

All Handouts

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General Handouts

Orientation Handouts

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GENERAL HANDOUT 1



(General Worksheet 1)

Goals of Skills Training

GENERAL GOAL

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

SPECIFIC GOALS

Behaviors to Decrease:

- ☐ Mindlessness; emptiness; being out of touch with self and others; judgmentalness.
- ☐ Interpersonal conflict and stress; loneliness.
- ☐ Absence of flexibility; difficulties with change.
- ☐ Up-and-down and extreme emotions; mood-dependent behavior; difficulties in regulating emotions.
- ☐ Impulsive behaviors; acting without thinking; difficulties accepting reality as it is; willfulness; addiction.

Skills to Increase:

- ☐ Mindfulness skills.
- ☐ Interpersonal effectiveness skills.
- ☐ Emotion regulation skills.
- ☐ Distress tolerance skills.

PERSONAL GOALS

Behaviors to Decrease:

1. _____
2. _____
3. _____

Skills to Increase:

1. _____
2. _____
3. _____



Options for Solving Any Problem

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

1. SOLVE THE PROBLEM

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

2. FEEL BETTER ABOUT THE PROBLEM

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

3. TOLERATE THE PROBLEM

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

4. STAY MISERABLE

Or possibly make it worse!

1. TO PROBLEM-SOLVE:

Use interpersonal effectiveness skills

Walking the Middle Path (from interpersonal effectiveness skills)

Use problem-solving skills (from emotion regulation skills)

2. TO FEEL BETTER ABOUT THE PROBLEM:

Use emotion regulation skills

3. TO TOLERATE THE PROBLEM:

Use distress tolerance and mindfulness skills

4. TO STAY MISERABLE:

Use *no* skills!

GENERAL HANDOUT 2

Overview: Introduction to Skills Training

GUIDELINES FOR SKILLS TRAINING

SKILLS TRAINING ASSUMPTIONS

**BIOSOCIAL THEORY
OF EMOTIONAL AND
BEHAVIORAL DYSREGULATION**



Guidelines for Skills Training

1. **Participants who drop out of skills training are *not* out of skills training.**
 - a. The only way out is to miss four scheduled sessions of skills training in a row.
2. **Participants who join the skills training group support each other and:**
 - a. Keep names of other participants and information obtained during sessions confidential.
 - b. Come to each group session on time and stay until the end.
 - c. Make every effort to practice skills between sessions.
 - d. Validate each other, avoid judging each other, and assume the best about each other.
 - e. Give helpful, noncritical feedback when asked.
 - f. Are willing to accept help from a person they ask or call for help.
3. **Participants who join the skills training group:**
 - a. Call ahead of time if they are going to be late or miss a session.
4. **Participants do not tempt others to engage in problem behaviors and:**
 - a. Do not come to sessions under the influence of drugs or alcohol.
 - b. If drugs or alcohol have already been used, come to sessions acting and appearing clean and sober.
 - c. Do not discuss, inside or outside sessions, current or past problem behaviors that could be contagious to others.
5. **Participants do not form confidential relationships with each other outside of skills training sessions and:**
 - a. Do not start a sexual or a private relationship that cannot be discussed in group.
 - b. Are not partners in risky behaviors, crime, or drug use.

Other guidelines for this group/notes:



Skills Training Assumptions

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

1. People are doing the best they can.

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

2. People want to improve.

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

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

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

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

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

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

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

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

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

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

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

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

**Parents and caregivers must assist children in this task.

Biosocial Theory

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

**Emotional vulnerability is BIOLOGICAL:
It's simply how some people are born.**

- ☐ They are more **sensitive** to emotional stimuli; they can detect subtle emotional information in the environment that others don't even notice.
 - ☐ They experience emotions ***much more often*** than others.
 - ☐ Their emotions seem to hit for no reason, from ***out of the blue***.
- ☐ They have more **intense** emotions.
 - ☐ Their emotions hit like a ***ton of bricks***.
 - ☐ And their emotions are ***long-lasting***.

**Impulsivity also has a BIOLOGICAL basis:
Regulating action is harder for some than for others.**

- ☐ They find it ***very hard to restrain*** impulsive behaviors.
 - ☐ Often, without thinking, they do things that ***get them in trouble***.
 - ☐ Sometimes their ***behavior seems to come out of nowhere***.
- ☐ They find it very ***hard to be effective***.
 - ☐ Their moods get in the way of ***organizing*** to achieve their goals.
 - ☐ They ***cannot control*** behaviors linked to their moods.

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**An invalidating SOCIAL environment
can make it very hard to regulate emotions.**

- ☐ An invalidating environment doesn't seem to understand your emotions.
 - ☐ It tells you your emotions are *invalid, weird, wrong, or bad*.
 - ☐ It often *ignores* your emotional reactions and does nothing to help you.
 - ☐ It may say things like *"Don't be such a baby!" "Quit your blubbering." "Quit being such a chicken and just solve the problem." or "Normal people don't get this frustrated."*
- ☐ People who invalidate are **OFTEN DOING THE BEST THEY CAN**.
 - ☐ They *may not know* how to validate or how important it is to validate, or they *may be afraid* that if they validate your emotions, you will get more emotional, not less.
 - ☐ They *may be under high stress* or time pressure, or they may have too few resources themselves.
 - ☐ There may be just a *poor fit* between you and your social environment:
You may be a tulip in a rose garden.

**An ineffective SOCIAL environment
is a big problem when you want
to learn to regulate emotions and actions.**

- ☐ Your environment may *reinforce out-of-control emotions and actions*.
 - ☐ If people give in when you get out of control, it will be hard for you to get in control.
 - ☐ If others command you to change, but don't coach you on how to do this, it will be hard to keep on trying to change.

**It's the TRANSACTIONS that count
between the person and the social environment.**

- ☐ Biology and the social environment influence the person.
- ☐ The person reciprocates and influences his or her social environment.
- ☐ The social environment reciprocates and influences the person.
- ☐ And so on and on and on.

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Handouts for Analyzing Behavior

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GENERAL HANDOUT 6

(General Worksheets 2, 3)

Overview: Analyzing Behavior

**To figure out its causes
and plan for problem solving.**

Chain Analysis is for when you engage in ineffective behavior.

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

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

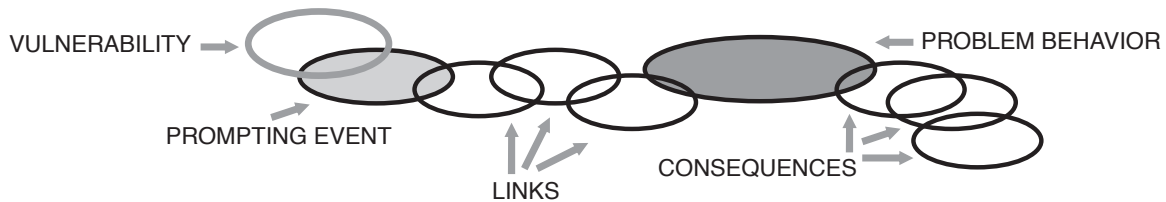
A missing-links analysis helps you identify what got in the way of doing things you needed or hoped to do, things you agreed to do, or things others expected you to do. It also helps you problem-solve for the future.

GENERAL HANDOUT 7

(General Worksheets 2, 2a)

Chain Analysis

TO UNDERSTAND BEHAVIOR, DO A CHAIN ANALYSIS.



