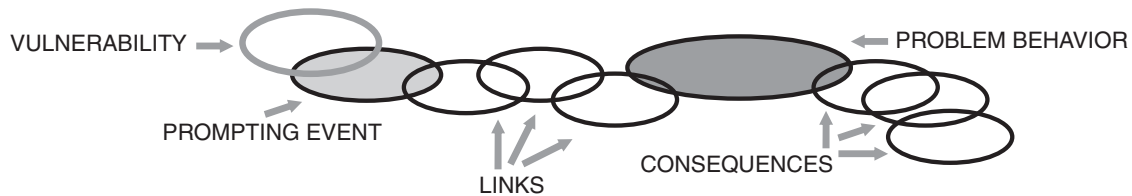


# GENERAL HANDOUT 7

(General Worksheets 2, 2a)

## Chain Analysis

TO UNDERSTAND BEHAVIOR, DO A CHAIN ANALYSIS.



**Step 1:** Describe the **PROBLEM BEHAVIOR**.

**Step 2:** Describe the **PROMPTING EVENT** that started the chain of events leading to the problem behavior.

**Step 3:** Describe the factors happening before the event that made you **VULNERABLE** to starting down the chain of events toward the problem behavior.

**Step 4:** Describe in excruciating detail the **CHAIN OF EVENTS** that led to the problem behavior.

**Step 5:** Describe the **CONSEQUENCES** of the problem behavior.

### To change behavior:

**Step 6:** Describe **SKILLFUL** behaviors to replace problem links in the chain of events.

**Step 7:** Develop **PREVENTION PLANS** to reduce vulnerability to stressful events.

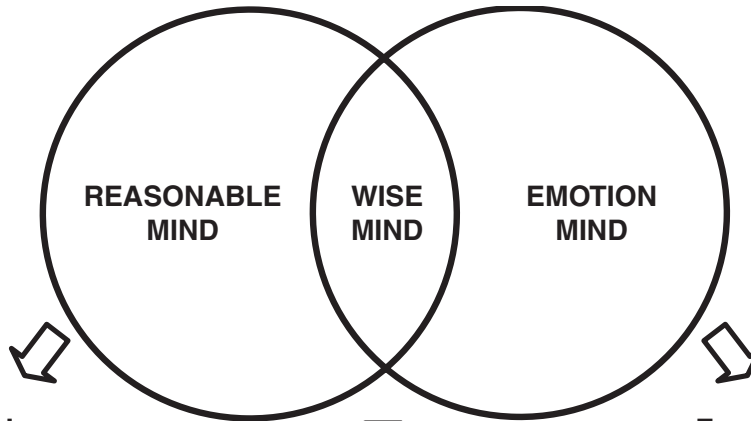
**Step 8:** **REPAIR** important or significant consequences of the problem behavior.

# MINDFULNESS HANDOUT 3



(Mindfulness Worksheet 3)

## Wise Mind: States of Mind



**Reasonable Mind Is:**

**Cool**

**Rational**

**Task-Focused**

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

**Emotion Mind Is:**

**Hot**

**Mood-Dependent**

**Emotion-Focused**

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

**Wise Mind Is:**

The wisdom within each person

Seeing the value of both reason and emotion

Bringing left brain and right brain together

The middle path

# MINDFULNESS HANDOUT 4



([Mindfulness Worksheets 2–2c, 4–4b](#))

## Taking Hold of Your Mind: “What” Skills

### OBSERVE

- Notice your body sensations** (coming through your eyes, ears, nose, skin, and tongue).
- Pay attention** on purpose, to the present moment.
- Control your attention**, but not what you see. Push away nothing. Cling to nothing.
- Practice wordless watching:** Watch thoughts come into your mind and let them slip right by like clouds in the sky. Notice each feeling, rising and falling, like waves in the ocean.
- Observe both inside and outside yourself.**

### DESCRIBE

- Put words on the experience.** When a feeling or thought arises, or you do something, acknowledge it. For example, say in your mind, “Sadness has just enveloped me,” or “Stomach muscles tightening,” or “A thought ‘I can’t do this’ has come into my mind.”
- Label what you observe.** Put a name on your feelings. Label a thought as just a thought, a feeling as just a feeling, an action as just an action.
- Unglue your interpretations and opinions** from the facts. Describe the “who, what, when, and where” that you observe. Just the facts.
- Remember, **If you can’t observe it through your senses, you can’t describe it.**

