."

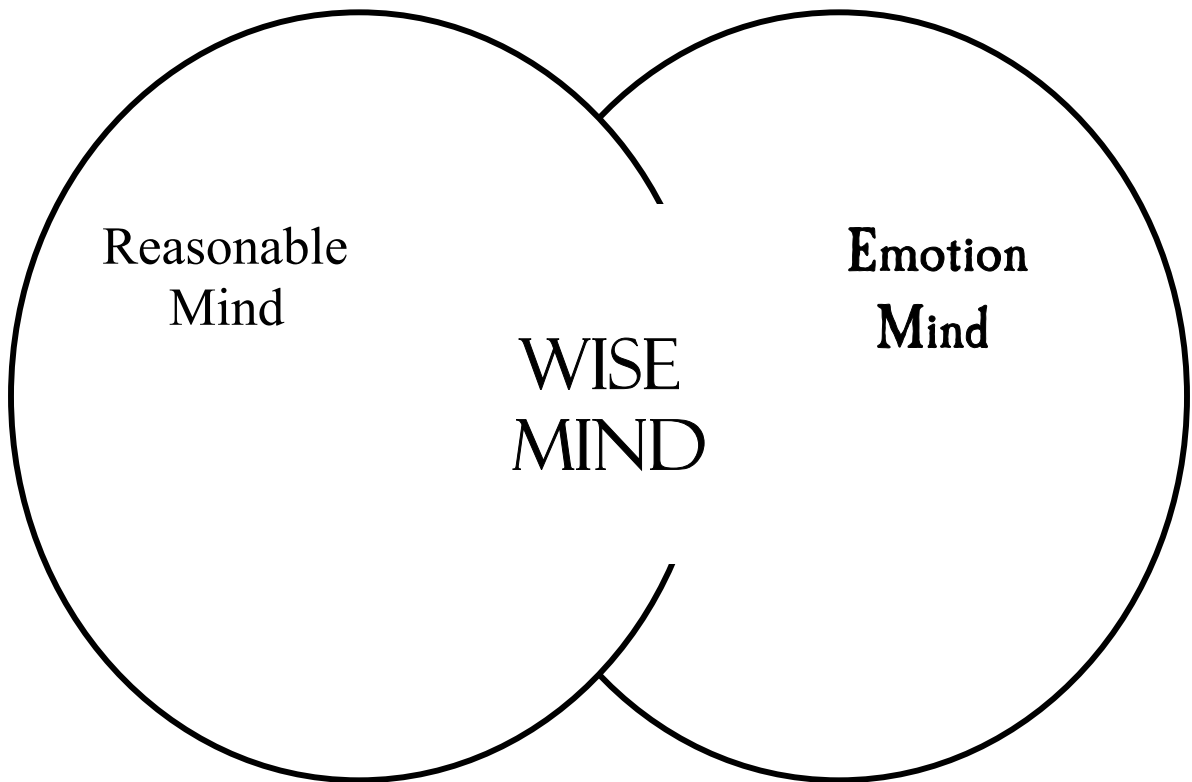
3. You are feeling a lot of irritation and you don't know why. You snap at a peer who has done nothing wrong.
 - a. You tell yourself, "I'm always irritable and drive people away."
 - b. You force yourself to behave more patiently with others than you actually feel for the rest of the day.
 - c. You talk to a friend and tell them, "I just snapped at someone, and I don't know why. I'm irritable and confused."
 - d. You ask for a PRN.

CORE MINDFULNESS SKILLS



*TAKING CONTROL
OF YOUR ATTENTION AND THOUGHTS*

STATES OF MIND



Core Mindfulness Skills—WHAT Skills

Take hold of your mind

Observe!

- ◆ Be curious about what you feel.
- ◆ Just notice how you feel, without trying to make feelings stronger, or weaker, go away, or last longer.
- ◆ See how long your feeling lasts, and if it changes.
- ◆ Notice how feelings flow in and out of your body like waves.
- ◆ What comes through your senses? Touch, smell, sight, sound, taste.
- ◆ Be like a non-stick pan, letting things slide off of your body and your emotions.

Describe

- ◆ Use words to describe your experience.
- ◆ Use “fact” words, call a thought “just a thought”, call a feeling “just a feeling.”
- ◆ Use words that everyone would agree with.
- ◆ Don't paint a colorful picture with words, or magnify a situation with words. Try to avoid emotional words.
- ◆ Try to let go of your emotions about being “right” or about someone else being “wrong” while searching for words to describe.

Participate

- ◆ Get “lost” in an activity.
- ◆ Let go of your sense of time while you are doing something.
- ◆ Allow yourself to be natural in the situation.
- ◆ Practice your skills until they become a part of you.

Core Mindfulness--**HOW** Skills

Practice to use these all at the same time

Non-Judgmental Stance

- ◆ **SEE, BUT DON'T EVALUATE.** Take a non-judgmental stance. Just the facts. Focus on the "what", not the "good" or "bad", the "terrible", the "should" or "should not".
- ◆ **UNGLUE YOUR OPINIONS** from the facts, from the "who, what, when, and where.
- ◆ **ACCEPT** each moment, each event as a blanket spread out on the lawn accepts both the rain and the sun, each leaf that falls upon it.
- ◆ **ACKNOWLEDGE** the helpful, the wholesome, but don't judge it. Acknowledge the harmful, the unwholesome, but don't judge it.
- ◆ When you find yourself judging, **DON'T JUDGE YOUR JUDGING.**

One Mindfully in the Moment

- ◆ **DO ONE THING AT A TIME.** When you are eating, eat. When you are walking, walk. When you are working, work. When you are in a group, or a conversation, focus your attention on the very moment you are in with the other person. *Do each thing with all of your attention.*
- ◆ If other actions, thoughts, or strong feelings distract you, **LET GO OF DISTRACTIONS** and 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 and go back to one thing at a time.

Effectively

- ◆ **FOCUS ON WHAT WORKS.** Do what needs to be done in each situation in order to meet your larger goals. Stay away from thoughts of "right", "wrong", "should", "should not", "fair" and "unfair".
- ◆ **PLAY BY THE RULES.** Act as skillfully as you can, meeting the needs of the situation you are in, not the situation you **WISH** you were in.
- ◆ **LET GO** of vengeance, useless anger, and righteousness that hurts you and doesn't work.

Observing and Describing Thoughts

Prompting Event: _____

Feelings (and their intensity): _____Mad _____Sad _____Glad
_____Scared _____Ashamed

List thoughts: _____

Can you identify any **MUSTS**? _____

Can you identify any **SHOULD**S about yourself? _____

Can you identify any **SHOULD**S about others or the situation?

Pick a "should" thought and change that to a non-judgmental
DESCRIBE: _____

Noticing and Managing Thoughts that are Judgmental and Ineffective

Situation:

Emotion Mind Thoughts
about the situation

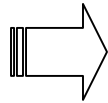
- 1.
- 2.
- 3.

Mood:

Give no more than two words to describe mood and rate each 1-100:

Urge:

Give no more than two words to describe urges and rate each 1-100:



Rational Mind beliefs
about the situation

Rational Mind Choices

Wise Mind Response

(use Describe and NJS)

1.	1.	1.
2.	2.	2.
3.	3.	3.

Mood:

Give no more than two words to describe mood and rate the intensity of each feeling from 1-100:

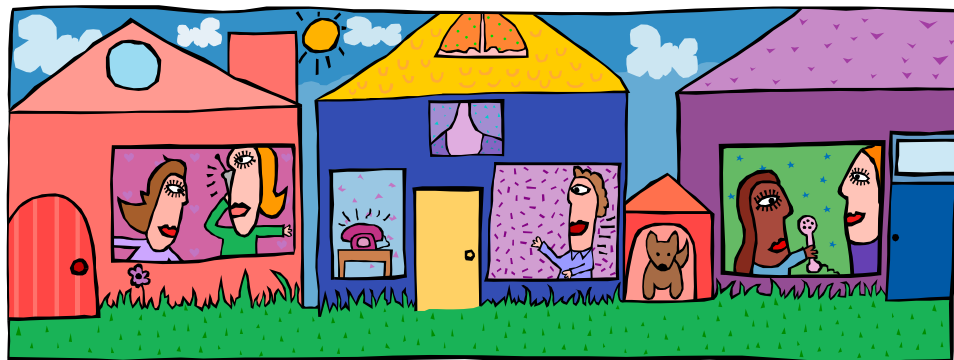
Urge:

Give no more than two words to describe mood and rate the intensity of each feeling from 1-100:



Interpersonal Effectiveness skills

Getting Along Well in my Community



Goals of Interpersonal Effectiveness

OBJECTIVES EFFECTIVENESS:

Getting the “thing” I want

- When it’s your legitimate right.
- Getting another to do something for you.
- Refusing an unwanted or unreasonable request.
- Resolving an interpersonal conflict.
- Getting your opinion or point of view taken seriously.

QUESTIONS

1. What is the “thing” that I want from this interaction?
2. What do I have to do to get the results? What will work?

RELATIONSHIP EFFECTIVENESS:

Getting and Keeping a Good 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.
- Remembering why the relationship is important to you now and in the future.

QUESTIONS

1. How do I want the other person to feel about me after the interaction?
2. What do I have to do to get (keep) this relationship?

SELF-RESPECT EFFECTIVENESS:

Keeping or Improving Self-Respect and Liking for Yourself

- 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?
2. What do I have to do to feel that way about myself? What will work?

Guidelines for Objectives Effectiveness: Getting What You Want

A way to remember these skills in to remember the term “**DEARMAN**”

DESCRIBE
EXPRESS
ASSERT
REINFORCE

(stay) **MAN**
APPEAR CONFIDENT
NEGOTIATE

Describe

Describe the current SITUATION (if necessary).
Tell the person exactly what you are reacting to. Stick to the facts.

Express

Express your FEELINGS and OPINIONS about the situation.

Assume that your feelings and opinions are not self-evident. Give a brief Rationale. Use phrases such as “I want”, “I don’t want,” instead of “I need,” “you should,” or “I can’t.”

Assert

Assert yourself by ASKING for what you want or SAYING NO clearly. Assume that others will not figure it out or do what you want unless you ask. Assume that others cannot read your mind. Don’t expect others to know how hard it is for you to ask directly for what you want.

Reinforce

Reinforce or reward the person ahead of time by explaining the CONSEQUENCES.

Tell the person the positive effects of getting what you want or need.
Tell him or her (if necessary) the negative effects of your not getting it.
Help the person feel good ahead of time for doing or accepting what you want.
Reward him or her afterwards.

(Continued)

OBJECTIVES EFFECTIVENESS (Cont.)

- (stay) **Mindful** Keep you focus ON YOUR OBJECTIVES.
Maintain your position. Don't be distracted.
- “Broken Record”*** Keep asking, saying no, or expressing your opinion over and over and over. Keep your voice calm and even while doing this.
- Ignore*** If another person attacks, threatens, or tries to change the subject, Ignore the threats, comments, or attempts to divert you. Don't respond to attacks. Ignore distractions. Just keep making your point.
- Appear Confident** Appear EFFECTIVE and competent.
Use a confident voice tonen and physical manner; make good eye contact. No stammering, whispering, staring at the floor, retreating, saying “I'm not sure,” etc.
- Negotiate** Be willing to GIVE to GET. Offer and ask for alternative solutions to the problem. Reduce your request. Maintain no, but offer to do something else or to solve the problem another way. Focus on what will work.
- Turn the tables*** Turn the problem over to the other person. Ask for alternative solutions:
“What do you think we should do?” “I'm not able to say yes, and you seem to really want me to. What can we do here?” “How can we solve this problem?”

Asking for What I Want or Refusing a Request

"DEAR MAN"

Describe the current situation. Tell the person exactly what you are reacting to. Stick to the facts.