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

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

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

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

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

To change behavior:

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

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

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

Chain Analysis, Step by Step

- 1. Describe the specific PROBLEM BEHAVIOR** (overeating or overdrinking, yelling at your kids, throwing a chair, having an overwhelming emotional outburst, dissociating, not coming or coming late to skills training, putting off or refusing to do skills practice, etc.).
 - A. Be very specific and detailed. No vague terms.
 - B. Identify exactly what *you did, said, thought, or felt* (if feelings are the targeted problem behavior). Identify what *you did not do*.
 - C. Describe the intensity of the behavior and other characteristics of the behavior that are important.
 - D. Describe the problem behavior in enough detail that an actor in a play or movie could recreate the behavior exactly.
 - E. If the behavior is something *you did not do*, ask yourself whether (a) you did not know you needed to do it (it did not get into short-term memory); (b) you forgot it and later it never came into your mind to do it (it did not get into long-term memory); (c) you put it off when you did think of it; (d) you refused to do it when you thought of it; or (e) you were willful and rejected doing it, or some other behavior, thoughts, or emotions interfered with doing it. If (a) or (b) is the case, skip from here to Step 6 below (working on solutions). Otherwise, keep going from here.

- 2. Describe the specific PROMPTING EVENT** that started the whole chain of behavior. Begin with the environmental event that started the chain. Always begin with some event in your environment, even if it doesn't seem to you that the environmental event "caused" the problem behavior. Otherwise, we could ask about any behavior, thought, feeling, or experience, "What prompted that?" Possible questions to help you get at this are:
 - A. What exact event precipitated the start of the chain reaction?
 - B. When did the sequence of events that led to the problem behavior begin? When did the problem start?
 - C. What was going on right before the thought of or impulse for the problem behavior occurred?
 - D. What were you doing/thinking/feeling/imagining at that time?
 - E. Why did the problem behavior happen on that day instead of the day before?

- 3. Describe specific VULNERABILITY FACTORS** happening before the prompting event. What factors or events made you more vulnerable to reacting to the prompting event with a problematic chain? Areas to examine are:
 - A. Physical illness; unbalanced eating or sleeping; injury.
 - B. Use of drugs or alcohol; misuse of prescription drugs.
 - C. Stressful events in the environment (either positive or negative).
 - D. Intense emotions, such as sadness, anger, fear, loneliness.
 - E. Previous behaviors of your own that you found stressful coming into your mind.

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- 4. Describe in excruciating detail the CHAIN OF EVENTS** that led to the problem behavior. Imagine that your problem behavior is chained to the precipitating event in the environment. How long is the chain? Where does it go? What are the links? Write out all **links** in the chain of events, no matter how small. Be very specific, as if you are writing a script for a play. Links in the chain can be:
- A. Actions or things you do.
 - B. Body sensations or feelings.
 - C. Cognitions (i.e., beliefs, expectations, or thoughts).
 - D. Events in the environment or things others do.
 - E. Feelings and emotions that you experience.
- What exact thought (or belief), feeling, or action followed the prompting event? What thought, feeling, or action followed that? What next? What next? And so forth.
- Look at each link in the chain after you write it. Was there another thought, feeling, or action that could have occurred? Could someone else have thought, felt, or acted differently at that point? If so, explain how that specific thought, feeling, or action came to be.
 - For each link in the chain, ask whether there is a smaller link you could describe.
- 5. Describe the CONSEQUENCES** of this behavior. Be specific. (How did other people react immediately and later? How did you feel immediately following the behavior? Later? What effect did the behavior have on you and your environment?)
- 6. Describe in detail** at each point where you could have used a **skillful** behavior to head off the problem behavior. What key links were most important in leading to the problem behavior? (In other words, if you had eliminated these behaviors, the problem behavior probably would not have happened.)
- A. Go back to the chain of behaviors following the prompting event. Circle each link where, if you had done something different, you would have avoided the problem behavior.
 - B. What could you have done differently at each link in the chain of events to avoid the problem behavior? What coping behaviors or skillful behaviors could you have used?
- 7. Describe in detail a PREVENTION STRATEGY** for how you could have kept the chain from starting by reducing your vulnerability to the chain.
- 8. Describe what you are going to do to REPAIR** important or significant consequences of the problem behavior.
- A. Analyze: What did you really harm? What was the negative consequence you can repair?
 - B. Look at the harm or distress you actually caused others, and the harm or distress you caused yourself. Repair what you damaged. (Don't bring flowers to repair a window you broke: fix the window! Repair a betrayal of trust by being very trustworthy long enough to fit the betrayal, rather than trying to fix it with love letters and constant apologies. Repair failure by succeeding, not by berating yourself.)

GENERAL HANDOUT 8

(General Worksheet 3)

Missing-Links Analysis

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

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

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

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

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

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

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

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

IF NO to Question 3,

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

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

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

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Mindfulness Handouts

Handouts for Goals and Definitions

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MINDFULNESS HANDOUT 1



(Mindfulness Worksheet 1)

Goals of Mindfulness Practice

REDUCE SUFFERING AND INCREASE HAPPINESS

☐ Reduce pain, tension, and stress.

☐ Other: _____

INCREASE CONTROL OF YOUR MIND

☐ Stop letting your mind be in control of you.

☐ Other: _____

EXPERIENCE REALITY AS IT IS

☐ Live life with your eyes wide open.

☐ Experience the reality of your . . .

- connection to the universe.
- essential “goodness.”
- essential validity.

☐ Other: _____

Mindfulness Definitions

WHAT IS MINDFULNESS?

- **Intentionally living with awareness in the present moment.**
(Waking up from automatic or rote behaviors to participate and be present to our own lives.)
- **Without judging or rejecting the moment.**
(Noticing consequences, discerning helpfulness and harmfulness—but letting go of evaluating, avoiding, suppressing, or blocking the present moment.)
- **Without attachment to the moment.**
(Attending to the experience of each new moment, rather than ignoring the present by clinging to the past or grabbing for the future.)

WHAT ARE MINDFULNESS SKILLS?

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

WHAT IS MINDFULNESS PRACTICE?

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

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Handouts for Core Mindfulness Skills

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MINDFULNESS HANDOUT 2

(Mindfulness Worksheets 2–2c, 3)

Overview: Core Mindfulness Skills

WISE MIND: STATES OF MIND

“WHAT” SKILLS

(what you do when practicing mindfulness):

Observing, Describing, Participating

“HOW” SKILLS

(how you practice when practicing mindfulness):