### PARTICIPATE

- Throw yourself completely into activities of the current moment.** Do not separate yourself from what is going on in the moment (dancing, cleaning, talking to a friend, feeling happy or feeling sad).
- Become one with whatever you are doing**, completely forgetting yourself. Throw your attention to the moment.
- Act intuitively from Wise Mind.** Do just what is needed in each situation—a skillful dancer on the dance floor, one with the music and your partner, neither willful nor sitting on your hands.
- Go with the flow.** Respond with spontaneity.

# MINDFULNESS HANDOUT 5

(Mindfulness Worksheets 2–2c, 5–5c)



## Taking Hold of Your Mind: “How” Skills

### NONJUDGMENTALLY

- See, but don’t evaluate as good or bad.** Just the facts.
- Accept each moment like a blanket spread out on the lawn,** accepting both the rain and the sun and each leaf that falls upon it.
- Acknowledge** the difference between the helpful and the harmful, the safe and the dangerous, **but don’t judge them.**
- Acknowledge** your values, your wishes, your emotional reactions, **but don’t judge them.**
- When you find yourself judging, **don’t judge your judging.**

### ONE-MINDFULLY

- Rivet yourself to now.** Be completely present to this one moment.
- Do one thing at a time.** Notice the desire to be half-present, to be somewhere else, to go somewhere else in your mind, to do something else, to multitask—and then come back to one thing at a time.
  - When you are eating, eat.
  - When you are walking, walk.
  - When you are worrying, worry.
  - When you are planning, plan.
  - When you are remembering, remember.
- Let go of distractions.** If other actions, or other thoughts, or strong feelings distract you, go back to what you are doing—again, and again, and again.
- Concentrate your mind.** If you find you are doing two things at once, stop—go back to one thing at a time (the opposite of multitasking!).

### EFFECTIVELY

- Be mindful of your goals in the situation,** and do what is necessary to achieve them.
- Focus on what works.** (Don’t let emotion mind get in the way of being effective.)
- Play by the rules.**
- Act as skillfully as you can.** Do what is needed for the situation you are in—not the situation you wish you were in; not the one that is fair; not the one that is more comfortable.
- Let go of willfulness and sitting on your hands.**

# DISTRESS TOLERANCE HANDOUT 4



(Distress Tolerance Worksheets 2, 2a)

## STOP Skill



**S**top

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

**T**ake a step back

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

**O**bserve

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

**P**roceed mindfully

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

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

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# DISTRESS TOLERANCE HANDOUT 5



([Distress Tolerance Worksheets 3, 3a](#))

## Pros and Cons

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

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

	PROS	CONS
<b>Acting on crisis urges</b>	<b>Pros</b> of acting on impulsive urges, giving in, giving up, or avoiding what needs to be done. _____ _____ _____	<b>Cons</b> of acting on impulsive urges, giving in, giving up, or avoiding what needs to be done. _____ _____ _____
<b>Resisting crisis urges</b>	<b>Pros</b> of resisting impulsive urges, doing what needs to be done, and not giving up. _____ _____ _____	<b>Cons</b> of resisting impulsive urges, doing what needs to be done, and not giving up. _____ _____ _____

### **Before an overwhelming crisis urge hits:**

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

### **When an overwhelming crisis urge hits:**

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

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

# DISTRESS TOLERANCE HANDOUT 6



([Distress Tolerance Worksheet 4](#))

## TIP Skills: Changing Your Body Chemistry

To reduce extreme emotion mind *fast*.