Express your feelings and opinions about the situation. Assume that others cannot read your mind. Don't expect others to know how hard it is for you to ask directly for what you want.

Assert yourself by asking for what you want or saying no clearly. Assume that others cannot read your mind. Don't expect others to know how hard it is for you to ask directly for what you want.

Reinforce the reward to the person ahead of time. Tell the person the positive effects of getting what you want or need. Help the person feel good ahead of time for doing what you want.

Mindfully keep your focus on your objectives. Maintain your position. Don't be distracted.

Appear Confidant Use a confident voice tone and physical manner; make good eye contact. No stammering, whispering, staring at the floor, retreating, saying "I'm not sure," etc.

Negotiate by being willing to give to get. Offer and ask for alternative solutions to the problem.

What am I willing to "settle for" or "give up" in order to gain what I want in the situation?

Guidelines for Relationship Effectiveness Keeping the Relationship

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

(Be) Gentle
(Act) Interested
Validate
(Use an) Easy Manner

- | | |
|------------------------------------|---|
| (Be) <u>G</u>entle | Be courteous and temperate in your approach. |
| No attacks | No verbal or physical attacks. No hitting, clenching fists. Express anger directly. |
| No threats | No "manipulating" statements, no hidden threats. No "I'll kill myself in you..." Tolerate a no to requests. Stay in the discussion even if it gets painful. Exit gracefully. |
| No judging | No moralizing. No "if you were a good person, you would..."
No "you should..." "You shouldn't..." |
| (Act) <u>I</u>nterested | LISTEN and be interested in the other person.

Listen to the other person's point of view, opinion, reasons for saying no, or reasons for making a request of you. Don't interrupt, talk over, etc. Be sensitive to the other person's desire to have the discussion at a later time. Be patient. |
| <u>V</u>alidate | Validate or ACKNOWLEDGE the other person's feelings, wants, difficulties, and opinions about the situation. Be nonjudgmental out loud: "I can understand how you feel, but..." , "I see that you are busy, and..." |
| (Use an) <u>E</u>asy manner | Use a little humor. SMILE. Ease the person along. Be light-hearted. Wheedle. Use a "soft sell" over a "hard sell." Be political. |

Guidelines for Self-Respect Effectiveness: Keeping Your Respect for Yourself

A way to remember this is the word "**FAST**" (DEAR MAN, GIVE FAST):

- (Be) Fair** Be fair to YOURSELF and to the OTHER person.

- (No) Apologies** No OVERLY apologetic behavior. No apologizing for being alive, for making a request at all. No apologizing for having an opinion, for disagreeing.

- Stick to values** Stick to YOUR OWN values.

- (be) Truthful** DON'T LIE, ACT HELPLESS when you are not, or EXAGGERATE. Don't make up excuses.

GOALS AND PRIORITIES IN INTERPERSONAL SITUATIONS

Name _____ Date _____

Use this sheet to figure out your goals and priorities in any situation that creates a problem for you such as ones where: 1) your rights or wishes are not being respected, 2) you want someone to do or change something or give you something, 3) you want or need to say no or resist pressure to do something, 4) you want to get your position or point of view taken seriously, and 5) there is conflict with another person. Observe and describe in writing as close in time to the situation as possible. Write on the back of the page if you need more room.

Prompting Event 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?

My WANTS and DESIRES in this situation:

OBJECTIVES: What specific results do I want? What changes do I want the person to make?

RELATIONSHIP: How do I want the other person to feel about me after the interaction?

SELF-RESPECT: How do I want to feel about myself after the interaction?

My **PRIORITIES** in this situation: Rate priorities 1 (most important), 2 (second most important), and 3 (least important).

_____ OBJECTIVES _____ RELATIONSHIP _____ SELF-RESPECT

CONFLICTS IN PRIORITIES that make it hard to be effective in this situation?

FACTORS REDUCING INTERPERSONAL EFFECTIVENESS

LACK OF SKILL

You actually DON'T KNOW what to say or how to act. You don't know how you should behave to achieve your objectives. You don't know what will work.

MYTHS THAT CONFUSE YOU

You know what to say or do in order to be effective, but habits in the way that you think increase your emotions about the situation and cloud your vision of the effective choice.

- Myth: Everyone must like me. (What if people don't like me?!)
- Myth: I am not a good enough person to deserve good things.
- Myth: I have to do everything right or I'm stupid/incompetent.

EMOTION MIND

The strength of your emotions (ANGER, SADNESS, FEAR, GUILT) gets in the way of your ability to act effectively. You have the ability, but your emotions make you unable to do or say what you want. Emotions, instead of skill, control what you say and do.

INDECISION

You CAN'T DECIDE what to do or what you really want. You have the ability, but your indecision gets in the way of doing or saying what you want. You are ambivalent about your priorities. You can't figure out how to balance:

- Asking for too much versus not asking for anything.
- Saying no to everything versus giving in to everything.

ENVIRONMENT

Characteristics of the environment make it impossible for even a very skilled person to be effective. SKILLFUL BEHAVIOR DOESN'T WORK.

- Other people are too powerful.
- Other people will be threatened or have some other reason for not liking you if you get what you want.
- Other people won't give you what you need or let you say no without punishing you unless you sacrifice your self-respect, at least a little.

MYTHS ABOUT INTERPERSONAL EFFECTIVENESS

Put a check mark in the box next to each of the statements below that seem “true” in your emotion mind, rational mind, or wise mind.

1. If I say and do the correct things, people will like me. If people don't like me, it's probably because I have done something bad or wrong.
CHALLENGE: _____

2. I can't stand it if someone gets upset with me.
CHALLENGE: _____

3. I don't deserve to get what I want or need.
CHALLENGE: _____

4. If I make a request, this will show that I am a very weak person.
CHALLENGE: _____

5. I must be really inadequate if I can't fix this myself.
CHALLENGE: _____

6. I have to know whether a person is going to say yes before I make a request.
CHALLENGE: _____

7. Making requests is really pushy (bad, self-centered, selfish, un-Christian).
CHALLENGE: _____

8. It doesn't make any difference: I don't care really.
CHALLENGE: _____

9. Obviously, the problem is just in my head. If I would just think differently I wouldn't have to bother everybody else.
CHALLENGE: _____

10. This is a catastrophe (is really bad, is terrible, is driving me crazy, will destroy me, is a disaster).
CHALLENGE: _____

11. Saying no to a request is always a selfish thing to do.
CHALLENGE: _____

12. I should be willing to sacrifice my own needs for others.
CHALLENGE: _____

13. Other: _____
CHALLENGE: _____

14. Other: _____
CHALLENGE: _____

SELF-ENCOURAGEMENT

REALITY STATEMENTS FOR INTERPERSONAL EFFECTIVENESS

1. It is OK to want or need something from someone else.
2. I have a choice to ask someone for what I want or need.
3. I can stand it if I don't get what I want or need.
4. The fact that someone says no to my request doesn't mean I should not have asked in the first place.
5. If I didn't get my objectives, that doesn't mean I didn't go about it in a skillful way.
6. Standing up for myself over "small" things can be just as important as "big" things are to others.
7. I can insist upon my rights and still be a good person.
8. I sometimes have a right to assert myself, even though I may inconvenience others.
9. The fact that other people might not be assertive doesn't mean that I shouldn't be.
10. I can understand and validate another person, and still ask for what I want.
11. There is no law that says other people's opinions are more valid than mine.
12. I may want to please people I care about, but I don't have to please them all the time.
13. Giving, giving, giving is not the be-all of life. I am an important person in this world, too.
14. If I refuse to do a favor for people, that doesn't mean I don't like them. They will probably understand that, too.
15. I am under no obligation to say yes to people simply because they ask a favor of me.
16. The fact that I say no to someone does not make me a selfish person.
17. If I say no to people and they get angry, that does not mean that I should have said yes.
18. I can still feel good about myself, even though someone else is annoyed with me.

OTHERS: _____

OBSERVING AND DESCRIBING INTERPERSONAL SITUATIONS

Name: _____ Date: _____

Fill out this sheet during or just after a situation that creates a problem for you such as one where: 1) your rights or wishes are not being respected, 2) you want someone to do or change something or give you something, 3) you want or need to say no or resist pressure to do something, 4) you want to get your position or point of view taken seriously, and 5) there is conflict with another person. Observe and describe in writing as close in time to the situation as possible. Write on the back of this page if you need more room.

PROMPTING EVENT for my problem? Who did what to whom? What led up to what?

What **I SAID OR DID** in the situation: (Be SPECIFIC.) Rate **INTENSITY** of response.

Intensity-rating (0-6): _____

FACTORS REDUCING MY EFFECTIVENESS in this situation:

SKILLS LACKING: (What don't I know how to do or say?)

AUTOMATIC THOUGHTS OR MYTHS:

EMOTIONS INTERFERING

INDECISION (or conflict in goals) getting in the way:

OBJECTIVES: What results do I want? What changes do I want the person to make?

RELATIONSHIP: How do I want other person to feel about me after the interaction?

SELF-RESPECT: How do I want to feel about myself after the interaction?

CONFLICT or INDECISION

ENVIRONMENTAL FACTORS getting in my way:

GUIDELINES FOR SHARING AND LISTENING

Skills for sharing emotions:

1. State your views as **your own feelings** and thoughts, **not as absolute truths**.
2. When expressing negative emotions or concerns, also include any positive feelings you have about the person or situation.
3. Make your statement as specific as possible, both in terms of specific emotions and thoughts.
4. Speak in "paragraphs". That is, express one main idea with some elaboration and then allow the other person to respond. Speaking for a long time without a break makes it hard for someone to listen.
5. Express your feelings and thoughts with tact and timing so that the person can listen to what you are saying without becoming defensive.

Skills for listening:

Ways to respond while the other person is speaking:

1. Show that you understand the person's statements and accept his or her right to have those thoughts and feelings. Demonstrate this acceptance through your tone of voice, facial expressions, and posture.
2. Try to put yourself in the other person's place and look at the situation from his or her perspective in order to determine how the other person feels and thinks about the issue.

Skills for Responding:

Ways to respond after the other person finishes speaking:

1. After the person finishes speaking, summarize and restate their most important feelings, desires, conflicts, and thoughts.
2. While in the listener role, do not:
 - a. Ask questions, except for clarification.
 - b. Express your own viewpoint or opinion.
 - c. Interpret or change the meaning of person's statements.
 - d. Offer solutions or attempt to solve a problem if one exists.
 - e. Make judgments or evaluate what the person has said.

Extra Skills for Solving Conflicts with Others

1. Describe: Clearly and specifically state what the problem is.

- a. Phrase the problem in terms of behaviors that are currently occurring or not occurring.
- b. Break large, complex problems down into several smaller problems, and deal with them one at a time.
- c. Make certain that both people agree on the statement of the problem and are willing to discuss it.

2. Express: Clarify why the issue is important to you.

- a. Clarify why the issue is important to you and provide your understanding of the issues involved.
- b. Explain what your desires are that you would like to see taken into account in the solution; do not offer specific solutions at this time.

3. Assert: Discuss possible solutions.

- a. Stay solution-oriented; your goal is not to defend yourself, decide who is right or wrong, or establish the truth regarding what happened in the past.
- b. Your goal is to decide how to do things differently in the future.
- c. If you tend to get focused on a single or a limited number of alternatives, consider brainstorming (generating a variety of possible solutions in a creative way).

4. Negotiate: Decide on a solution that is agreeable to both of you.

- a. If you cannot find a solution which greatly pleases both partners, suggest a compromise solution.
- b. State your solution in clear, specific, behavioral terms.
- c. After agreeing on a solution, have one partner restate the solution.
- d. Do not accept a solution on which you do not intend to follow through.
- e. Do not accept a solution which you believe will make you angry or resentful.