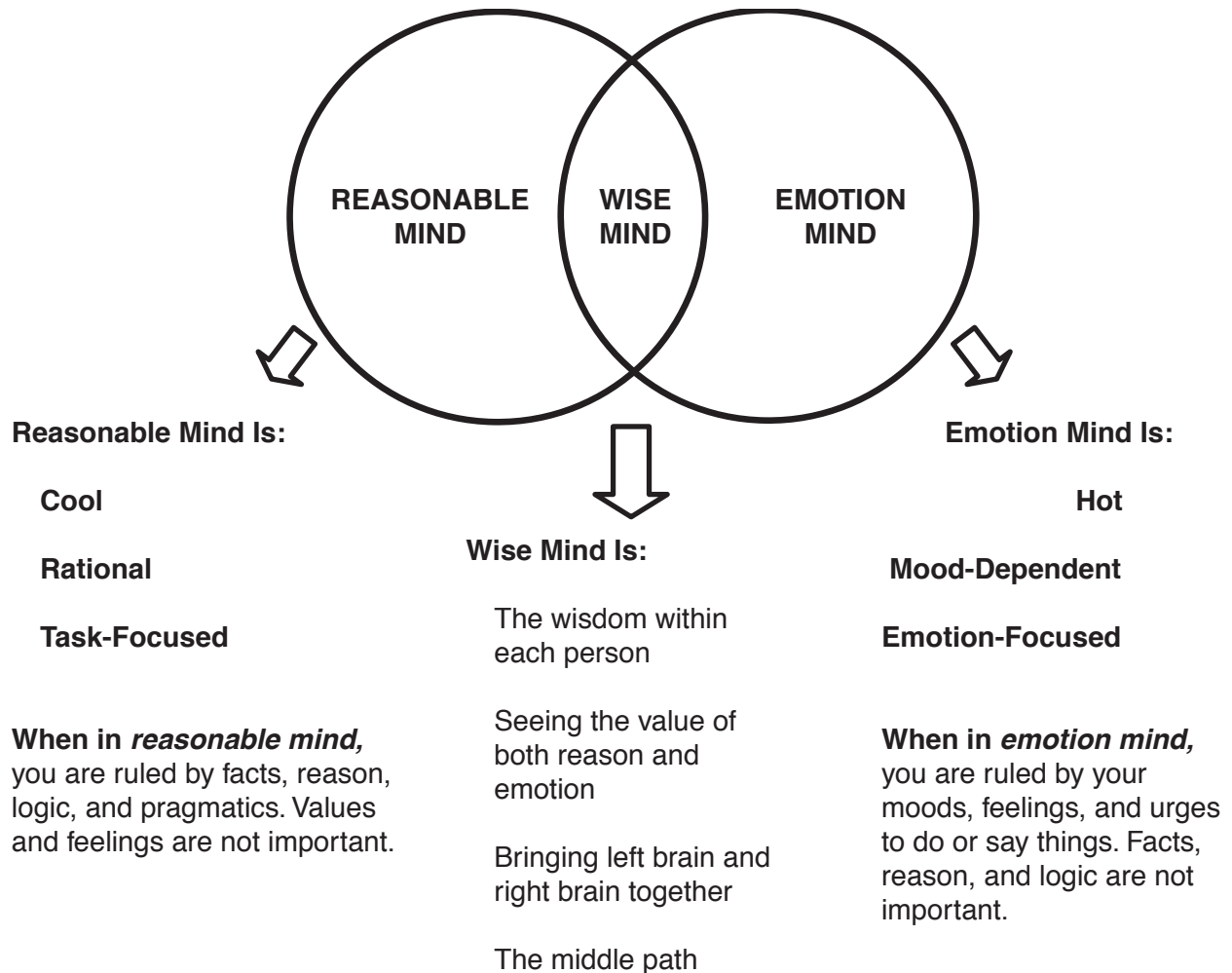
Nonjudgmentally, One-Mindfully, Effectively

MINDFULNESS HANDOUT 3



(Mindfulness Worksheet 3)

Wise Mind: States of Mind



Ideas for Practicing Wise Mind

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

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

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

9. ☐ **Other Wise Mind practice ideas:** _____



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.

Ideas for Practicing Observing

BY COMING BACK TO YOUR SENSES

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

Observe with your eyes:

1. ☐ Lie on the ground and watch the clouds in the sky.
2. ☐ Walking slowly, stopping somewhere with a view, notice flowers, trees, and nature itself.
3. ☐ Sit outside. Watch who and what go by in front of you, without following them with your head or your eyes.
4. ☐ Notice the facial expression and movements of another person. Refrain from labeling the person's emotions, thoughts, or interests.
5. ☐ Notice just the eyes, lips, or hands of another person (or just one feature of an animal).
6. ☐ Pick up a leaf, a flower, or a pebble. Look at it closely, trying to see each detail.
7. ☐ Find something beautiful to look at, and spend a few minutes contemplating it.
8. Other: _____

Observe sounds:

9. ☐ Stop for a moment and just listen. Listen to the texture and shape of the sounds around you. Listen to the silences between the sounds.
10. ☐ If someone is talking, listen to the pitch of the voice, to the smoothness or roughness of the sounds, to the clarity or the mumbling of the speech, to the pauses between the words.
11. ☐ Listen to music, observing each note as it comes and the spaces between the notes. Try breathing the sounds into your body and letting them flow out again on your out breath.
12. Other: _____

Observe smells around you:

13. ☐ Breathing in, notice any smells around you. Bring something close to your nose, and notice the smells. Take it away, and then notice the smells again. Do they linger?
14. ☐ When eating, notice the aroma of the food; when cooking, notice the aroma of the spices or other ingredients; when bathing, smell the soap or shampoo; when walking outside, notice the aroma of the air; when near flowers, bend down and “smell the roses.”
15. Other: _____

Observe taste and the act of eating:

16. ☐ Putting something in your mouth, pay attention to the taste. Keep it in your mouth, and notice all the taste sensations.
17. ☐ Lick a lollipop or something else. Notice just the sensation of taste.
18. ☐ Eat a meal, or even a part of a meal, paying attention to the taste of each mouthful.
19. Other: _____

Observe urges to do something:

When you are feeling an urge to do something impulsive,

20. ☐ “Urge-surf” by imagining that your urges are a surfboard and you are standing on the board, riding the waves.
21. ☐ Notice any urge to avoid someone or something.
22. ☐ Scan your entire body, and notice the sensations. Where in the body is the urge?
23. ☐ When you are chewing your food, notice when you have the urge to swallow.
24. Other: _____

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Observe sensations of touch on your skin:

25. ☐ Stroke your upper lip with your fingernail.
- Stop stroking, and notice how long it takes before you can't sense your upper lip at all.
26. ☐ When walking, notice the sensations of walking—your feet hitting the ground and rising up and down. Sometimes walk very slowly and notice. Sometimes walk very fast and notice.
27. ☐ When sitting, notice your thighs on the chair. Notice the curve of your knees and your back.
28. ☐ Pay attention to anything touching you.
- Try to feel your feet in your shoes, your body touching your clothes.
 - Feel your arms touching a chair.
 - Notice the sensations of your hands.
29. ☐ Touch something—the wall, a fabric, a table top, a pet, a piece of fruit, a person.
- Notice the texture of what you feel, notice the sensations on your skin.
 - Try it again with another part of your body.
 - Notice the sensations again.
30. ☐ Focus your attention on the sensations in your chest, your stomach, or your shoulders.
31. ☐ Focus your attention on the place in your body where you feel tight or tense.
32. ☐ Focus your attention on the space between your eyes.
33. Other: _____

Observe your breath: *Breathe evenly and gently, focusing your attention on:*

34. ☐ The movement of your stomach.
- As you begin to breathe in, allow your belly to rise in order to bring air into the lower half of your lungs.
 - As the upper halves of your lungs begin to fill with air, your chest begins to rise.
 - As you breathe out, notice your belly, then notice your chest. Don't tire yourself.
35. ☐ The pauses in your breathing.
- As you breathe in, notice the brief pause when your lungs have filled with air.
 - As you breathe out, notice the brief pause when you have expelled all the air.
36. ☐ The sensations in your nose as you breathe in and as you breathe out.
- As you breathe, close your mouth and breathe in through your nose, noticing the sensations traveling up and down your nostrils.
37. ☐ Your breath while walking slowly. Breathe normally.
- Determine the length of your breath—the exhalation and the inhalation—by the number of your footsteps. Continue for a few minutes.
 - Begin to lengthen your exhalation by one step. Do not force a longer inhalation. Let it be natural.
 - Watch your inhalation carefully to see whether there is a desire to lengthen it. Now lengthen the exhalation by one more footstep.
 - Watch to see whether the inhalation also lengthens by one step or not.
 - Only lengthen the inhalation when you feel that it will be comfortable.
 - After 20 breaths, return your breath to normal.
38. ☐ Your breath while listening to a piece of music.
- Breathe long, light, and even breaths.
 - Follow your breath; be master of it, while remaining aware of the movement and sentiments of the music.
 - Do not get lost in the music, but continue to be master of your breath and yourself.
39. ☐ Your breath while listening to a friend's words and your own replies. Continue as with music.
40. Other: _____