Remember these as **TIP** skills:

**T**

### **TIP THE TEMPERATURE of your face with COLD WATER\*** (to calm down fast)

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

**I**

### **INTENSE EXERCISE\*** (to calm down your body when it is revved up by emotion)

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

**P**

### **PACED BREATHING** (pace your breathing by slowing it down)

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

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

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

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

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# DISTRESS TOLERANCE HANDOUT 7



(Distress Tolerance Worksheets 5–5b)

## Distracting

A way to remember these skills is the phrase “**Wise Mind ACCEPTS.**”

### With Activities:

- |  |  |
|--|--|
| <input type="checkbox"/> Focus attention on a task you need to get done. | <input type="checkbox"/> Go out for a meal or eat a favorite food. |
| <input type="checkbox"/> Rent movies; watch TV.                          | <input type="checkbox"/> Call or go out with a friend.             |
| <input type="checkbox"/> Clean a room in your house.                     | <input type="checkbox"/> Listen to your iPod; download music.      |
| <input type="checkbox"/> Find an event to go to.                         | <input type="checkbox"/> Build something.                          |
| <input type="checkbox"/> Play computer games.                            | <input type="checkbox"/> Spend time with your children.            |
| <input type="checkbox"/> Go walking. Exercise.                           | <input type="checkbox"/> Play cards.                               |
| <input type="checkbox"/> Surf the Internet. Write e-mails.               | <input type="checkbox"/> Read magazines, books, comics.            |
| <input type="checkbox"/> Play sports.                                    | <input type="checkbox"/> Do crossword puzzles or Sudoku.           |
|  | <input type="checkbox"/> Other: _____                              |

### With Contributing:

- |   |   |
|---|---|
| <input type="checkbox"/> Find volunteer work to do.                                     | <input type="checkbox"/> Call or send an instant message encouraging someone or just saying hi. |
| <input type="checkbox"/> Help a friend or family member.                                | <input type="checkbox"/> Make something nice for someone else.                                  |
| <input type="checkbox"/> Surprise someone with something nice (a card, a favor, a hug). | <input type="checkbox"/> Do something thoughtful.   |
| <input type="checkbox"/> Give away things you don't need.                               | <input type="checkbox"/> Other: _____   |

### With Comparisons:

- |   |   |
|---|---|
| <input type="checkbox"/> Compare how you are feeling now to a time when you felt different. | <input type="checkbox"/> Compare yourself to those less fortunate.  |
| <input type="checkbox"/> Think about people coping the same as you or less well than you.   | <input type="checkbox"/> Watch reality shows about others' troubles; read about disasters, others' suffering. |
|   | <input type="checkbox"/> Other: _____   |

### With different Emotions:

- |   |   |
|---|---|
| <input type="checkbox"/> Read emotional books or stories, old letters.  | <i>Ideas:</i> Scary movies, joke books, comedies, funny records, religious music, soothing music or music that fires you up, going to a store and reading funny greeting cards. |
| <input type="checkbox"/> Watch emotional TV shows; go to emotional movies.                                      |   |
| <input type="checkbox"/> Listen to emotional music.<br>( <i>Be sure the event creates different emotions.</i> ) | <input type="checkbox"/> Other: _____   |

### With Pushing away:

- |  |  |
|--|--|
| <input type="checkbox"/> Push the situation away by leaving it for a while.          | <input type="checkbox"/> Notice ruminating: Yell “No!”                                   |
| <input type="checkbox"/> Leave the situation mentally.                               | <input type="checkbox"/> Refuse to think about the painful situations.                   |
| <input type="checkbox"/> Build an imaginary wall between yourself and the situation. | <input type="checkbox"/> Put the pain on a shelf. Box it up and put it away for a while. |
| <input type="checkbox"/> Block thoughts and images from your mind.                   | <input type="checkbox"/> Deny the problem for the moment.                                |
|  | <input type="checkbox"/> Other: _____  |

### With other Thoughts:

- |   |  |
|---|--|
| <input type="checkbox"/> Count to 10; count colors in a painting or poster or out the window; count anything. | <input type="checkbox"/> Work puzzles.     |
| <input type="checkbox"/> Repeat words to a song in your mind.   | <input type="checkbox"/> Watch TV or read. |
|   | <input type="checkbox"/> Other: _____      |

### With other Sensations:

- |   |  |
|---|--|
| <input type="checkbox"/> Squeeze a rubber ball very hard. | <input type="checkbox"/> Go out in the rain or snow. |
| <input type="checkbox"/> Listen to very loud music.       | <input type="checkbox"/> Take a hot or cold shower.  |
| <input type="checkbox"/> Hold ice in your hand or mouth.  | <input type="checkbox"/> Other: _____                |