5. Decide on a trial period to implement the solution.

- a. Allow for several attempts of the new solution.
- b. Review the solution at the end of the trial period.

Choices About Intensity

If you always are at maximum intensity, people will stop listening to you. Use maximum volume rarely.

HIGH INTENSITY: TRY AND CHANGE THE SITUATION

Ask firmly, insist...**6**...Refuse firmly, don't give in.
Ask firmly, resist no...**5**...Refuse firmly, resist giving in.
Ask firmly, take no...**4**...Refuse firmly, but reconsider
Ask tentatively, take no...**3**...Express unwillingness
Hint openly, take no...**2**...Express unwillingness, but say yes
Hint indirectly...**1**...Express hesitancy, say yes
Don't ask, Don't hint...**0**...Do what other wants without being asked.

LOW INTENSITY: ACCEPT THE SITUATION AS IT IS

FACTORS TO CONSIDER

- 1. Priorities:** ***OBJECTIVES** very important? Increase intensity.
RELATIONSHIP very weak? Consider reducing intensity.
SELF-RESPECT on the line? Intensity should fit values.*
- 2. Capability:** *Is this person able to give me what I want? If YES, raise the intensity of ASKING.
Do I have what the person wants? If NO, raise the intensity of NO.*
- 3. Timeliness:** *Is this a good time to ask? Is the person "in the mood" for listening and paying attention to me? Am I catching the person when he/she is likely to say yes to my request? I YES, raise the intensity of ASKING.
Is this a bad time to say no? Should I hold off answering for a while? If NO, raise the intensity of NO.*

- 4. Homework:** *Have I done my homework? Do I know all the facts I need to know to support my request? Am I clear about what I want? If YES, raise the intensity of ASKING.
Is the other person's request clear? Do I know what I am agreeing to? If NO, raise the intensity of NO.*
- 5. Authority:** *Am I 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 me, (e.g., my boss my teacher)? And is what the person is asking within his/her authority? If NO, raise the intensity of NO.*
- 6. Rights:** *Is the person required by law or moral code to give me what I want? If YES, raise the intensity of ASKING.
Am I required to give the person what he/she wants? Would saying no violate the other person's rights? If NO, raise the intensity of NO.*
- 7. Relationship:** *Is what I want appropriate to the current relationship? If YES, raise the intensity of ASKING.
Is what the person asking for appropriate to our current relationship? If NO, raise the intensity of, NO.*
- 8. Reciprocity:** *What have I done for the person? Am I giving at least as I ask for? Am I willing to give if the person says yes? If YES, raise the intensity of ASKING.
Do I owe the person a favor? Does he/she do a lot for me? If, NO, raise the intensity of NO.*
- 9. Long vs. Short Term:** *Will being submissive (and not asking) get peace now but creat problems in the long run? If YES, raise the intensity of ASKING.
Is giving in to get short-term peace more important than the lo-term welfare of the relationship? Will I eventually regret or resent saying no? If, NO, raise the intensity of NO.*
- 10. Respect:** *Do I usually do things for myself? Am I careful to avoid acting helpless when I'm not? If YES, raise the intensity of ASKING.
Will saying no make me feel bad about myself, even when I am thinking about it wisely? If, NO, raise the intensity of NO.*

INTERPERSONAL EFFECTIVENESS HOMEWORK PRACTICE

Name: _____ Date: _____

Fill in 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 page if you need more room.

PROMPTING EVENT for my problem. Who did what to whom?
What led to what?

OBJECTIVES IN SITUATION (What results do I want?)

RELATIONSHIP ISSUE (How I want other person to feel about me?)

SELF-RESPECT ISSUE (How I want to feel about myself?)

What **I SAID OR DID** in the situation: (Describe and check below).

DEAR MAN (Getting what I want)

_____ Described situation?
_____ Expressed feelings/opinions?
_____ Asserted?
_____ Reinforced?

_____ Mindful?
_____ Broken Record?
_____ Ignored attacks?
_____ Appeared Confident?
_____ Negotiated?

GIVE (Keeping the relationship)

_____ Gentle?
_____ No threats?
_____ No attacks?
_____ No judgments?

_____ Interested?
_____ Validated?
_____ Easy manner?

FAST (Keeping my respect for myself)

_____ Fair?
_____ no Apologies?
_____ Stuck to values?
_____ Truthful?

INTENSITY OF MY RESPONSE (0-6): _____ **INTENSITY I WANTED (0-6):** _____

INTERPERSONAL EFFECTIVENESS HOMEWORK PRACTICE

---- PAGE 2

FACTORS REDUCING MY EFFECTIVENESS (Check and describe):

_____ Skills Lacking:

_____ Myths:

_____ Emotion Mind:

_____ Indecision:

_____ Environment:

ASK?

(If more YES's than NO's, ASK)

- YES NO Can person give me what I want?
- YES NO Good time for me to ask?
- YES NO Am I prepared to ask?
- YES NO Is what the person does my business?
- YES NO Do I have a right to what I am asking for?
- YES NO Is request appropriate to relationship?
- YES NO Am I asking less than I give?
- YES NO Is asking important to long-term goal?
- YES NO Am I acting competent?

_____ Sum of YES responses

SAY NO?

(If more NO's than YES's, say NO)

- YES NO Do I have what person wants?
- YES NO Is it a bad time for me to say no?
- YES NO Is request clear?
- YES NO Is person in authority over me?
- YES NO Does saying no violate person's rights?
- YES NO Is request appropriate?
- YES NO Does person give me a lot? Do I owe person?
- YES NO Does NO interfere with long-term goal?
- YES NO Does Wise Mind say YES?

_____ Sum of NO responses

HIGH INTENSITY: TRY AND CHANGE THE SITUATION

- Ask firmly, insist...**6**...Refuse firmly, don't give in.
- Ask firmly, resist no...**5**...Refuse firmly, resist giving in.
- Ask firmly, take no...**4**...Refuse firmly, but reconsider
- Ask tentatively, take no...**3**...Express unwillingness
- Hint openly, take no...**2**...Express unwillingness, but say yes
- Hint indirectly...**1**...Express hesitancy, say yes
- Don't ask, Don't hint...**0**...Do what other wants without being asked.

LOW INTENSITY: ACCEPT THE SITUATION AS IT IS

Emotion Regulation Skills



Keeping My Balance

Why learn these skills?

1. To quiet the body—high emotion mind leads to high stress (racing heart, fast breathing, muscle tension, etc).
2. To quiet behavior—intense emotions lead to intense choices (often ones we regret).
3. So that Wise Mind is easier to find—emotion mind blocks out intuitive, creative, flexible, and value-based thinking.
4. To be more effective in meeting goals—emotion mind leads us away from our goals and off on distracting emotional tangents.
5. To improve self-respect—making calm choices leads to better feelings about ourselves.

Healthy Perspectives on Emotion

- **Emotions are neither good or bad**, right or wrong. Feelings just ARE. They exist. It is not helpful to judge your emotions.
- There is a difference between having an emotion and doing something or acting on the emotion.
- **Emotions don't last forever.** No matter what you're feeling, eventually, it will lift and another emotion will take its place.
- **When a strong emotion comes, you do not have to act** on your feeling. All you need to do is recognize the emotion and feel it.
- **Emotions are not facts.** When emotions are very powerful they feel just like "the truth".
- **You cannot get rid of emotions** because they serve important survival functions. Be willing to radically accept your emotions as they arise.

About Emotions

There are 8 **primary** emotions. You are born with these emotions wired into your brain. That wiring causes your body to react in certain ways and for you to have certain urges when the emotion arises.

Here is a list of primary emotions:

Anger

Sorrow

Joy

Fear

Disgust

Guilt/Shame

Interest

Surprise

All other emotions are made up by combining these basic 8 emotions. Sometimes we have **secondary emotions**, an emotional reaction to an emotion. We learn these. Some examples of this are:

Feeling shame when you get angry.

Feeling angry when you have a shame response (e.g., hurt feelings).

Feeling fear when you get angry (maybe you've been punished for anger).

There are many more. These are NOT wired into our bodies and brains, but are learned from our families, our culture, and others.

When you have a secondary emotion, the key is to figure out what the primary emotion, the feeling at the root of your reaction is, so that you can take an action that is most helpful.

How (All) Emotions Help Us

Emotions have 3 “jobs”:

1. Communication

- Emotions are communicated most powerfully by our faces, our voice tone and volume, our posture, and our gestures. Often, other people can tell what we are feeling, even we’re trying to hide it.
- Non-verbal communication of this type is very rapid. If we need to communicate alarm, we can do it with our faces and don’t have to provide a lengthy explanation to someone.

2. Motivation

- Emotions tell us to “ACT NOW!” and “STAY FOCUSED” They give us motivation to change a situation.
- Emotions save us time in important situations. We don’t have to think everything through (e.g., you don’t want to have to think for a long time about running away from a mean dog).
- Strong emotions help us overcome obstacles—in our mind and in the environment (e.g., mothers lift cars off their children due to fear, someone expresses an opinion to authority figure due to anger)

3. Validation

- Emotions can be information about a situation. Think of a time that you had a “gut instinct” in a situation. Emotions can be SIGNALS or ALARMS.
- When this is carried to extreme, emotions are treated as facts (e.g., “I feel self-righteous, so I must be right”, “I have hurt feelings, so the other person must not care about me.”)

Our Unique Responses

- **Research shows us that the 8 primary emotions cause a common reaction in all human beings, and in monkeys, too!** In some ways, all human beings and primates are the same in the way they feel and show these basic emotions.
- **However, every person is also unique.** When you feel an emotion, say, Anger, you have tension in part of your body. Have you ever noticed that? Where you feel the most tension and exactly how you express that tension is unique to you. Some people feel anger in their chest, others in their stomachs.
- **Urges to DO SOMETHING** are a natural part of having any emotion. For instance, if you are bored (which is a lot like being anxious), you may restlessly seek out something to interest you (perhaps hanging out at the nurses station in hopes something entertaining will happen).
- **Your urges when you have a particular emotion may or may not be the same as someone else's urges.** For instance, one person may want to avoid people when they feel shame, another may have an urge to attack.
- In this unit, we will be exploring your individual emotions. You will be asked to **SLOW DOWN** your emotional reaction. We will be detectives, finding out what you feel in your body when you have each emotion, what your face tells others when you feel an emotion, and what your urges are when strong emotions arise.
- **You will have homework, because most emotional reactions happen outside of class.** Some emotions you will learn to honor by “just noticing” them. Other emotions you will learn to reduce or change.

This is a journey that takes courage, because some emotions are hard to feel. Most of us try to avoid painful or uncomfortable emotions. We will be asking you to feel these uncomfortable emotions, sometimes without DOING anything to change them.