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Observe thoughts coming in and out of your mind:

41. ☐ Notice thoughts as they come into your mind.
- Ask, "Where do thoughts come from?"
 - Then watch them to see if you can see where they come into your mind.
42. ☐ As you notice thoughts in your mind, notice the pauses between each thought.
43. ☐ Imagine that your mind is the sky and that thoughts are clouds.
- Notice each thought-cloud as it drifts by, letting it drift in and out of your mind.
 - Imagine thoughts as leaves on water flowing down a stream, as boats drifting by on the lake, or as train cars rolling by you.
44. ☐ When worries go round and round in your mind, move your attention to the sensations in your body (those most intense right now). Then, keeping your attention on your body sensations, notice how long it takes for the worries to ooze away.
45. ☐ Step back from your mind, as if you are on top of a mountain and your mind is just a boulder down below.
- Gaze at your mind, watching what thoughts come up when you are watching it.
 - Come back into your mind before you stop.
46. ☐ Watch for the first two thoughts that come into your mind.
47. Other: _____

Imagine that your mind is a:

48. ☐ Conveyor belt, and that thoughts and feelings are coming down the belt.
- Put each thought or feeling in a box, and then put it on the conveyor belt and let it go by.
49. ☐ Conveyor belt, and that you are sorting thoughts and feelings as they come down the belt.
- Label the types of thoughts or feelings coming by (e.g., worry thoughts, thoughts about my past, thoughts about my mother, planning-what-to-do thoughts, angry feeling, sad feelings).
 - Put them in boxes nearby for another time.
50. ☐ River, and that thoughts and feelings are boats going down the river.
- Imagine sitting on the grass, watching the boats go by.
 - Describe or label each boat as it goes by.
 - Try not to jump on the boat.
51. ☐ Railroad track, and that thoughts and feelings are train cars going by.
- Describe or label each as it goes by. Try not to jump on the train.
52. Other: _____

Observe by expanding awareness:

53. ☐ Breathing in, notice your breath. Then, keeping your breath in your awareness, on the next breath notice your hands. Then, keeping both in your awareness, on the next breath expand your awareness to sounds.
- Continue holding all three in awareness at the same time.
 - Practice this awareness of threes at other times, selecting other things to be aware of.
54. ☐ Keeping your focus on what you are currently doing, gently expand your awareness to include the space around you.
55. ☐ Go hug a tree, and feel the sensations of the embrace.
- Attend to the embrace of the sheets and blankets or comforters around you as you lie in bed.
 - Do this when you feel lonely and want to be loved or to love.
56. Other: _____

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Open your mind to your senses:

57. ☐ Practice walking with your senses as wide open as you can make them.
- Notice what you hear, see, and feel.
 - Notice what you feel when shifting your weight between each step.
 - Notice your body experience as you turn.
58. ☐ For one mouthful in a meal, pause with a spoonful or forkful of food.
- Look at what you are going to eat, smell it, and listen to it. Then, when you are ready, put it in your mouth.
 - Note the taste, texture, temperature, and even the sound your teeth make in chewing your mouthful slowly.
 - Note the changes in its taste, texture, temperature, and sound as you chew it to completion.
59. ☐ Focus your mind on paying attention to each sensation that comes into your mind.
- Attend to sensations of sight, smell, touch, hearing, and taste, or to the thoughts generated by your brain.
 - Notice sensations as they arise, and notice them as they fall away.
 - Let your mind focus on each sensation as it arises.
 - Notice each sensation with curiosity, allowing it to be. Examine the uniqueness of each sensation.
60. ☐ Be here. Be in the present now.
- Take a moment to notice every sense you are aware of.
 - To yourself, make a statement, about each sense: “I feel the chair; the chair feels me.” “I hear the heater; the heater hears me.” “I see the wall; the wall sees me.” “I hear a stomach growl; it hears me.”
61. ☐ When a feeling arises within you, notice it—saying, for example, “A feeling of sadness is arising within me.”
62. ☐ When a thought arises within you, notice it—saying, for example, “The thought ‘It is hot in here’ is arising within me.”
63. ☐ Take just a moment of your time, and practice “nothing-to-do” mind.
- Let yourself become completely aware of your present experience, noticing sensations and the space around you.
64. ☐ Find a small object, one you can hold in your hand. Place it in front of you on a table or in your lap. Observe it closely—first not moving it, and then picking it up and turning it over and around, gazing at it from different angles and in different lights. Just notice shapes, colors, sizes, and other characteristics that are visible.
- Then change your focus to your fingers and hands touching the object. Notice the sensations of touching the object; notice the texture, temperature, and feel of the object.
 - Put the object down. Close your eyes, and inhale and exhale deeply and slowly.
 - Then, with beginner’s mind, open your eyes. With new vision, once again notice the object. With beginner’s mind, open to feeling new textures and sensations, explore the object with your fingers and hands.
 - Put down the object, and once again focus your mind on inhaling and exhaling once.
65. Other: _____

MINDFULNESS HANDOUT 4B

(Mindfulness Worksheets 2–2c, 4–4b)

Ideas for Practicing Describing

Practice describing what you see outside of yourself:

1. ☐ Lie on the ground and watch the clouds in the sky. Find and describe cloud patterns that you see.
2. ☐ Sit on a bench on a busy street or at a park. Describe one thing about each person who walks by you.
3. ☐ Find things in nature—a leaf, a drop of water, a pet or other animal. Describe each thing in as much detail as you can.
4. ☐ Describe as accurately as you can what a person has just said to you. Check to see if you are correct.
5. ☐ Describe a person's face when the person seems angry, afraid, or sad. Notice and describe the shape, movement, and placement of the forehead, eyebrows, and eyes; the lips and mouth; the cheeks; and so on.
6. ☐ Describe what a person has done or is doing now. Be very specific. Avoid describing intentions or outcomes of the behavior that you do not directly observe. Avoid judgmental language.
7. Other: _____

Practice describing thoughts and feelings:

8. ☐ Describe your feelings as they arise within you: “A feeling of anger is arising within me.”
9. ☐ Describe your thoughts when you feel a strong emotion: “I feel X, and my thoughts are Y.”
10. ☐ Describe your feelings after someone else does or says something: “When you do X, I feel Y.”
11. ☐ Describe thoughts, feelings, and what you observed others do: “When you do X, I feel Y, and my thoughts are Z.” “When X occurs, I feel Y, and my thoughts are Z.”
12. ☐ Describe as many of your thoughts as you can while feeling a strong emotion.
13. Other: _____

Practice describing your breathing:

14. ☐ Each time you inhale and exhale, as you inhale, be aware that “I am inhaling, 1.” When you exhale, be aware that “I am exhaling, 1.” Remember to breathe from the stomach. When beginning the second inhalation, be aware that “I am inhaling, 2.” And, slowly exhaling, be aware that “I am exhaling, 2.” Continue on up through 10. After you have reached 10, return to 1. Whenever you lose count, return to 1.
15. ☐ Begin to inhale gently and normally (from the stomach), describing in your mind that “I am inhaling normally.” Exhale in awareness, “I am exhaling normally.” Continue for three breaths. On the fourth breath, extend the inhalation, describing in your mind that “I am breathing in a long inhalation.” Exhale in awareness, “I am breathing out a long exhalation.” Continue for three breaths.
16. ☐ Follow the entrance and exit of air. Say to yourself, “I am inhaling and following the inhalation from its beginning to its end. I am exhaling and following the exhalation from its beginning to its end.”
17. Other: _____

MINDFULNESS HANDOUT 4C

(Mindfulness Worksheets 2–2c, 4–4b)

Ideas for Practicing Participating

Participate with awareness of connection to the universe:

1. ☐ Focus your attention on where your body touches an object (floor or ground, air molecules, a chair or armrest, your bed sheets and covers, your clothes, etc.). Try to see all the ways you are connected to and accepted by that object. Consider the function of that object with relation to you. That is, consider what the object does for you. Consider its kindness in doing that. Experience the sensation of touching the object, and focus your entire attention on that kindness until a sense of being connected or loved or cared for arises in your heart.

Examples: Focus your attention on your feet touching the ground. Consider the kindness of the ground holding you up, providing a path for you to get to other things, not letting you fall away from everything else. Focus your attention on your body touching the chair you sit in. Consider how the chair accepts you totally, holds you up, supports your back, and keeps you from falling down on the floor. Focus your attention on the sheets and covers on your bed. Consider the touch of the sheets and covers holding you, surrounding and keeping you warm and comfortable. Consider the walls in the room. They keep out the wind and the cold and the rain. Think of how the walls are connected to you via the floor and the air in the room. Experience your connection to the walls that provide you with a secure place to do things. Go hug a tree. Think of how you and the tree are connected. Life is in you and in the tree and both of you are warmed by the sun, held by the air and supported by the earth. Try and experience the tree loving you by providing something to lean on, or by shading you.

2. ☐ Dance to music.
3. ☐ Sing along with music you are listening to.
4. ☐ Sing in the shower.
5. ☐ Sing and dance while watching TV.
6. ☐ Jump out of bed and dance, or sing before getting dressed.
7. ☐ Go to a church that sings, and join in the singing.
8. ☐ Play karaoke with friends or at a karaoke club or bar.
9. ☐ Throw yourself into what another person is saying.
10. ☐ Go running, focusing only on running.
11. ☐ Play a sport and throw yourself into playing.
12. ☐ Become the count of the breath, becoming only “one” when you count 1, becoming only “two” when you count 2, and so on.
13. ☐ Become a word as you slowly say the word over and over and over.
14. ☐ Take a class in improvisational acting.
15. ☐ Take a dance class.
16. Other: _____

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.**

MINDFULNESS HANDOUT 5A

(Mindfulness Worksheets 2–2c, 5–5c)

Ideas for Practicing Nonjudgmentalness

Leaving out comparisons, judgments, and assumptions:

1. ☐ Practice observing judgmental thoughts and statements, saying in your mind, **“A judgmental thought arose in my mind.”**
2. ☐ **Count judgmental thoughts and statements** (by moving objects or pieces of paper from one pocket to another, by clicking a sports counter, or by marking a piece of paper).
3. ☐ Replace judgmental thoughts and statements with nonjudgmental thoughts and statements.

Tips for replacing judgment by stating the facts:

1. **Describe the facts** of the event or situation — *only* what is observed with your senses.
2. **Describe the consequences** of the event. Keep to the facts.
3. **Describe your own feelings** in response to the facts (remember, emotions are not judgments).
4. ☐ **Observe your judgmental facial expressions, postures, and voice tones** (including voice tones in your head).
5. ☐ **Change judgmental expressions, postures, and voice tones.**
6. ☐ Tell someone what you did today nonjudgmentally, or about an event that occurred. Stay very concrete; only relate what you observed directly.
7. ☐ **Write out a nonjudgmental description** of an event that prompted an emotion.
8. ☐ Write out a nonjudgmental blow-by-blow account of a particularly important episode in your day. Describe both what happened in your environment and what your thoughts, feelings, and actions were. Leave out any analysis of why something happened, or why you thought, felt, or acted as you did. Stick to the facts that you observed.
9. ☐ Imagine a person you are angry with. Bring to mind what the person has done that has caused so much anger. Try to become that person, seeing life from that person’s point of view. Imagine that person’s feelings, thoughts, fears, hopes, and wishes. Imagine that person’s history and what has happened in his or her history. Imagine understanding that person.
10. ☐ When judgmental, **practice half-smiling and/or willing hands.** (See Distress Tolerance Handout 14: Half-Smiling and Willing Hands.)
11. Other: _____

MINDFULNESS HANDOUT 5B

(Mindfulness Worksheets 2–2c, 5–5c)

Ideas for Practicing One-Mindfulness

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

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MINDFULNESS HANDOUT 5C

(Mindfulness Worksheets 2–2c, 5–5c)

Ideas for Practicing Effectiveness

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

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*Handouts for Other Perspectives
on Mindfulness Skills*

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MINDFULNESS HANDOUT 6

(Mindfulness Worksheets 6–10b)

Overview: Other Perspectives on Mindfulness

MINDFULNESS PRACTICE:

A Spiritual Perspective

SKILLFUL MEANS:

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

WISE MIND:

Walking the Middle Path

MINDFULNESS HANDOUT 7

(Mindfulness Worksheet 1)

Goals of Mindfulness Practice: A Spiritual Perspective

TO EXPERIENCE:

- ☐ Ultimate reality *as it is* which leads to a sense of inner spaciousness and awareness of intimate wholeness with the entire universe, the transcendence of boundaries, and the ground of our being.
- ☐ Other: _____

TO GROW IN WISDOM:

- ☐ Of the heart and of action.
- ☐ Other: _____

TO EXPERIENCE FREEDOM:

- ☐ By letting go of attachments to the demands of your own desires, cravings, and intense emotions, and radically accepting reality as it is.
- ☐ Other: _____

TO INCREASE LOVE AND COMPASSION:

- ☐ Toward yourself.
 - ☐ Toward others.
 - ☐ Other: _____
-
- ☐ Other: _____

Wise Mind from a Spiritual Perspective

<p>Wise Mind as . . .</p> <p>Contemplative practice</p> <p>Mindfulness Meditation Contemplative prayer Contemplative action Centering prayer</p>	<p>Thoughts, attitudes, and actions designed to help us express or experience connection to:</p> <ul style="list-style-type: none"> • The sacred, the divine within, the transcendent. • God, the Great Spirit, the Absolute, Elohim, the nameless one, Brahma, Allah, Parvardigar. • Ultimate reality, the totality, the source, our essential nature, our true self, the core of our being, the ground of being. • No self, emptiness.
<p>Wise Mind experience from a spiritual perspective</p>	<p>Experience where a deeper layer of reality rises to consciousness. A reality that has always been there but has been misperceived. An experience of expansion of consciousness; the experience of unity and oneness within the sacred.</p>
<p>Wise Mind from the perspective of mysticism (seven characteristics of mystical experiences)</p>	<ol style="list-style-type: none"> 1. Direct experience: Experience without words of <i>ultimate reality</i>. 2. Experience of unity: Awareness of oneness and of no distance between oneself, reality, and all other beings. 3. Without words: Experience of reality that cannot be grasped and can only be described with metaphors and stories. 4. Certain: During the experience, certainty of the experience is total, undeniable, clear. 5. Practical: Experience that is concretely beneficial to one's life and well-being. 6. Integrative: Experience that establishes harmony of love, compassion, mercy, kindness; quieting of extreme emotions. 7. Sapiential: Experience that leads to wisdom, enhances capacity for intuitive knowledge.