# DISTRESS TOLERANCE HANDOUT 8



(Distress Tolerance Worksheet 6–6b)

## Self-Soothing

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

### With Vision:

- Look at the stars at night.
- Look at pictures you like in a book.
- Buy one beautiful flower.
- Make one space in a room pleasing to look at.
- Light a candle and watch the flame.
- Set a pretty place at the table using your best things.
- Go people-watching or window-shopping.
- Go to a museum or poster shop with beautiful art.
- Sit in the lobby of a beautiful old hotel.
- Look at nature around you.
- Walk in a pretty part of town.
- Watch a sunrise or a sunset.
- Go to a dance performance, or watch it on TV.
- Be mindful of each sight that passes in front of you.
- Take a walk in a park or a scenic hike.
- Browse through stores looking at things.
- Other: \_\_\_\_\_

### With Hearing:

- Listen to soothing or invigorating music.
- Pay attention to sounds of nature (waves, birds, rainfall, leaves rustling).
- Pay attention to the sounds of the city (traffic, horns, city music).
- Sing to your favorite songs.
- Hum a soothing tune.
- Learn to play an instrument.
- Burn a CD or make an iPod mix with music that will get you through tough times. Turn it on.
- Be mindful of any sounds that come your way, letting them go in one ear and out the other.
- Turn on the radio.
- Other: \_\_\_\_\_

### With Smell:

- Use your favorite soap, shampoo, aftershave, cologne, or lotions, or try them on in the store.
- Burn incense or light a scented candle.
- Open a package of coffee and inhale the aroma.
- Put lemon oil on your furniture.
- Put potpourri or eucalyptus oil in a bowl in your room.
- Sit in a new car and breathe the aroma.
- Boil cinnamon. Make cookies, bread, or popcorn.
- Smell the roses.
- Walk in a wooded area and mindfully breathe in the fresh smells of nature.
- Open the window and smell the air.
- Other: \_\_\_\_\_

### With Taste:

- Eat some of your favorite foods.
- Drink your favorite soothing drink, such as herbal tea, hot chocolate, a latté, or a smoothie.
- Treat yourself to a dessert.
- Eat macaroni and cheese or another favorite childhood food.
- Sample flavors in an ice cream store.
- Suck on a piece of peppermint candy.
- Chew your favorite gum.
- Get a little bit of a special food you don't usually spend the money on, such as fresh-squeezed orange juice or your favorite candy.
- Really taste the food you eat. Eat one thing mindfully.
- Other: \_\_\_\_\_

### With Touch:

- Take a long hot bath or shower.
- Pet your dog or cat.
- Have a massage. Soak your feet.
- Put creamy lotion on your whole body.
- Put a cold compress on your forehead.
- Sink into a comfortable chair in your home.
- Put on a blouse or shirt that has a pleasant feel.
- Take a drive with the car windows rolled down.
- Run your hand along smooth wood or leather.
- Hug someone.
- Put clean sheets on the bed.
- Wrap up in a blanket.
- Notice touch that is soothing.
- Other: \_\_\_\_\_

# DISTRESS TOLERANCE HANDOUT 11



(Distress Tolerance Worksheets 8–9a)

## Radical Acceptance

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

### WHAT IS RADICAL ACCEPTANCE?

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

### WHAT HAS TO BE ACCEPTED?

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

### WHY ACCEPT REALITY?

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

## DISTRESS TOLERANCE HANDOUT 11A

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### Radical Acceptance: Factors That Interfere

**RADICAL ACCEPTANCE IS NOT:**

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

**FACTORS THAT INTERFERE WITH ACCEPTANCE**

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

# DISTRESS TOLERANCE HANDOUT 12



(Distress Tolerance Worksheets 8, 8a, 10)

## Turning the Mind

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

TURNING THE MIND is choosing to accept.