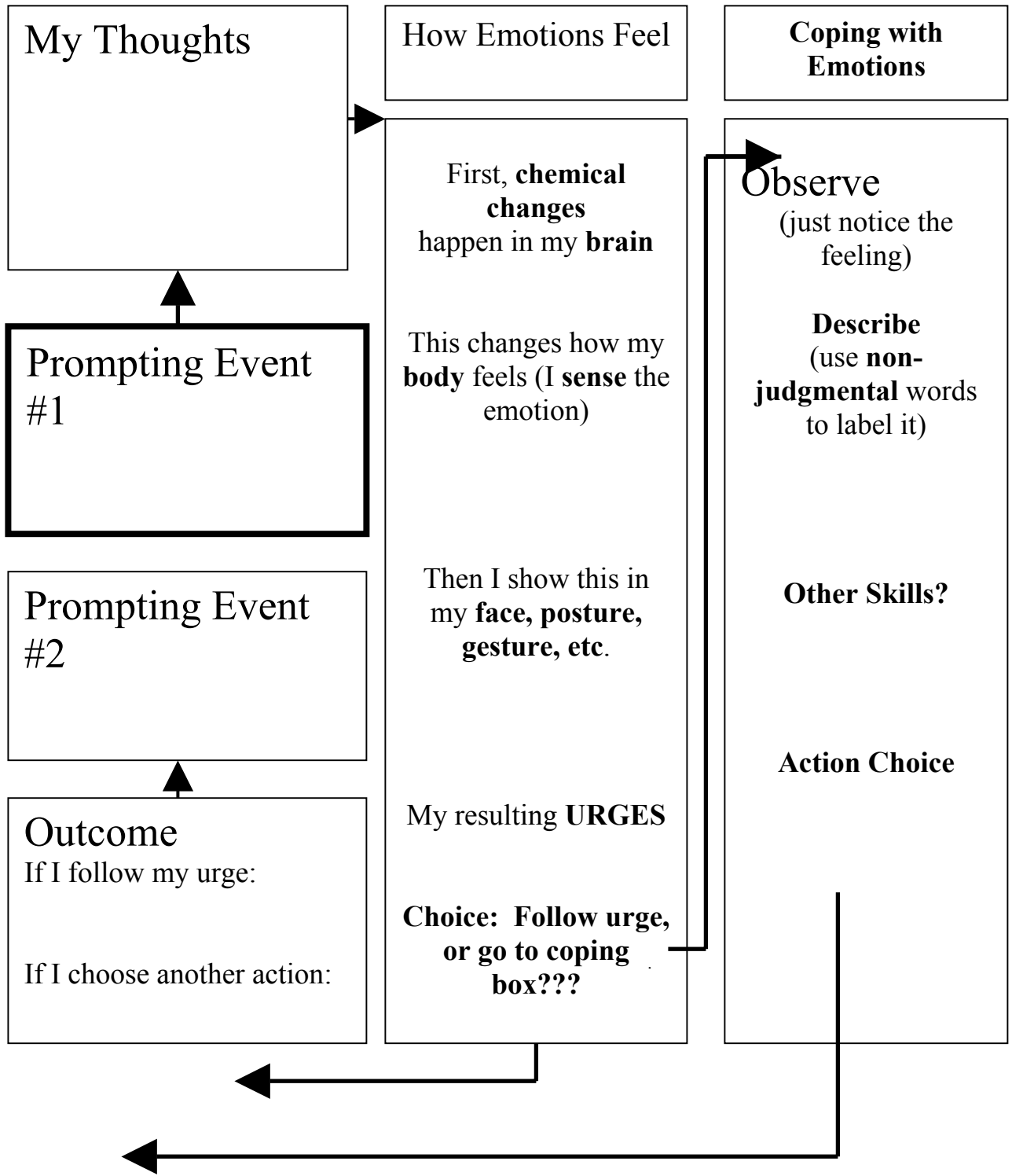
KNOWING THE DIFFERENCE:

Thought, Emotion, Event, or Behavior?

Read the items to the left. For each item, circle the correct category to the right.

Item	Thought	Emotion	Behavior	Event
1. We're going to be late to smoke!	Thought	Emotion	Behavior	Event
2. This group is a drag.	Thought	Emotion	Behavior	Event
3. Being afraid of a spider.	Thought	Emotion	Behavior	Event
4. Throwing a book.	Thought	Emotion	Behavior	Event
5. Having the urge to scream.	Thought	Emotion	Behavior	Event
6. Someone calls you a bad name.	Thought	Emotion	Behavior	Event
7. You pass room check!	Thought	Emotion	Behavior	Event
8. You are given passes.	Thought	Emotion	Behavior	Event
9. A peer tells a lie about you.	Thought	Emotion	Behavior	Event
10. A staff member is harsh.	Thought	Emotion	Behavior	Event
11. Someone takes your snack.	Thought	Emotion	Behavior	Event
12. Sad	Thought	Emotion	Behavior	Event
13. Crying	Thought	Emotion	Behavior	Event
14. Your aunt dies.	Thought	Emotion	Behavior	Event
15. Irritation with a peer.	Thought	Emotion	Behavior	Event
16. Worrying about your money.	Thought	Emotion	Behavior	Event
17. Nervousness about your TPR.	Thought	Emotion	Behavior	Event
18. Your favorite group is cancelled.	Thought	Emotion	Behavior	Event
19. Rage.	Thought	Emotion	Behavior	Event
20. I hate this food!	Thought	Emotion	Behavior	Event
21. You punch a wall.	Thought	Emotion	Behavior	Event
22. You yell at a peer.	Thought	Emotion	Behavior	Event
23. A patient is put in time out.	Thought	Emotion	Behavior	Event
24. You refuse your medications.	Thought	Emotion	Behavior	Event
25. You take your medications.	Thought	Emotion	Behavior	Event

The Way Emotions Work



Myths We Live By (Interpretations)

“**Myths**” are stories that we come to believe, simply because they have been a part of our lives or our thinking for so long. We often don’t ever question them. We just assume that they are real. Our thoughts can be like myths, “stories” that are so deep a part of how we live, that we no longer notice them. Myth thoughts may not be something that we would admit to believing if someone asked us about them, but we believe them in our emotion mind, in our hearts, anyway.

These myths of thinking may come from our families, friends, or culture. We have myths about almost everything in our lives. Most people have myths about emotions that cause them to react in ways that are not helpful sometimes. The key is to know what your own myths are, what usually “triggers” them in your mind, and how you can keep them from controlling your behavior when that behavior would hurt you.

Each person’s myths are unique, however, there are some fairly common myths. Here are a few myths about emotion (check them if you find that you believe them in rational mind, emotion mind, both, or if they FEEL like wise mind)

- ___ 1. There is a right way to feel in every situation.
- ___ 2. Letting others know that I am feeling bad is a weakness.
- ___ 3. Uncomfortable feelings are bad and destructive.
- ___ 4. Being emotional means being out of control.
- ___ 5. All painful emotions are a result of a bad attitude.
- ___ 6. If others don’t approve of how I am feeling, I obviously shouldn’t feel the way that I do.
- ___ 7. Other people are the best judge of how I am feeling.
- ___ 8. Painful emotions are not really important and should be ignored.

Can you think of any other myths?

- ___ 9. _____
- ___ 10. _____

Strength Building Self-Statements

Once you've identified your own common myths, these statements can help you fight them. It might be helpful to put them on note cards and carry them with you to use when you find that a myth has arisen and is charging up emotion-mind.

1. What's the worst that can happen? And based on my *experience*, and **NOT** on my emotions, how likely is that to happen?
2. Feelings are sometimes painful, but are time-limited.
3. It will get easier each time I practice.
4. My success is measured by taking skillful action, not by whether I was anxious when I did it.
5. I'm not going to let a lapse get in my way. I'm going to continue making progress towards my goal.
6. Feeling I can't do it is **NOT** the same as not being able to do it. Stick to the plan.
7. Good job—I'm staying in the situation, even though it's hard.
8. I'm going to make it.
9. It's a sign of strength to ask for help in an effective way.
10. Knowing when to ask for coaching is a skill in itself.
11. I am a unique person, and I have unique reactions. Only I can determine how I **SHOULD** feel in any given situation.
12. My feelings are not right or wrong, they just simply **ARE**.
13. A feeling of certainty is not the same as the truth.
14. My painful emotions happen for a reason and are an important source of information and direction for me.
15. Urges are a natural part of emotions and of being human. Having an urge (even a strong urge) does not mean that I have to **DO** anything at all.

Observing and Describing Emotions

1. What is the name of your main emotion?

____ Surprise ____ Anger ____ Shame ____ Interest
____ Fear ____ Disgust ____ Sorrow ____ Joy

Now, rate the intensity of that emotion from 0-10: _____

2. What was going on in the environment (prompting event) when you began to have this feeling?

3. What are your ASSUMPTIONS, BELIEFS, MYTHS, about this situation or feeling? What are you telling yourself about this emotion?

4. What sensations do you notice in your body with this emotion?
(Notice and comment on your breath, heart rate, face, stomach, chest, legs, throat, neck, head, muscles, etc).

5. What is your body language with this emotion (posture, facial expression, gestures)? What would someone think was going on if they walked past and saw you as you are now?

6. What is your action urge with this emotion? What do you feel like DOING? (Remember, stick with emotion mind here).

7. What would be the outcome of acting on your urge? Will you be closer to your goals, or further away if you act on this urge?

7. Is there another behavior that would work better than your action urge? If so, what is it? (Think skills here).

8. What will be the outcome of skillful behavior? Think “Pro’s and Con’s here).

Reducing Vulnerability: Staying STRONG

How To Reduce The Risk Of Painful Emotions Controlling You

Healthy habits are an important part of managing mood swings, depression, anger, or irritability. Select one of the following skills to work on over the next few weeks, tell your therapist what your goal is, and monitor your progress on your diary card. When you have mastered one area of healthy habits, pick another goal area to work on.

Remember to stay “STRONG”

Sleep as much as you need - not too much, not too little.

Take **medications** your doctor prescribes. When sick take care of yourself.

Resist using street **drugs or alcohol**.

Once a day, do something that gives you a feeling of being in control, mastering your world.

Nutrition - eat a balanced diet, don't over or under eat. Don't make decisions about food based upon your emotional state at the time (I'm too upset to eat). Keep your blood sugar balanced.

Get exercise - try to do 20 minutes a day. Research shows that exercise helps people improve their mood.

Suggestions for Good Sleep

1. **Sleep only as much as you need** to feel refreshed during the following day. Restricting your time in bed helps to deepen your sleep. Excessively long times in bed lead to fragmented and shallow sleep. Get up at your regular time the next day, no matter how little you slept.
2. **Get up at the same time each day, 7 days a week.** A regular wake time in the morning leads to regular times of sleep onset, and helps to set your “biological clock”.
3. **Exercise regularly.** Schedule exercise times so that they do not occur within three hours of when you intend to go to bed. Exercise makes it easier to get to sleep and to sleep deeply.
4. **Make sure your bedroom is comfortable and free from light and noise.**
5. **Make sure that your bedroom is at a comfortable temperature during the night.**
6. **Eat regular meals and do not go to bed hungry.** A light snack at bedtime (especially carbohydrates) may help sleep, but avoid greasy or “heavy” foods.
7. **Avoid excessive liquids in the evening.**
8. **Cut down on all caffeine products.** Caffeinated beverages and foods (coffee, tea, cola, chocolate) can cause difficulty falling asleep, awakenings during the night, and shallow sleep. Even caffeine early in the day can disrupt nighttime sleep.
9. **Avoid alcohol, especially in the evening.**
10. **Smoking may disturb sleep. Nicotine is a stimulant.** Try not to smoke during the night when you have trouble falling asleep.
11. **Don’t take your problems to bed.** Plan some time earlier in the evening for working on your problems or planning the next day’s activities. Worrying may interfere with initiating sleep and produce shallow sleep.
12. **Train yourself to use the bedroom only for sleeping.** This will help condition your brain to see bed as the place for sleeping. Do not read, watch TV, or eat in bed.
13. **Do not TRY to fall asleep.** This only makes the problem worse. Instead, turn on the light, leave the bedroom, and do something different like reading a book. Don’t engage in stimulating activity. Return to bed only when you are sleepy.
14. **Put the clock under the bed or turn it so that you can’t see it.** Clock watching may lead to frustration, anger, and worry, which interfere with sleep.
15. **Avoid naps.** Staying awake during the day helps you to fall asleep at night.

My Plan for Staying Out of Emotion Mind

Pick two items to work on and set short-term goals. You may want these items on your incentive plan. Make sure these goals are *specific* and *realistic*.