MINDFULNESS HANDOUT 8

(Mindfulness Worksheet 6)

Practicing Loving Kindness to Increase Love and Compassion

WHAT IS LOVING KINDNESS?

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

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

PRACTICING LOVING KINDNESS

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

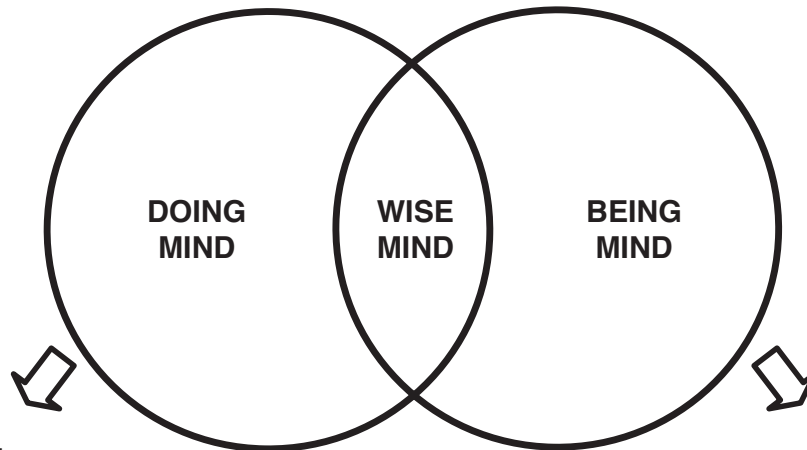
LOVING KINDNESS INSTRUCTIONS

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

MINDFULNESS HANDOUT 9

(Mindfulness Worksheets 7, 8, 9)

Skillful Means: Balancing Doing Mind and Being Mind



Doing Mind Is:

- Discriminating Mind
- Ambitious Mind
- Goal-Oriented

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

Being Mind Is:

- Curious Mind
- Nothing-to-Do Mind
- Present-Oriented

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

Wise Mind Is:

- A balance of doing and being
- The middle path

When in Wise Mind, you:

Use skillful means.

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

Enhance awareness while engaging in activities.

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

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Ideas for Practicing Balancing Doing Mind and Being Mind

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

1. ☐ **Wise Mind reading.** To increase your desire for mindfulness, find readings or quotations that have the effect of making you actually want to practice mindfulness in your everyday life. Put these quotations at strategic spots in your life (e.g., near the coffee maker), and then while you are waiting for other things, read the inspirational messages.

2. ☐ **Wise Mind reminders.** Set an alarm at home, at work, or (if possible) on your cell phone or watch to go off randomly or at set times. Use the alarm as a reminder to be mindful of your current activities. (See www.mindfulnessdc.org/bell/index.html or a similar Internet site for a free mindfulness clock to download onto your computer.) Set up automatic text messages or Twitter messages to remind yourself. Write out mindfulness quotations that you like, and tape them in strategic places where you will see them as reminders to practice mindfulness.

3. ☐ **Wise Mind in the routine of daily life.** Choose one routine activity in your daily life (such as brushing your teeth, getting dressed, making coffee or tea, working on a task). Make a deliberate effort to bring moment-to-moment awareness to that activity.

4. ☐ **“Just this one moment” Wise Mind.** When you begin to feel overwhelmed or frazzled, say, “Just this one moment, just this one task,” to remind yourself that your only requirement at the moment is to do one thing in the moment—wash one dish, take one step, move one set of muscles. In this moment, let the next moment go until you get there.

(continued on next page)

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

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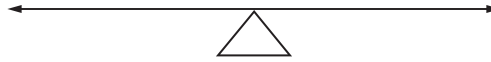
5. ☐ **Wise Mind awareness of events.** Notice events in your everyday life (both pleasant and unpleasant), even if they are only very small (such as warm water on your hands when washing, the taste of something you eat, the feel of wind on your face, the fact that your car is running out of gas or that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

MINDFULNESS HANDOUT 10

(Mindfulness Worksheets 10, 10a, 10b)

Walking the Middle Path: Finding the Synthesis between Opposites

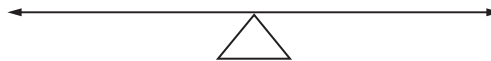
**Reasonable
mind**



**Emotion
mind**

Both regulate actions and make decisions based on reason,
And
take into account values and experience even strong emotions as they come and go.

**Doing
mind**



**Nothing-to-do
mind**

Both do what is needed in the moment (including reviewing the past or planning for the future),
And
experience fully the uniqueness of each moment in the moment.

**Intense desire
for change
of the moment**



**Radical
acceptance
of the moment**

Both allow yourself to have an intense desire to have something else than what is now,
And
be willing to radically accept what you have in your life in the present moment.

Self-denial



Self-indulgence

Both practice moderation,
And
satisfy the senses.

Other:



Interpersonal Effectiveness Handouts

*Handouts for Goals and Factors
That Interfere*

INTERPERSONAL EFFECTIVENESS HANDOUT 1



(Interpersonal Effectiveness Worksheet 1)

Goals of Interpersonal Effectiveness

BE SKILLFUL IN GETTING WHAT YOU WANT AND NEED FROM OTHERS

- ☐ Get others to do things you would like them to do.
- ☐ Get others to take your opinions seriously.
- ☐ Say no to unwanted requests effectively.
- ☐ Other: _____

BUILD RELATIONSHIPS AND END DESTRUCTIVE ONES

- ☐ Strengthen current relationships.
 - ☐ Don't let hurts and problems build up.
 - ☐ Use relationship skills to head off problems.
 - ☐ Repair relationships when needed.
 - ☐ Resolve conflicts before they get overwhelming.
- ☐ Find and build new relationships.
- ☐ End hopeless relationships.
- ☐ Other: _____

WALK THE MIDDLE PATH

- ☐ Create and maintain balance in relationships.
- ☐ Balance acceptance and change in relationships.
- ☐ Other: _____



Factors in the Way of Interpersonal Effectiveness

☐ YOU DON'T HAVE THE INTERPERSONAL SKILLS YOU NEED

YOU DON'T KNOW WHAT YOU WANT

- ☐ You have the skills, but can't decide what you really want from the other person.
- ☐ You can't figure out how to balance your needs versus the other person's needs:
 - ☐ Asking for too much versus not asking for anything.
 - ☐ Saying no to everything versus giving in to everything.

YOUR EMOTIONS ARE GETTING IN THE WAY

- ☐ You have the skills, but emotions (anger, pride, contempt, fear, shame, guilt) control what you do.

YOU FORGET YOUR LONG-TERM GOALS FOR SHORT-TERM GOALS

- ☐ You put your immediate urges and wants ahead of your long-term goals. The future vanishes from your mind.

OTHER PEOPLE ARE GETTING IN YOUR WAY

- ☐ You have the skills but other people get in the way.
- ☐ Other people are more powerful than you.
- ☐ Other people may be threatened or may not like you if you get what you want.
- ☐ Other people may not do what you want unless you sacrifice your self-respect, at least a little.