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



### TURNING THE MIND, STEP BY STEP

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

# DISTRESS TOLERANCE HANDOUT 13



(Distress Tolerance Worksheets 8, 8a, 10)

## Willingness

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

### Find a **WILLING RESPONSE** to each situation.

Willingness is **DOING JUST WHAT IS NEEDED**:

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

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

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

### Replace **WILLFULNESS** with **WILLINGNESS**.

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

### **WILLINGNESS, STEP BY STEP**

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

### Situations where I notice my own:

**Willfulness:** \_\_\_\_\_

**Willingness:** \_\_\_\_\_

# EMOTION REGULATION HANDOUT 3



([Emotion Regulation Worksheets 2–2c](#))

## What Emotions Do for You

### EMOTIONS MOTIVATE (AND ORGANIZE) US FOR ACTION

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

### EMOTIONS COMMUNICATE TO (AND INFLUENCE) OTHERS

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

### EMOTIONS COMMUNICATE TO OURSELVES

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

# EMOTION REGULATION HANDOUT 4A

(Emotion Regulation Worksheet 3)

## Myths about Emotions

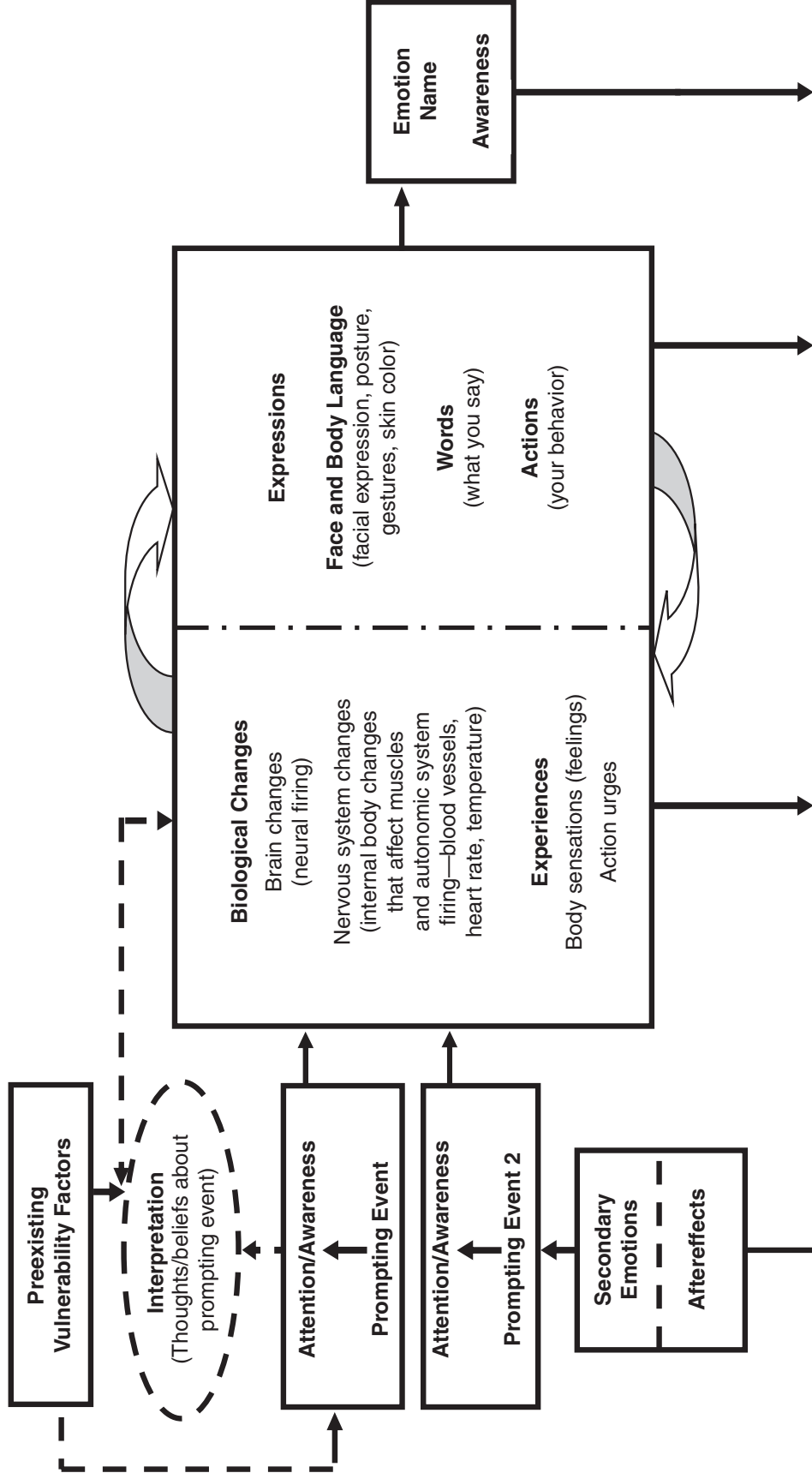
1. There is a right way to feel in every situation.  
*Challenge:* \_\_\_\_\_
2. Letting others know that I am feeling bad is a weakness.  
*Challenge:* \_\_\_\_\_
3. Negative feelings are bad and destructive.  
*Challenge:* \_\_\_\_\_
4. Being emotional means being out of control.  
*Challenge:* \_\_\_\_\_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