Sleep only as much as you need: _____

Take medications as prescribed, take care of physical health: _____

Resist using street drugs or alcohol: _____

Once a day, do something that makes you feel MASTERY. : _____

Nutrition—eat in a balanced way: _____

Get exercise every day: _____

Mastering My World

A sense of accomplishment is a gift only I can give myself.

People in very desperate situations (concentration camps, prison, etc) find things to do on a daily basis that give themselves a sense of accomplishment and control. When we do something that is just a little bit hard for us, we gain a sense of mastery in the world, and our sense of hopelessness weakens.

Make a list of things that you can do in order to gain a sense of mastery. Make sure that the tasks are realistic goals for each mood state. Remember that it is harder to do everything when you are depressed, so pick small tasks for when you are in a low mood:

To Improve a Good Mood:

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.

To Challenge Medium Mood:

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.

To Raise a Low Mood:

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.

Steps for Increasing Positive Experiences

Build Positive Experiences

Short Term: Do pleasant things that are possible NOW.

Make your own list of joyful experiences that you can have every day. Do at least one or two of these experiences MINDFULLY each day and record on your diary card.

Long Term: Make changes in your life so that positive events will occur more often.

Build a “life worth living.”

- **Work toward goals: ACCUMULATE POSITIVES.**
Make a list of positive events you want.
List small steps toward goals.
Take first step.
- **ATTEND TO RELATIONSHIPS**
Repair old relationships.
Reach out for new relationships.
Work on current relationships.
- **AVOID AVOIDING. Avoid giving up.**

Be Mindful of Positive Experiences

- **FOCUS** attention on positive events that happen (even very small ones)!
- **REFOCUS** when your mind wanders to future worries, past regrets, current distractions and other thoughts while you **PARTICIPATE** mindfully in the joyful experience.
- **Make a list of things that interrupt enjoyment for you and be prepared to TURN the MIND** when these things appear.

Be Unmindful of Worries

DISTRACT from:

Thinking about when the positive experience **WILL END**.

Thinking about whether you deserve this positive experience.

Thinking about how much more might be **EXPECTED** of you now.

Emotion Regulation Handout

Pleasant Events List

1. Meditating.
2. Making plans for the future.
3. Finishing something.
4. Talking with a friend.
5. Browsing in a catalogue.
6. Watching TV.
7. Sitting/Lying in the sun.
8. Listening to others.
9. Drawing.
10. Playing an instrument.
11. Looking outside.
12. Watching People.
13. Watching a movie.
14. Meeting a friend.
15. Repairing something.
16. Memory of the words of loving people.
17. Wearing nice clothes.
18. Taking care of plants.
19. Going to a party.
20. Thinking about buying things.
21. Praying.
22. Thinking "I'm a good person."
23. Writing a letter.
24. Cooking.
25. Sleeping.
26. Fixing your hair and makeup.
27. Daydreaming.
28. Making a list of tasks/goals.
29. Watching sports.
30. Thinking about pleasant events.
31. Writing in a diary.
32. Reading a letter.
33. Discussing books.
34. Having lunch with a friend.
35. Solving riddles/puzzles.
36. Looking at/showing photos.
37. Learning to play a new card game.
38. Reflecting on how I've improved.
39. Thinking I'm a person who can cope.
40. Taking a warm bathe.
41. Paying bills.
42. Playing a game.
43. Remembering good times.
44. Relaxing.
45. Reading a book.
46. Laughing out loud.
47. Painting.
48. Singing.
49. Remembering beautiful scenery.
50. Watching the birds.
51. Eating.
52. Gardening.
53. Thinking about retirement.
54. Doodling.
55. Exercising.
56. Having a quiet evening.
57. Arranging flowers.
58. Drinking a favorite beverage.
59. Going on a picnic.
60. Losing weight.
61. A day with nothing to do.
62. Buying clothes.
63. Going to the beauty parlor.
64. Making a gift for someone.
65. Having your picture taken.
66. Listening to music.
67. Taking a walk.
68. Playing sports.
69. Acting.
70. Dancing.
71. Cleaning.
72. Being alone.
73. Playing cards.
74. Having a political discussion.
75. Shooting Pool.
76. Learning to play a new game.
77. Talking on the phone.
78. Helping a friend cope.

Letting Go of Emotional Suffering: Mindfulness of Your Current Emotion

OBSERVE YOUR EMOTION

- NOTE its presence.
- Step BACK.
- Get UNSTUCK from the emotion.

EXPERIENCE YOUR EMOTION FULLY

- As a WAVE, coming and going.
- Try not to BLOCK emotion.
- Try not to PUSH the emotion AWAY.
- Don't try to KEEP the emotion around.
- Don't try to INCREASE the emotion.
- Just be a witness to your emotion.

REMEMBER: YOU ARE NOT YOUR EMOTION

- Do not ACT on the sensation of urgency.
- Remember when you have felt DIFFERENT.
- Describe your emotion by saying "I have the feeling of _____", rather than, "I am _____."
- Notice OTHER feelings that you have at the same time you feel the strong emotion.

PRACTICE RESPECTING, LOVING YOUR EMOTION

- Don't JUDGE your emotion.
- Practice WILLINGNESS with your emotion.
- Radically ACCEPT your emotion.

Changing Emotions by Acting Opposite to the Current Emotion

FEAR

- Do what you are afraid of doing...OVER and OVER and OVER.
- APPROACH events, places, tasks, activities, people you are afraid of.
- Do things to give yourself a sense of control and MASTERY.
- When overwhelmed, make a list of small steps or tasks you can do.
- DO THE FIRST THING ON THE LIST.

GUILT OR SHAME

When guilt or shame is JUSTIFIED (the emotion fits your wise mind values)

- REPAIR the transgression.
 - Say you're sorry. APOLOGIZE.
 - Make things better: do something nice for the person you offended (or for someone else, if that is not possible).
- COMMIT to avoiding that mistake in the future.
- ACCEPT the consequences gracefully.
- Then LET IT GO.

When guilt or shame is UNJUSTIFIED (emotion does not fit your wise mind values):

- Do what makes you feel guilty or ashamed...OVER and OVER and OVER.
- APPROACH, don't avoid.

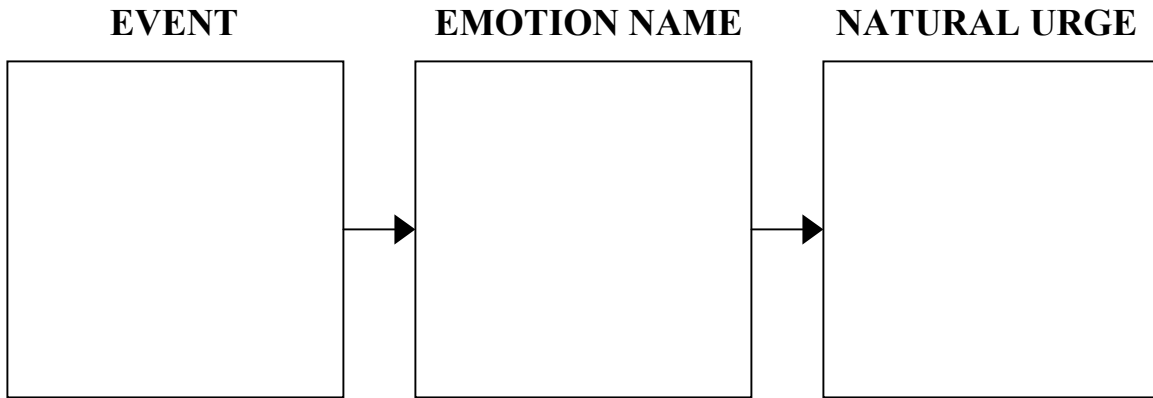
SADNESS OR DEPRESSION

- Get ACTIVE, APPROACH, don't avoid.
- Do things that make you feel COMPETENT and SELF-CONFIDENT.

ANGER

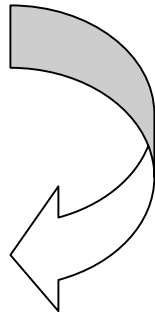
- Gently AVOID the person you are angry with rather than attacking. (Also avoid thoughts about that person, rather than dwelling on them).
- Do something NICE rather than mean or attacking.
- Imagine SYMPATHY AND EMPATHY for the other person rather than blame.

OPPOSITE TO EMOTION ACTION WORKSHEET

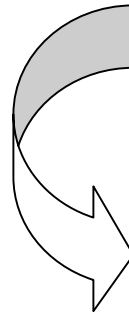


FOLLOWED URGE?

YES



NO



ACTION

OPPOSITE ACTION

OUTCOME

Did emotion mind go up, or down?
 Do you have regrets? Yes No
 Are you moving toward goals?
 Yes No

OUTCOME

Did emotion mind go up, or down?
 Do you have regrets? Yes No
 Are you moving toward goals?
 Yes No

Distress Tolerance Skills:



Getting through painful situations without making them worse!

Crisis Survival Strategies

Skills for tolerating painful events and emotions when you cannot make things better right away.

DISTRACT with "Wise Mind ACCEPTS:"

Activities (keep busy)

Contributing (get your mind off yourself)

Comparisons (could be worse...)

Emotions (do something that makes you feel differently)

Pushing away (block out thoughts and feelings)

Thoughts (distracting thoughts)

Senses (be aware of your senses)

SELF-SOOTHE the FIVE SENSES

Vision

Hearing

Smell

Taste

Touch

IMPROVE THE MOMENT

Image *(better times, better things, success)*

Meaning *(find one useful thing about the situation for you)*

Prayer *(find some quiet place inside of you)*

Relaxation *(quiet your body)*

One thing at a time *(just this moment)*

Vacation *(go someplace in your mind, or take a time out)*

Encouragement *(tell yourself it will be OK)*

PROS AND CONS

Crisis Survival Strategies

SELF-SOOTHE

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

Vision *Notice what you see, find soothing things to look at.*

Notice the play of light on a clean wall. Enjoy the richness of colors in the floor tile. Look out the window and watch the grass gently blow in the breeze, the sun dancing on leaves, the graceful movement of the birds, or the smooth movement of passing cars. Close your eyes and notice the textures and light colors behind your eyelids.

Hearing *Pay attention to what you can hear around you.*

Listen to beautiful or soothing music, or to invigorating and exciting music. Pay attention to sounds of nature (waves, birds, rainfall, leaves rustling). Sing to your favorite songs. Hum a soothing tune. Learn to play an instrument. Be mindful of any sounds that come your way, letting them go in one ear and out the other. Notice how sounds on the unit feel different at various times of day. Quietly notice the sounds of your own breath. See if you can hear the sound of your own circulation.

Smell *Be aware of the memories that smell can bring.*

Notice the scent of your soap and shampoo while showering. Try to find brands of deodorant, lotion, and other things that have a soothing smell to you. Sit quietly for a few minutes and try to identify all of the smells that you notice. Enjoy the smell of your meals while you are in the dining room. See if you can smell each type of food individually. Savor the smell of popcorn and remember other times in your life when you have enjoyed popcorn.

Taste *Carefully savor flavors that the day brings you.*

Have a good meal; enjoy your dessert; have a favorite soothing drink such as herbal tea or hot chocolate. Treat yourself to a favorite snack from the canteen. Suck on a piece of peppermint candy. Chew your favorite gum. Really taste the food you eat; eat one thing mindfully.

Touch *Find comfort in touch.*

Take a bubble bath. Savor the feeling of crisp, clean sheets on the bed. Soak your feet. Soften your skin with lotion. Put a cold compress on your forehead. Brush your hair for a long time. Place your hand on a smooth, cool surface. Enjoy the feeling of a favorite piece of clothing, or clean clothes. Notice the comforting warmth of clothing that is fresh from the dryer. Experience whatever you are touching; notice touch that is soothing.