YOUR THOUGHTS AND BELIEFS ARE GETTING IN THE WAY

- ☐ Worries about negative consequences if you ask for what you want or say no to someone's request get in the way of acting effectively.
- ☐ Beliefs that you don't deserve what you want stop you in your tracks.
- ☐ Beliefs that others don't deserve what they want make you ineffective.

INTERPERSONAL EFFECTIVENESS HANDOUT 2A

(Interpersonal Effectiveness Worksheet 2)

Myths in the Way of Interpersonal Effectiveness

Myths in the Way of Objectives Effectiveness

- ☐ 1. I don't deserve to get what I want or need.
- ☐ 2. If I make a request, this will show that I am a very weak person.
- ☐ 3. I have to know whether a person is going to say yes before I make a request.
- ☐ 4. If I ask for something or say no, I can't stand it if someone gets upset with me.
- ☐ 5. If they say no, it will kill me.
- ☐ 6. Making requests is a really pushy (bad, self-centered, selfish, etc.) thing to do.
- ☐ 7. Saying no to a request is always a selfish thing to do.
- ☐ 8. I should be willing to sacrifice my own needs for others.
- ☐ 9. I must be really inadequate if I can't fix this myself.
- ☐ 10. Obviously, the problem is just in my head. If I would just think differently I wouldn't have to bother everybody else.
- ☐ 11. If I don't have what I want or need, it doesn't make any difference; I don't care really.
- ☐ 12. Skillfulness is a sign of weakness.

Other myth: _____

Other myth: _____

Myths in the Way of Relationship and Self-Respect Effectiveness

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

Other myth: _____

Other myth: _____

*Handouts for Obtaining
Objectives Skillfully*

INTERPERSONAL EFFECTIVENESS HANDOUT 3

Overview: Obtaining Objectives Skillfully

CLARIFYING PRIORITIES

How important is:

Getting what you want/obtaining your goal?

Keeping the relationship?

Maintaining your self-respect?

OBJECTIVES EFFECTIVENESS: DEAR MAN

Be effective in asserting your rights and wishes.

RELATIONSHIP EFFECTIVENESS: GIVE

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

SELF-RESPECT EFFECTIVENESS: FAST

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

FACTORS TO CONSIDER

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

INTERPERSONAL EFFECTIVENESS HANDOUT 4



(Interpersonal Effectiveness Worksheet 3)

Clarifying Goals in Interpersonal Situations

OBJECTIVES EFFECTIVENESS: Getting What You Want from Another Person

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

Questions

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

RELATIONSHIP EFFECTIVENESS: Keeping and Improving the Relationship

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

Questions

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

SELF-RESPECT EFFECTIVENESS: Keeping or Improving Self-Respect

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

Questions

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



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

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

Describe
Express
Assert
Reinforce
(Stay) Mindful
Appear Confident
Negotiate

Describe

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

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

Express

Express your FEELINGS and OPINIONS about the situation.
Don’t assume that the other person knows how you feel.

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

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

Assert

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

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

Reinforce

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)

Mindful

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."

Apppear 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.

Negotiate

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:

Applying DEAR MAN Skills to a Difficult Current Interaction

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

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

Apply DEAR MAN Skills

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

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

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

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

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

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

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

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

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

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

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

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

INTERPERSONAL EFFECTIVENESS HANDOUT 6



(Interpersonal Effectiveness Worksheets 4, 5)

Guidelines for Relationship Effectiveness: Keeping the Relationship (GIVE)

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

(Be) Gentle

(Act) Interested

Validate

(Use an) Easy manner

(Be)

Gentle

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)

Interested

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.

Validate

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)

Easy 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:

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) Fair
(No) Apologies
Stick to Values
(Be) Truthful

(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:



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)

Asking

Saying No

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

High intensity (stay firm)

(continued on next page)

FACTORS TO CONSIDER

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

1. The other person's or your own **capability**.
2. Your **priorities**.
3. The effect of your actions on your **self-respect**.
4. Your or the other's moral and legal **rights** in the situation.
5. Your **authority** over the person (or his or hers over you).
6. The type of **relationship** you have with the person.
7. The effect of your action on **long- versus short-term goals**.
8. The degree of **give and take** in your relationship.
9. Whether you have done your **homework** to prepare.
10. The **timing** of your request or refusal.

1. **CAPABILITY:**
 - Is the person able to give you what you want? If YES, raise the intensity of ASKING.
 - Do you have what the person wants? If NO, raise the intensity of NO.
2. **PRIORITIES:**
 - Are your GOALS very important? Increase intensity.
 - Is your RELATIONSHIP shaky? Consider reducing intensity.
 - Is your SELF-RESPECT on the line? Intensity should fit your values.
3. **SELF-RESPECT:**
 - Do you usually do things for yourself? Are you careful to avoid acting helpless when you are not? If YES, raise the intensity of ASKING.
 - Will saying no make you feel bad about yourself, even when you are thinking about it wisely? If NO, raise the intensity of NO.
4. **RIGHTS:**
 - Is the person required by law or moral code to give you what you want? If YES, raise the intensity of ASKING.
 - Are you required to give the person what he or she is asking for? Would saying no violate the other person's rights? If NO, raise the intensity of NO.
5. **AUTHORITY:**
 - Are you responsible for directing the person or telling the person what to do? If YES, raise the intensity of ASKING.
 - Does the person have authority over you (e.g., your boss, your teacher)? And is what the person is asking within his or her authority? If NO, raise the intensity of NO.

(continued on next page)

INTERPERSONAL EFFECTIVENESS HANDOUT 8 (p. 3 of 3)

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

Other factors: _____



Troubleshooting: When What You Are Doing Isn't Working

1

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

Review what has already been tried.

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

2

Do I know what I really want in this interaction?

Ask:

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

3

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

Ask:

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

(continued on next page)

4

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

Ask:

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

5

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

Ask:

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

6

Is the environment more powerful than my skills?

Ask:

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

7

Other ideas:

*Handouts for Building Relationships
and Ending Destructive Ones*

Overview: Building Relationships and Ending Destructive Ones

FINDING AND GETTING PEOPLE TO LIKE YOU

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

MINDFULNESS OF OTHERS

Building closeness through mindfulness of others

ENDING DESTRUCTIVE/ INTERFERING RELATIONSHIPS

Staying in WISE MIND

Using skills

Staying safe

Finding and Getting People to Like You

REMEMBER: ALL HUMAN BEINGS ARE LOVABLE.

But finding friends may take effort on your part.

LOOK FOR PEOPLE WHO ARE CLOSE BY YOU.

Familiarity often leads to liking and sometimes love.

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

LOOK FOR PEOPLE WHO ARE SIMILAR TO YOU.

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

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

WORK ON YOUR CONVERSATION SKILLS.

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

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

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

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

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

EXPRESS LIKING (SELECTIVELY).

We often like the people we think like us.

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

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JOIN AN ONGOING GROUP CONVERSATION.

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

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

FIGURE OUT IF A GROUP IS OPEN OR CLOSED.

In open groups new members are welcome.

In closed groups new members may not be welcome.

Open Groups

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

Closed Groups

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

FIGURE OUT HOW TO JOIN AN OPEN GROUP CONVERSATION.

Ways of Joining an Open Group

Potential Outcomes

Move gradually closer to the group.

It may not be clear from the slowness of your approach that you want to join them; it might even look as though you were creeping up and trying to eavesdrop!

Offer to refill members' glasses/serve them food.

That could be overdoing things a bit. What would you do if they refused more food/drinks? Would it be clear enough that you wanted to join the group?

Stand beside them and chip in on their conversation.