# EMOTION REGULATION HANDOUT 5

([Emotion Regulation Worksheets 4, 4a](#))

## Model for Describing Emotions





# EMOTION REGULATION HANDOUT 8



([Emotion Regulation Worksheet 5](#))

## Check the Facts

### FACTS

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

**Event → Thoughts → Emotions**

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

**Event → Emotion → Thoughts**

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

### HOW TO CHECK THE FACTS

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

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

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

Describe the facts that you observed through your senses.

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

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

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

Think of other possible interpretations.

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

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

**4. Ask: Am I assuming a threat?**

Label the threat.

Assess the probability that the threatening event will really occur.

Think of as many other possible outcomes as you can.

**5. Ask: What's the catastrophe?**

Imagine the catastrophe really occurring.

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

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

Check out facts that fit each emotion.

Ask Wise Mind.

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

# EMOTION REGULATION HANDOUT 10



([Emotion Regulation Worksheet 7](#))

## Opposite Action

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

**EVERY EMOTION HAS AN ACTION URGE.**

**CHANGE THE EMOTION BY ACTING OPPOSITE TO ITS ACTION URGE.**

Consider these examples:

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

### HOW TO DO OPPOSITE ACTION, STEP BY STEP

- Step 1. IDENTIFY AND NAME THE EMOTION** you want to change.
- Step 2. CHECK THE FACTS** to see if your emotion is justified by the facts.  
Check also whether the intensity and duration of the emotion fit the facts.  
(Example: "Irritation" fits the facts when your car is cut in front of; "road rage" does not.)  
An emotion is justified when your emotion fits the facts.
- Step 3. IDENTIFY AND DESCRIBE YOUR ACTION URGES.**
- Step 4. ASK WISE MIND:** Is expression or acting on this emotion effective in this situation?  
*If your emotion does not fit the facts or if acting on your emotion is not effective:*
- Step 5. IDENTIFY OPPOSITE ACTIONS** to your action urges.
- Step 6. ACT OPPOSITE ALL THE WAY** to your action urges.
- Step 7. REPEAT ACTING OPPOSITE** to your action urges until your emotion changes.

# EMOTION REGULATION HANDOUT 12



(Emotion Regulation Worksheet 8)

## Problem Solving

**Step 1. FIGURE OUT and DESCRIBE the problem situation.**

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

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

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

**Step 3. IDENTIFY YOUR GOAL in solving the problem.**

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

**Step 4. BRAINSTORM lots of solutions.**

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

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

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

**Step 6. Put the solution into ACTION.**

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

**Step 7. EVALUATE the results of using the solution.**

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

# EMOTION REGULATION HANDOUT 15



([Emotion Regulation Worksheets 9, 10, 13](#))

## Accumulating Positive Emotions: Short Term

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

### **BUILD POSITIVE EXPERIENCES NOW**

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

### **BE MINDFUL OF POSITIVE EXPERIENCES**

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

### **BE UNMINDFUL OF WORRIES**

Such as . . .

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

# EMOTION REGULATION HANDOUT 17



([Emotion Regulation Worksheets 9, 11–11b, 13](#))

## Accumulating Positive Emotions: Long Term

**A**ccumulate positive emotions in the long term  
to build a “life worth living.”

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

### Step 1. Avoid avoiding.

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

### Step 2. Identify values that are important to you.

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

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

### Step 3. Identify one value to work on now.

ASK: What is really important to me, right now, to work on in my life?

*Example:* Be productive.

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

ASK: What specific goals can I work on that will make this value part of my life?

*Examples:* Get a job where I can do something useful.