IMPROVE THE MOMENT

Imagery

Imagine a very relaxing scene. Imagine a secret room within yourself, seeing how it is decorated. Go into the room whenever you feel very threatened. Close the door on anything that can hurt you. Imagine everything going well. Imagine coping well. Make up a fantasy world that is calming and beautiful and let your mind go with it. Imagine hurtful emotions draining out of you like water out of a pipe.

Meaning

Find or create some purpose, meaning, or value in the pain. Remember, listen to, or read about spiritual values. Focus on whatever positive aspects of a painful situation you can find. Repeat them over and over in your mind. Make lemonade out of lemons.

Prayer

Open your heart to a supreme being, greater wisdom, God, your own wise mind. Ask for strength to bear the pain in this moment. Turn things over to God or a higher being.

Relaxation

Try muscle relaxation by tensing and relaxing each large muscle group, starting with your hands and arms, going to the top of your head, and then working down; listen to a relaxation tape; exercise hard; take a hot bath or sit in a hot tub; drink hot milk; massage your neck and scalp, your calves and feet. Get in a tub filled with very cold or hot water and stay in it until the water is tepid. Breathe deeply; half-smile; change facial expression.

One thing in the moment

Focus your entire attention on just what you are doing right now. Keep yourself in the very moment you are in; put your mind in the present. Focus your entire attention on physical sensations that accompany non-mental tasks (e.g. walking, washing, doing dishes, cleaning, fixing). Be aware of how your body moves during each task. Do awareness exercises.

Vacation

Give yourself a brief vacation. Get into bed and pull the covers up over your head for 20 minutes. Give yourself a special treat to eat or drink and read a schlocky magazine for an hour. Take an hour breather from hard work that must be done.

Encouragement

Cheerlead yourself. Repeat over and over; “I CAN stand it,” “It won’t last forever,” “I will make it out of this,” “I’m doing the best I can do.”

Thinking of Pros and Cons

Make a list of the pros and cons of TOLERATING the distress—coping by using skills. Make another list of the pros and cons of NOT TOLERATING the distress—that is, of coping by hurting yourself, abusing alcohol or drugs, or doing something else impulsive.

Focus on long-term goals, the light at the end of the tunnel. Remember times when pain has ended.

Think of the positive consequences of tolerating the distress. Imagine in your mind how good you will feel if you achieve your goals, if you don't act impulsively.

Think of all of the negative consequences of not tolerating your current distress. Remember what has happened in the past when you have acted impulsively to escape the moment.

Distress Tolerance Pros and Cons Example

When you have the urge for verbal retaliation:

	Pro's	Con's
Coping	<ul style="list-style-type: none"> • No fight • No argument • Maintain relationship • No infraction/consequences • Learn skills/mastery of skills • Increase self-esteem • Increase hope • Gain trust of others • Move toward less restrictive or increased privileges 	<ul style="list-style-type: none"> • Don't get to fight or argue • Don't get to make your point • No immediate release • No instant gratification • No rush • Others won't be afraid of you
Not Coping	<ul style="list-style-type: none"> • Others will leave you alone • You get instant gratification • You main gain popularity • Get the rush/feel powerful • May feel in control of situation 	<ul style="list-style-type: none"> • Lose self-esteem • Lose self-worth • Poor outcome/consequences • Lose motivation for treatment • May stop using skills all together/rebel • Stay at FSH longer

When you have the urge to fight/physically attack:

	Pro's	Con's
Cope	<ul style="list-style-type: none"> • Increased self respect • People around you will respect you • Will help you get what you want • Mastering Skills 	<ul style="list-style-type: none"> • Can't speak my mind • Feel tense longer • Don't get to retaliate, just think about it • Give up a moment of power
Not Coping	<ul style="list-style-type: none"> • Hurt Someone • Some times it pays off • Protect yourself/others • Get satisfaction • You get to end it 	<ul style="list-style-type: none"> • Lose privileges • Lose trust • Lose self-respect • Lose status

Distress Tolerance Pro's and Con's Worksheet

	Pro's	Con's
Cope		
Not Coping		

URGE MANAGEMENT

WHEN URGES STRIKE...DELAY!

1. RATE THE INTENSITY OF THE URGES FROM 0-10.
2. INVOKE THE 15 MINUTE RULE AND SET THE TIMER.
3. IN THE MEANTIME...
 - a. MINDFUL DISTRACTIONS: THE INTENTIONAL MOVING OF YOUR ATTENTION FROM THE URGE TO SOMETHING ELSE.

CHOOSE A RELATIVELY PLEASANT ACTIVITY.

INCOMPATIBLE WITH THE ACTION OF THE URGE.

OPPOSITE TO THE INTENTION OF THE URGE.

- b. PROS AND CONS

SHOULD BE WRITTEN OUT.

LOOKING FOR WISEMIND.

4. CHECK INTO YOUR URGE INTENSITY.

IF THEY'RE THE SAME OR HIGHER...GO BACK TO THE 15 MINUTE RULE.

IF THEY'VE COME DOWN...GO ON WITH YOUR DAY.

Guidelines for Accepting Reality:

Observing-Your-Breath Exercises

OBSERVING YOUR BREATH

Focus your attention on your breath, coming in and out. Observe your breathing as a way to center yourself in your wise mind. Observe your breathing as a way to take hold of your mind, dropping off non-acceptance and fighting reality.

METHODS

1. DEEP BREATHING

Lie on your back. Breathe evenly and gently, focusing your attention on the movement of your stomach. As you begin to breathe in, allow your stomach 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 and your stomach begins to lower. Don't tire yourself. Continue for 10 breaths. The exhalation will be longer than the inhalation.

2. MEASURING YOUR BREATH BY YOUR FOOTSTEPS

Walk slowly in a yard, along a sidewalk, or on a path. 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 natural. Watch your inhalation carefully to see whether there is a desire to lengthen it. Continue for 10 breaths.

3. COUNTING YOUR BREATH

Sit in a comfortable position on the floor or in a chair, lie down, or take a walk. As you inhale, we ware that "I am inhaling, ONE." When you exhale, be aware that "I am exhaling, ONE." Remember to breathe from the stonmach. When beginning the second inhalation, be aware that "I am inhaling, TWO." And, slowly exhaling, be aware that "I am exhaling, TWO." Continue up through 10. After you have reached 10, return to ONE. Whenever you lose count, return to ONE.

4. FOLLOWING YOUR BREATH WHILE LISTENING TO MUSIC

Listen 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.

5. BREATHING TO QUIET THE MIND AND BODY

Sit or lie in a comfortable position that you can sustain without movement. Deliberately relax your body. Scan and relax several times. Breath through any areas of tension. Half-smile. Follow your breath. When your mind and body are quiet, continue to inhale and exhale very lightly; be aware that "I am breathing in and making the breath and body light and peaceful. I am exhaling and making the breath and body light and peaceful." Continue for three breaths, giving rise to the thought, "I am breathing in while my body and mind are at peace. I am breathing out while my body and mind are at peace." Continue for 5-25 minutes, as you are able.

Guidelines for Accepting Reality

Half-Smiling Exercises

HALF-SMILE

Accept reality with your body. *Relax (by letting go or by just tensing and then letting go) your face, neck and shoulder muscles and half-smile with your lips.* A tense smile is a grin (and might tell the brain you are hiding or masking). A half-smile is slightly up-turned lips with a relaxed face. Try to adopt a serene facial expression. Remember, your body communicates to your mind.

METHODS

1. 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 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.

2. HALF-SMILE WHEN YOU FIRST AWAKE IN THE MORNING

Put something in plain view on the ceiling or a 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.

3. 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.

4. HALF-SMILE WHILE 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.

5. HALF-SMILE WHILE IRRITATED

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

Half-Smile (Continued)...

6. HALF-SMILE WHILE REMEMBERING YOUR ANGER DURING A RECENT DISAGREEMENT OR ARGUMENT

Sit quietly. Breathe and smile a half-smile. Bring to mind a recent conflict with another person in which you had strong feelings of disagreement, or anger. Remember the situation in as much detail as possible, until the original anger begins to return. Allow your body to remember the hard sensation of self-righteousness and frustration.

Now refresh your half-smile and take three deep breaths. Imagine having compassion for the other person. Find one thing that makes their position valid, or true and willingly say to yourself, "I see their point" without necessarily agreeing with them. Bring to mind the person's positive qualities, a time they were kind to you or someone else. Remember the worth and value of that person that cannot be erased by one argument. Continue until you feel compassion rise in your heart like a dry well filling with fresh water, and your anger and resentment disappear. Practice this exercise many times on the same situation.

Guidelines for Accepting Reality

Awareness Exercises

1. AWARENESS OF POSITIONS OF THE BODY

This can be practiced in any time and place. Begin to focus your attention on your breath. Breathe quietly and more deeply than usual. Be mindful of the position of your body, whether you are walking, standing, lying, or sitting down. Know where you walk, stand, lie, or sit. Be aware of the purpose of your position. For example, you might be conscious that you are standing on the basketball court or on the ward to refresh yourself, stretch your legs, or just to stand. If there is no purpose, be aware that there is no purpose.

2. AWARENESS OF CONNECTION TO THE UNIVERSE

This can be practiced any time, any place. Focus your attention on where your body touches an object (floor or ground, air molecules, a chair or arm rest, 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 for 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, 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 you with secure warmth and comfort. 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. Consider your connection to other people on the ward through the air that we share to breathe, the walls that hold us all, the floors that hold us up unconditionally, and the furniture that supports us without questioning our worth or value.

3. AWARENESS WHILE DOING A SLOW-MOTION ACTIVITY

Prepare a cup of coffee, tea, glass of Kool-Aid, or a warm snack with total awareness of each minute movement. Take a warm bath, do laundry, smoke, breathe the fresh air, or do chores very slowly and deliberately, with your focus absorbed completely on each tiny movement and sensation of the task. Do each moment slowly, even 1/3 the speed at which you would normally move. Notice each sensation (touch, smell, sight, hearing, taste, and body position/movement) with a fascinated absorption. If your mind strays, gently bring your focus to the breath and softly describe in your mind the movement of that moment (“I am squeezing the hot water faucet”) until your natural fascination with the senses takes over. Be aware that you are refreshing yourself with mindfulness as you do this task, and move forward in each moment with renewed energy and calm.

Basic Principles of Accepting Life On Life's Terms

Radical Acceptance

Everything is as it should be.

Everything is as it is.

- Freedom from suffering requires ACCEPTANCE from deep within of what is. Let yourself go completely with what is. Let go of FIGHTING REALITY.
- ACCEPTANCE is the only way out of hell.
- Pain creates suffering only when you refuse to ACCEPT the pain.
- Deciding to tolerate (endure) the moment is ACCEPTANCE.
- ACCEPTANCE is acknowledging what is.
- To ACCEPT something is not the same as judging that it is good, or approving of it.
- ACCEPTANCE is turning my suffering into pain that I can endure.

Turning the Mind

- Acceptance of reality as it is requires an act of CHOICE. It is like coming to a fork in the road. You have to turn your mind towards the acceptance road and away from the “rejecting reality” (“I don’t have to put up with this!”) road.
- You have to make an inner COMMITMENT to accept.
The COMMITMENT to accept does not itself equal acceptance. It just turns you toward the path. But it is the first step.
- You have to turn your mind and commit to acceptance **OVER AND OVER AND OVER** again. Sometimes, you have to make the commitment many times in the space of a few minutes.

Reality Acceptance Worksheet

Realities that I am refusing to accept:

1. _____
2. _____
3. _____
4. _____
5. _____

Behaviors that I do when I am refusing to accept a reality (may look like a tantrum, giving up, manipulating, arguing, etc).

1. _____
2. _____
3. _____
4. _____
5. _____

How I experience SUFFERING when I refuse to accept reality:

1. _____
2. _____
3. _____
4. _____
5. _____

Finding the Willingness to Act with Wise Mind

WILLINGNESS

Cultivate a WILLING response to each situation.