Be more active keeping up with important tasks at home.

Find a volunteer job that will use skills I already have.

### Step 5. Choose one goal to work on now.

Do pros and cons, if necessary, to select a goal to work on now.

*Example:* Get a job where I can do something useful.

### Step 6. Identify small action steps toward your goal.

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

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

Submit applications for jobs at places I want to work.

Write résumé.

Check out benefits at places I might want to work.

### Step 7. Take one action step now.

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



## Build Mastery and Cope Ahead

### **B**uild Mastery

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

Example: \_\_\_\_\_

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

### **C**ope Ahead of Time with Difficult Situations

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



## Taking Care of Your Mind by Taking Care of Your Body

Remember these as **PLEASE** skills.

**P  
L**

**1. Treat Physical Illness.**

Take care of your body. See a doctor when necessary. Take prescribed medication.

**E**

**2. Balance Eating.**

Don't eat too much or too little. Eat regularly and mindfully throughout the day. Stay away from foods that make you feel overly emotional.

**A**

**3. Avoid Mood-Altering Substances.**

Stay off illicit drugs, and use alcohol in moderation (if at all).

**S**

**4. Balance Sleep.**

Try to get 7–9 hours of sleep a night, or at least the amount of sleep that helps you feel good. Keep to a consistent sleep schedule, especially if you are having difficulty sleeping.

**E**

**5. Get Exercise.**

Do some sort of exercise every day. Try to build up to 20 minutes of daily exercise.



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

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

**D**escribe  
**E**xpress  
**A**ssert  
**R**einforce  
(Stay) **M**indful  
**A**ppear Confident  
**N**egotiate

### **D**escribe

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

“You told me you would be home by dinner but you didn’t get here until 11.”

### **E**xpress

Express your FEELINGS and OPINIONS about the situation. Do not assume that the other person knows how you feel.

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

Use phrases such as “*I want*” instead of “*You should*,” “*I don’t want*” instead of “*You shouldn’t*.”

### **A**ssert

Assert yourself by ASKING for what you want or SAYING NO clearly. Do not assume that others will figure out what you want. Remember that others cannot read your mind.

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

### **R**einforce

Reinforce (reward) the person ahead of time (so to speak) by explaining positive effects of getting what you want or need. If necessary, also clarify the negative consequences of not getting what you want or need.

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

Remember also to reward desired behavior after the fact.

**(continued on next page)**



(Stay)

**M**indful

Keep your focus ON YOUR GOALS.  
Maintain your position. Don't be distracted. Don't get off the topic.

"Broken record": Keep asking, saying no, or expressing your opinion over and over and over.  
Just keep replaying the same thing again and again.

Ignore attacks: If another person attacks, threatens, or tries to change the subject,  
ignore the threats, comments, or attempts to divert you.  
Do not respond to attacks. Ignore distractions.  
Just keep making your point.

"I would still like a call."

**A**ppear confident

Appear EFFECTIVE and competent.

Use a confident voice tone and physical manner;  
make good eye contact.

No stammering, whispering, staring at the floor, retreating.

No saying, "I'm not sure," etc.

**N**egotiate

Be willing to GIVE TO GET.  
Offer and ask for other solutions to the problem.  
Reduce your request.  
Say no, but offer to do something else or to solve the problem another way.  
Focus on what will work.

"How about if you text me when you think you might be late?"

Turn the tables: Turn the problem over to the other person.  
Ask for other solutions.

"What do you think we should do? . . . I can't just stop worrying about  
you [or I'm not willing to]."

Other ideas:

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# INTERPERSONAL EFFECTIVENESS HANDOUT 6



([Interpersonal Effectiveness Worksheets 4, 5](#))

## Guidelines for Relationship Effectiveness: Keeping the Relationship (GIVE)

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

(Be) **G**entle

(Act) **I**nterested

**V**alidate

(Use an) **E**asy manner

(Be)

**G**entle

BE NICE and respectful.

No attacks: No verbal or physical attacks. No hitting, clenching fists. No harassment of any kind. Express anger directly with words.

No threats: If you have to describe painful consequences for not getting what you want, describe them calmly and without exaggerating.  
No “manipulative” statements, no hidden threats. No “I’ll kill myself if you . . .”  
Tolerate a “no.” Stay in the discussion even if it gets painful. Exit gracefully.

No judging: No moralizing. No “If you were a good person, you would . . .”  
No “You should . . .” or “You shouldn’t . . .” Abandon blame.

No sneering: No smirking, eye rolling, sucking teeth. No cutting off or walking away.  
No saying, “That’s stupid, don’t be sad,” “I don’t care what you say.”

(Act)

**I**nterested

LISTEN and APPEAR INTERESTED in the other person.

Listen to the other person’s point of view.

Face the person; maintain eye contact; lean toward the person rather than away. Don’t interrupt or talk over the person.

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

**V**alidate

With WORDS AND ACTIONS, show that you understand the other person’s feelings and thoughts about the situation. See the world from the other person’s point of view, and then say or act on what you see.

“I realize this is hard for you, and . . .”, “I see that you are busy, and . . .”

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

(Use an)

**E**asy manner

Use a little humor.

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

Use a “soft sell” over a “hard sell.” Be “political.”

Leave your attitude at the door.

Other ideas:

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## INTERPERSONAL EFFECTIVENESS HANDOUT 6A

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### Expanding the V in GIVE: Levels of Validation

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

# INTERPERSONAL EFFECTIVENESS HANDOUT 7



(Interpersonal Effectiveness Worksheets 4, 5)

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

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

- (Be) **F**air
- (No) **A**pologies  
**S**tick to Values
- (Be) **T**ruthful

(Be)  
**F**air

Be fair to YOURSELF and to the OTHER person.  
Remember to VALIDATE YOUR OWN feelings and wishes,  
as well as the other person's.

(No)  
**A**pologies

*Don't overapologize.*  
No apologizing for being alive or for making a request at all.  
No apologies for having an opinion, for disagreeing.  
No LOOKING ASHAMED, with eyes and head down or body slumped.  
No invalidating the valid.

**S**tick to values

Stick to YOUR OWN values.  
Don't sell out your values or integrity for reasons that aren't VERY important.  
Be clear on what you believe is the moral or valued way of thinking and  
acting, and "stick to your guns."

(Be)  
**T**ruthful

*Don't lie.* Don't act helpless when you are not.  
Don't exaggerate or make up excuses.

Other ideas:

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

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

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

### OPTIONS

#### *Low intensity (let go, give in)*

<i>Asking</i>		<i>Saying No</i>
Don't ask; don't hint.	1	Do what the other person wants without being asked.
Hint indirectly; take no.	2	Don't complain; do it cheerfully.
Hint openly; take no.	3	Do it, even if you're not cheerful about it.
Ask tentatively; take no.	4	Do it, but show that you'd rather not.
Ask gracefully, but take no.	5	Say you'd rather not, but do it gracefully.
Ask confidently; take no.	6	Say no confidently, but reconsider.
Ask confidently; resist no.	7	Say no confidently; resist saying yes.
Ask firmly; resist no.	8	Say no firmly; resist saying yes.
Ask firmly; insist; negotiate; keep trying.	9	Say no firmly; resist; negotiate; keep trying.
<b>Ask and don't take no for an answer.</b>	<b>10</b>	<b>Don't do it.</b>

#### *High intensity (stay firm)*

*(continued on next page)*

# INTERPERSONAL EFFECTIVENESS HANDOUT 15

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([Interpersonal Effectiveness Worksheets 11](#), [11a](#), [11b](#))

## Dialectics

### DIALECTICS REMINDS US THAT

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

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

Two things that seem like opposites can both be true.

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

The waves and the ocean are one.

The slightest move of the butterfly affects the furthest star.

**3. Change is the only constant.**

Meaning and truth evolve over time.

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

**4. Change is transactional.**

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

The environment and other people influence us.

# INTERPERSONAL EFFECTIVENESS HANDOUT 16

([Interpersonal Effectiveness Worksheets 11](#), [11a](#), [11b](#))

## How to Think and Act Dialectically

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

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

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## INTERPERSONAL EFFECTIVENESS HANDOUT 16A

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### Examples of Opposite Sides That Can Both Be True

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

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## INTERPERSONAL EFFECTIVENESS HANDOUT 16B

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### Important Opposites to Balance

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