- Willingness is **DOING JUST WHAT IS NEEDED** in each situation, in an unpretentious way. It is focusing on effectiveness.
- Willingness is listening very carefully to your **WISE MIND**, acting from your inner self.
- Willingness is **ALLOWING** into awareness your connection to the universe—to the earth, to the floor you are standing on, to the chair you are sitting on, to the person you are talking to.

WILLFULNESS

Replace WILLFULNESS with WILLINGNESS

- Willfulness is **SITTING ON YOUR HANDS** when action is needed, refusing to make changes that are needed.
- Willfulness is **GIVING UP**.
- Willfulness is the **OPPOSITE OF “DOING WHAT WORKS,”** being effective.
- Willfulness is trying to **FIX** every situation.
- Willfulness is **REFUSING TO TOLERATE** the moment.

Finding WILLINGNESS Worksheet

What WILLFULNESS feels and looks like for me:

Willful *body and emotion* sensations:

- | | |
|----|----|
| 1. | 4. |
| 2. | 5. |
| 3. | 6. |

Body and Facial Expressions (how my willfulness looks):

- | | |
|----|----|
| 1. | 4. |
| 2. | 5. |
| 3. | 6. |

I notice that I become willful when (situations):

- 1.
- 2.
- 3.
- 4.
- 5.

My best strategies for *Turning my Mind* to WILLINGNESS include:

- | | |
|----|----|
| 1. | 4. |
| 2. | 5. |
| 3. | 6. |

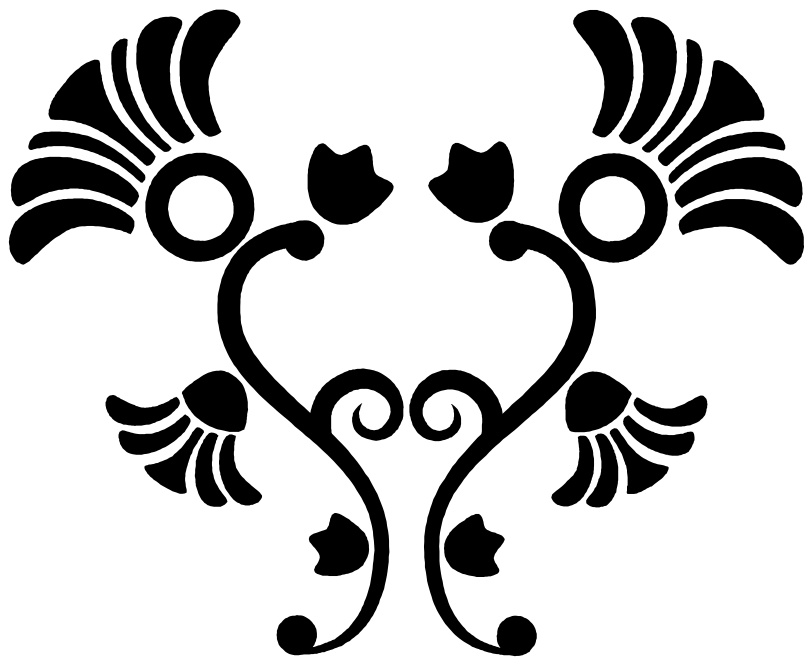
Practice these strategies and record on your diary card.

MANAGEMENT OF OBSESSIONS

1. Rate the intensity of your thinking 0-10.
2. Focus the content of your obsessions into one sentence.
3. Determine whether it is an obsession or a call for problem solving. Think along these lines—if you followed the thinking, would it lead towards a life worth living (problem solving) or further into emotion mind (obsession)?
4. If problem solving is indicated, do some productive thinking!
5. If this is emotion mind thinking, then actively turn the mind to another activity, imagery, observing and describing the obsession, etc.
6. Rate the intensity of your obsessive thinking (0-10).
7. Repeat this cycle as many times as necessary.

If you use this strategy with good consistency, you will find that the intensity rating of your obsessive thoughts will decrease more rapidly.

EMOTIONS GLOSSARY



Ways to Describe Emotions

Anger Words

anger	disgust	grumpiness	rage
aggravation	dislike	hate	resentment
agitation	envy	hostility	revulsion
annoyance	exasperation	irritation	scorn
bitterness	ferocity	jealousy	spite
contempt	frustration	loathing	torment
cruelty	fury	mean-spiritedness	vengefulness
destructiveness	grouchiness	outrage	wrath
Other _____			

Prompting Events for Feeling Anger

Losing power.
Losing status.
Losing respect.
Being insulted.
Not having things turn out the way you expected.
Experiencing physical pain.
Experiencing emotional pain.
Being threatened with physical or emotional pain by someone or something.
Having an important or pleasurable activity interrupted, postponed, or stopped.
Not obtaining something you want (which another person has).

Other _____

Interpretations That Prompt Feelings of Anger

Expecting pain.
Feeling that you have been treated unfairly.
Believing that things should be different.
Rigidly thinking "I'm right."
Judging that the situation is illegitimate, wrong, or unfair.
Ruminating about the event that set off the anger in the first place, or in the past.

Other _____

Experiencing the Emotion of Anger

Feeling incoherent.
Feeling out of control.
Feeling extremely emotional.
Feeling tightness or rigidity in your body.
Feeling your face flush or get hot.
Feeling nervous tension, anxiety or discomfort.
Feeling like you are going to explode.
Muscles tightening.
Teeth clamping together, mouth tightening.
Crying; being unable to stop tears.
Wanting to hit, bang the wall, throw something, blow up.

Other _____

Expressing and Acting on Anger

Frowning or not smiling; mean or unpleasant facial expression.
Gritting or showing your teeth in an unfriendly manner.
Grinning.
A red or flushed face.
Verbally attacking the cause of your anger; criticizing.
Physically attacking the cause of your anger.
Using obscenities or cursing.
Using a loud voice, yelling, screaming, or shouting.
Complaining or bitching; talking about how lousy things are.
Clenching your hands or fists.
Making aggressive or threatening gestures.
Pounding on something, throwing things, breaking things.
Walking heavily or stomping; slamming doors, walking out.
Brooding or withdrawing from contact with others.

Other _____

Aftereffects of Anger

Narrowing of attention.

Attending only to the situation making you angry.

Ruminating about the situation making you angry and not being able to think of anything else.

Remembering and ruminating about other situations that have made you angry in the past.

Imagining future situations that will make you angry.

Depersonalization, dissociative experience, numbness.

Intense shame, fear, or other negative emotions.

Other _____

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Ways to Describe Emotions

Fear Words

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

Other _____

Prompting Events for Feeling Fear

- Being in a new or unfamiliar situation.
- Being alone (e.g., walking alone, being home alone, living alone).
- Being in the dark.
- Being in a situation where you have been threatened or gotten hurt in the past, or where painful things have happened.
- Being in a situation like the one where you have been threatened or gotten hurt in the past, or where painful things have happened.
- Being in situations where you have seen other people be threatened, get hurt, or have something painful happen.

Other _____

Interpretations That Prompt Feelings of Fear

- Believing that someone might reject you, criticize you, dislike, or disapprove of you.
- Believing that failure is possible; expecting to fail.
- Believing that you will not get help you want or believe you need.
- Believing that you might lose someone or something you want.
- Losing a sense of control; believing that you are helpless.
- Losing a sense of mastery or competence.
- Believing that you might be hurt or harmed, or that you might lose something valuable.
- Believing that you might die, or that you are going to die.

Other _____

Experiencing the Emotion of Fear

Sweating or perspiring.
Feeling nervous, jittery, or jumpy.
Shaking, quivering, or trembling.
Darting eyes or quickly looking around.
Choking sensation, lump in throat.
Breathlessness, breathing fast.
Muscles tensing, cramping.
Diarrhea, vomiting.
Feeling of heaviness in stomach.
Getting cold.
Hair erect.

Other _____

Expressing and Acting on Fear

Engaging in nervous, fearful talk.
A shaky or trembling voice.
Crying or whimpering.
Screaming or yelling.
Pleading or crying for help.
Fleeing, running away.
Running or walking hurriedly.
Hiding from or avoiding what you fear.
Trying not to move.
Talking less or becoming speechless.
Frozen stare.

Other _____

Aftereffects of Fear

Losing you ability to focus or becoming disoriented.

Being dazed.

Losing control.

Remembering other threatening times, other times when things did not go well.

Imagining the possibility of more loss or failure.

Depersonalization, dissociative experiences, numbness, or shock.

Intense anger, shame, or other negative emotion.

Other _____

Ways to Describe Emotions

Joy Words

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

Other _____

Prompting Events for Feeling Joy

- Being successful at a task.
- Achieving a desirable outcome.
- Getting what you want.
- Receiving esteem, respect, or praise.
- Getting something you have worked hard for or worried about.
- Receiving a wonderful surprise.
- Things turning out better than you thought they would.
- Reality exceeding your expectations.
- Having very pleasurable sensations.
- Doing things that create or bring to mind pleasurable sensations.
- Being accepted by others.
- Belonging (being around or in contact with people who accept you).
- Receiving love, liking, or affection.
- Being with or in contact with people who love or like you.

Other _____

Interpretations that Prompt Feelings of Joy

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

Other _____

Experiencing the Emotion of Joy

Feeling excited.

Feeling physically energetic, alive, or "hyper."

Feeling like giggling or laughing.

Feeling your face flush.

Other _____

Expressing and Acting on Joy

Smiling.

Having a bright, glowing face.

Being bouncy or bubbly.

Communicating your good feelings.

Sharing the feeling.

Hugging people.

Jumping up and down.

Saying positive things.

Using an enthusiastic or excited voice.

Being talkative or talking a lot.

Other _____

Aftereffects of Joy

Being courteous and 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 the other times you have felt joyful.

Expecting to feel joyful in the future.

Other _____

Ways to Describe Emotions

Love Words

love	compassion	longing
adoration	desire	lust
affection	enchantment	passion
arousal	fondness	sentimentality
attraction	infatuation	sympathy
caring	kindness	tenderness
charmed	liking	warm

Other _____

Prompting Events for Feeling Love

A person offers or gives you something you want, need, or desire.

A person does things you want or need the person to do.

You spend a lot of time with a person.

You share a special experience together with a person.

You have exceptionally good communication with a person.

Other _____

Interpretations That Prompt Feelings of Love

Believing that a person loves, needs, or appreciates you.

Thinking a person is physically attractive.

Judging a person's personality as wonderful, pleasing, or attractive.

Believing that a person can be counted on, will always be there for you.

Other _____

Experiencing the Emotion of Love

When with someone or thinking about someone:

Feeling excited and full of energy.

Fast heartbeat.

Feeling and acting self-confident.

Feeling invulnerable.

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 closeness.

Other _____

Expressing and Acting on Love

Saying "I love you."

Expressing positive feelings to a person.

Eye contact, mutual gaze.

Touching, petting, hugging, holding, cuddling.

Smiling.

Sharing time and experiences with someone.

Doing things that the other person wants or needs.

Other _____

Aftereffects of Love

Only being able to see a person's positive side.

Feeling forgetful or distracted; daydreaming.

Feeling openness and trust.

Remembering other times and people you have loved.

Remembering other people who have loved you.

Remembering and imagining other positive events.

Other _____

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Ways to Describe Emotions

Sadness Words

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

Other _____

Prompting Events for Feeling Sadness

- Things turning out badly.
- Getting what you don't want.
- Not getting what you want and believe you need in life.
- Thinking about what you have not gotten that you wanted or needed.
- Not getting what you worked for.
- Things being worse than you expected.
- The death of someone you love.
- Thinking about deaths of people you love.
- Losing a relationship; thinking about losses.
- Being separated from someone you care for or value; thinking about how much you miss someone.
- Being rejected or excluded.
- Being disapproved of or disliked; not being valued by people you care about.
- Being with someone else who is sad, hurt or in pain.
- Discovering that you are powerless or helpless.
- Reading about other people's problems or troubles in the world.

Other _____

Interpretations That Prompt Feelings of Sadness

Believing that a separation from someone will last for a long time or will never end.

Believing that you are worthless or not valuable.

Believing that you will not get what you want or need in your life.

Hopeless beliefs.

Other _____

Experiencing the Emotion 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.

Feeling a pain or hollowness in your chest or gut.

Feeling empty.

Crying, tears, whimpering.

Feeling as if you can't stop crying, or feeling that if you ever start crying you will never be able to stop.

Difficulty swallowing.

Breathlessness.

Dizziness.

Other _____

Expressing and Acting on Sadness

Frowning, not smiling.

Eyes drooping.

Sitting or lying around; being inactive.

Making slow, shuffling movements.

A slumped, drooping posture.

Withdrawing from social contact.

Talking little or not at all.

Using a low, quiet, slow, or monotonous voice.

Saying sad things.

Giving up and no longer trying to improve.

Moping, brooding, or acting moody.

Talking to someone about sadness.

Other _____

Aftereffects of Sadness

Feeling irritable, touchy, or grouchy.

Having a negative outlook.

Thinking only about the negative side of things.

Blaming or criticizing yourself.

Remembering or imagining other times you were sad and others losses.

Hopeless attitude.

Not being able to remember happy things.

Fainting spells.

Nightmares.

Insomnia.

Appetite disturbance, indigestion.

Yearning and searching for the thing lost.

Depersonalization, dissociative experiences, numbness, or shock.

Anger, shame, fear, or other negative emotion.

Other _____

Ways to Describe Emotions

Shame Words

shame	discomposure	humiliation	mortification
contrition	embarrassment	insult	regret
culpability	guilt	invalidation	remorse

Other _____

Prompting Events for Feeling Shame

Doing (feeling or thinking) something you (or people you admire) believe is wrong or immoral.
Being reminded of something wrong, immoral, or "shameful" you did in the past.
Exposure of a very private aspect of yourself or your life.
Having others find out that you have done something wrong.
Being laughed at, made fun of.
Being criticized in public, in front of someone else; remembering public criticism.
Others attacking your integrity.
Being betrayed by a person you love.
Being rejected by people you care about.
Failing at something you feel you are (or should be) competent to do.
Being rejected or criticized for something you expected praise for.
Having emotions that have been invalidated.

Other _____

Interpretations That Prompt Feelings of Shame

Believing your body (or body part) is too big, too small, or not the right size.
Thinking that you are bad, immoral, or wrong.
Thinking that you have not lived up to your expectations of yourself.
Thinking that you have not lived up to other's expectations of you.
Thinking that your behavior, thoughts, or feelings are silly or stupid.
Judging yourself to be inferior, not "good enough," not as good as others.
Comparing yourself to others and thinking that you are a "loser."
Believing yourself unlovable.

Other _____

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Experiencing the Emotion of Shame

Pain in the pit of the stomach.
Sense of dread.
Crying, tears, sobbing.
Blushing, hot, red face.
Wanting to hide or cover your face.
Jitteriness, nervousness.
Choking sensation, suffocating.

Other _____

Expressing and Acting on Shame

Withdrawing, covering the face, hiding.
Bowing your head, kneeling before the person, groveling.
Eyes down, darting eyes.
Avoiding the person you have harmed or the people who know you have done wrong.
Sinking back, slumped posture.
Saying you are sorry; apologizing.
Asking for forgiveness.
Giving gifts, trying to make up for the transgression.
Trying to repair the harm, fix up the damage, change the outcome.

Other _____

Aftereffects of Fear

Avoiding thinking about your transgression, shutting down, blocking all emotions.
Engaging in distracting, impulsive behaviors to divert your mind or attention.
Believing you are defective.
Making resolutions to change.
Depersonalization, dissociative experiences, numbness, or shock.
Intense anger, sadness, fear, or other negative emotions.
Isolation, feeling alienated.

Other _____

OTHER IMPORTANT EMOTION WORDS

Interest, excitement, curiosity, pique, intrigue.

Weariness, dissatisfaction, disinclination.

Shyness, fragility, reserve, bashfulness, coyness, reticence.

Cautiousness, reluctance, suspiciousness, caginess, wariness.

Surprise, amazement, astonishment, awe, startle, wonder.

Boldness, bravery, courage, determination.

Powerfulness, as sense of competence, capability, mastery.

Dubiousness, skepticism, doubtfulness.

Apathy, boredom, dullness, ennui, fidgetiness, impatience, indifference, listlessness.

Other _____

Note. Selected emotional features were extracted from "Emotion Knowledge: Further Exploration of a Prototype Approach" by P. Shaver, J. Schwartz, D. Kirson, and C. O'Connor 91987). *Journal of Personality and Social Psychology*, 52, 1061-1086.

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DBT Skills

<i>CORE MINDFULNESS SKILLS</i>		p. 63
Wise Mind	The blending of reason mind and emotion mind --Reasonable mind: “cool”, intellectual, rationale, logical, planful --Emotion mind: “hot”, thinking and behavior controlled by emotions	pp. 63, 65, 66, 109
Observe	Sensing/experiencing the emotion or even without trying to describe it with words, bring it to a faster end, or make it last longer. Urge Surfing.	pp. 63, 67 111
Describe	Using words or thoughts to describe the experience/event/emotion. Label it as a fact, thought, feeling, opinion, etc.	pp. 64, 67, 111
Participate	Entering completely into the activity of the moment, becoming one with the experience, completing forgetting yourself.	pp. 64, 67, 111
Nonjudgmentally	Not judging something (thoughts, feeling, or experiences) as good or bad, right or wrong, etc. Acceptance of how things are right now.	pp. 64, 68 113
One-Mindfully	Focusing on one thing at a time with awareness, alertness. Letting go of distractions.	pp. 64, 69 113
Effectively	Doing what works in a given situation, playing by the rules. Letting go of “fair/unfair”, “just/unjust”, “right/wrong”.	pp. 69, 73, 79, 113, 116
INTERPERSONAL EFFECTIVENESS SKILLS		pp. 70, 73
Objectives Effectiveness:	Attaining your objectives or goals in a situation. Getting what you want. Getting your opinion/point of view taken seriously.	pp. 73, 79, 116
DEAR MAN	D – Describe (briefly describe the situation—just the facts) E – Express (describe how you feel about the situation) A – Assert (ask for what you want) R – Reinforce (reward people for responding positively) M – Mindfully (keep your focus, maintain your position) A – Appear Confident (voice tone, eye contact, physical manner) N – Negotiate (know what you are willing to give to get)	p. 79 p. 79 p. 79 p. 79 p. 80 p. 81 p. 81
Relationship Effectiveness:	Maintaining or improving a relationship while trying to get what you want. Balancing immediate goals with the good of the long-term relationship.	pp. 73, 81, 82, 116, 127
GIVE	G – Gentle (courteous; avoid attacks, threats, or judgments) I – Interested (be interested in the other person, listen to his point of view) V – Validate (acknowledge the other’s point of view, opinion, feelings) E – Easy Manner (lighthearted, use a little humor)	p. 81 p. 82 p. 82 p. 82
Self-Respect Effectiveness:	Maintaining or improving your good feelings about yourself and respecting your own values and beliefs, while trying to get what you want.	pp. 74, 83 116, 128
FAST	F – Fair (be fair to yourself and the other person) A – Apologies (make no apologies for making a request, having an opinion, disagreeing) S – Stick to Values (hold to your position, values, opinion; don’t give in just to be liked) T – Truthful (don’t lie; don’t act helpless if you are not; don’t exaggerate).	p. 83 p. 83 p. 83 p. 83

DBT Skills Continued...

EMOTION REGULATION SKILLS		p. 84
Reduce Vulnerability:	Reducing emotional vulnerability. Learning to stay out of emotional mind.	pp. 91, 92, 154
PLEASE	P – Physical \ (treat physical illness; take care of your body; take prescribed medications)	p. 92
	L – HeaLth / (balance your eating: don't eat too much or too little; avoid foods that make you feel bad)	p. 92
	E – Eating (avoid non-prescribed mood altering substances and behaviors)	p. 92
	A – Altering (get a balanced amount of sleep for your body—not too much or too little)	p. 92
	S – Sleep (exercise can be a good antidepressant, anti anxiety)	p. 92
	E – Exercise	
Build MASTERY	Do something that makes you feel competent and in control, good about yourself. Consider activities that are a bit challenging.	pp. 92, 154
Build Positive Experiences	Short term : Do things that are possible <u>now</u> , do them daily. Long term : Make changes in your life so that positive things with happen; work toward goals. Focus on positive aspects of each event, rather than the negative.	p. 92, 93, 155
Opposite-to-Emotion-Action	Acting contrary to how you feel in order to change the emotion. May require observing the current feelings/urges and turning the mind to another activity, choice, or behavior.	pp. 94, 95, 161
DISTRESS TOLERANCE SKILLS		p. 96
Distract:	Reduce contact with events that set off emotions. At times, change parts of an emotional response.	pp. 98, 165, 166
Wise Mind ACCEPTS	A – Activities (activities can regulate negative emotions, fill short-term memory with counteractive thoughts, sensations, etc.)	p. 98
	C – Contributing (refocuses attention from self to doing something for others)	p. 98
	C – Comparisons (making comparisons to other's situations in order to gain perspective on your own situation-not as catastrophic as first assessed)	p. 98
	E – Emotions (generating opposite emotions to replace current negative ones)	p. 98
	P – Pushing Away (leaving a situation physically or consciously; blocking it from your mind)	p. 98
	T – Thoughts (filling short-term memory with other distracting thoughts in order to avoid reactivating the negative emotion)	p. 98
	S – Sensations (trying to experience intense sensations in order to interfere with the negative emotion being experienced)	p. 98

DBT Skills Continued...

Self-Soothe: Five Senses		pp. 98, 165, 167
	<p>Be kind, gentle, and nurturing to yourself. Soothe each of the five senses: vision, hearing, smell, taste, touch.</p>	
IMPROVE the Moment	<p>Replace immediately negative events with more positive ones.</p> <p>I – Imagery (create a situation with imagery different from the actual one; go to an imaginary safe place)</p> <p>M – Meaning (try to find some kind of purpose for events; “make lemonade out of lemons”)</p> <p>P – Prayer (the complete opening of oneself to the moment)</p> <p>R – Relaxation (change how the body responds to stress in crisis; accepting reality with the body)</p> <p>O – One thing (the only pain to survive is this moment) in the moment</p> <p>V – Vacation (take time out to regroup; retreat into self or allow yourself to be taken care of)</p> <p>E – Encourage (cheerlead yourself)</p>	<p>pp. 99, 165, 168, 169</p> <p>p. 99</p> <p>p. 99</p> <p>p. 99</p> <p>p. 99</p> <p>p. 100</p> <p>p. 100</p> <p>p. 100</p>
Pros and Cons	<p>Think about the positive and negative aspects of tolerating distress versus not tolerating it.</p> <p>Goal: To decrease fear of feeling distress by experiencing surviving through it.</p>	pp. 100,169
Radical Acceptance	<p>Let go of fighting reality. Replace willfulness with willingness.</p> <ul style="list-style-type: none"> - willingness: accepting and responding to what is, in an effective or appropriate way, doing what is needed. - willfulness: imposing one’s will on reality; trying to fix or control everything, refusing to do what is needed. <p>Accepting something is not the same as approving of it. Deciding to tolerate the moment.</p>	pp. 94, 96, 102, 103, 170-177