That might seem rude. They haven't invited you to join them, and anyway, what exactly are you going to say when you chip in?

Go up and introduce yourself.

Isn't that overly formal? Having introduced yourself, then what do you say? Will they introduce themselves to you? Wouldn't you interrupt the conversation?

Wait for a break in the conversation, stand beside a friendly-looking member of the group and say something like "Mind if I join you?"

This makes your intention clear and doesn't seem rude or interrupt the conversation; group members can then choose whether to introduce themselves or not.

INTERPERSONAL EFFECTIVENESS HANDOUT 11A

Identifying Skills to Find People and Get Them to Like You

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

- ☐ **1A.** Realize that good relationships depend on what you do.
- ☐ **1B.** Think of relationships in vague, abstract terms.

- ☐ **7A.** Stay out of conversations other people are having, so people know you're respectful.
- ☐ **7B.** Politely ask to join in conversations, so you can meet more people.

- ☐ **2A.** Expect people to beat a path to your door.
- ☐ **2B.** Create and make full use of opportunities to come into regular contact with others.

- ☐ **8A.** Say nothing or everything about yourself, regardless of what others reveal.
- ☐ **8B.** Disclose roughly the same amount of personal information to others as they disclose to you.

- ☐ **3A.** Mix with people who share your attitudes and interests.
- ☐ **3B.** Mix with people with whom you have little in common.

- ☐ **9A.** Keep good opinions of others to yourself.
- ☐ **9B.** If you like others, let them know.

- ☐ **4A.** Mix with people who respond positively to you and to life generally.
- ☐ **4B.** Mix with cynics and pessimists.

- ☐ **10A.** Protect yourself, and comment only on good points that are obvious to anyone and everyone.
- ☐ **10B.** Don't express liking indiscriminately.

- ☐ **5A.** Express your opinions and attitudes, so that others can recognize similarities with you.
- ☐ **5B.** Keep your opinions and attitudes to yourself.

- ☐ **11A.** Rely on flattery to get what you want when you think it will work.
- ☐ **11B.** Don't use flattery to influence others.

- ☐ **6A.** Answer questions briefly, and seldom ask or return them.
- ☐ **6B.** Show interest in others by asking questions.

- ☐ **12A.** Stand near a friendly-looking person in a new group, wait for a lull in the conversation, and then ask if it's OK for you to join the group.
- ☐ **12B.** Stand near a group of new people and make sure your comments or opinions are heard.

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INTERPERSONAL EFFECTIVENESS HANDOUT 12

(Interpersonal Effectiveness Worksheet 9)

Mindfulness of Others

FRIENDSHIPS LAST LONGER WHEN WE ARE MINDFUL.

OBSERVE

- ☐ Pay attention with interest and curiosity to others around you.
- ☐ Stop multitasking; focus on the people you are with.
- ☐ Stay in the present rather than planning what to say next.
- ☐ Let go of a focus on self, and focus on others around you.
- ☐ Be open to new information about others.
- ☐ Notice judgmental thoughts about others, and let them go.
- ☐ Give up clinging to always being right.

DESCRIBE

- ☐ Replace judgmental words with descriptive words.
- ☐ Avoid assuming or interpreting what other people think about you without checking the facts. (Remember, *no one* has ever observed another person's thoughts, motives, intentions, feelings, emotions, desires, or experiences.)
- ☐ Avoid questioning other people's motives (unless you have very good reasons to do so).
- ☐ Give others the benefit of the doubt.

PARTICIPATE

- ☐ Throw yourself into interactions with others.
- ☐ Go with the flow, rather than trying to control the flow.
- ☐ Become one with group activities and conversations.

INTERPERSONAL EFFECTIVENESS HANDOUT 12A

Identifying Mindfulness of Others

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

- ☐ **1A.** Multi-task and expect the other person to understand.
- ☐ **1B.** Give your complete attention to the person you are with.

- ☐ **6A.** Be open to people's changing their minds about things, as well as their beliefs or feelings.
- ☐ **6B.** Assume that when people change, they are not trustworthy.

- ☐ **2A.** Figure that if you already know someone, you don't really have to pay such close attention to them any more.
- ☐ **2B.** Recognize that closeness is built by attending to and learning more and more about people you care about.

- ☐ **7A.** Evaluate other people's behaviors and thoughts, and tell them that they are wrong or that they should be different when you feel sure you are right.
- ☐ **7B.** If you do not approve of or agree with what another person is doing or thinking, try to understand how it would make sense if you knew the causes.

- ☐ **3A.** "My feelings are really hurt by what you did, and the thought went through my mind that you hate me. I know that you don't really, but did you feel that way at the time?"
- ☐ **3B.** "I know you hate me. There is no other reason for what you did to me. Don't tell me differently, either."

- ☐ **8A.** "You should stop doing that."
- ☐ **8B.** "I wish you would stop doing that."
- ☐ **9A.** "You are lazy and have given up."
- ☐ **9B.** "I worry that you have given up."
- ☐ **10A.** "I don't think that is correct."
- ☐ **10B.** "How could you possibly think that?"

- ☐ **4A.** In social situations, throw yourself into interactions.
- ☐ **4B.** Stay reserved and watch social interactions so you don't make mistakes.

- ☐ **11A.** Stay in control so that relationships turn out the way you want.
- ☐ **11B.** Go with the flow much of the time when in social interactions with groups of friends.

- ☐ **5A.** Find people with your values.
- ☐ **5B.** Do little immoral things so as not to be a drag on friendships.

- ☐ **12A.** Hold back in a conversation until you are sure you like the person.
- ☐ **12B.** Throw yourself into a conversation until you are sure you don't like it.

INTERPERSONAL EFFECTIVENESS HANDOUT 13

(Interpersonal Effectiveness Worksheet 10)

Ending Relationships

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

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

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

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

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

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

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

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

INTERPERSONAL EFFECTIVENESS HANDOUT 13A

Identifying How to End Relationships

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

- ☐ **1A.** If a relationship is threatening your integrity or physical well-being, it is probably your fault, and you should see a therapist.
- ☐ **1B.** A relationship threatening your integrity or physical well-being is destructive, and you should consider getting out of it.

In the middle of an argument, you are so mad at the other person you don't want to have anything to do with this person any more.

- ☐ **5A.** You should end the relationship right then! You may forget all about how enraging the person is if you wait.
- ☐ **5B.** You should get out of emotion mind and into Wise Mind, and evaluate whether to stay or leave the relationship.

- ☐ **2A.** Relationships should be easy. If it's hard to have a relationship with someone, it's probably not worth it, and you should end it.
- ☐ **2B.** Most relationships need problem solving to work.

- ☐ **6A.** If ending a destructive relationship will be difficult, it's most effective to stay together.
- ☐ **6B.** If ending a destructive relationship will be difficult, it's most effective to cope ahead of time.

- ☐ **3A.** If you are in love with someone who does not love you back, practice DEAR MAN skills to get the person to love you.
- ☐ **3B.** If you are in love with someone who does not love you back, practice opposite action to love.

- ☐ **7A.** In an abusive relationship, if the person hits you, you should use your interpersonal skills to tell the person you are leaving the relationship.
- ☐ **7B.** In an abusive relationship, you should seek professional assistance to leave the relationship.

- ☐ **4A.** To decide whether to end a relationship, do PROS and CONS.
- ☐ **4B.** To decide whether to end a relationship, use GIVE skills.

- ☐ **8A.** If you feel consistently invalidated in a relationship, it is probably your fault.
- ☐ **8B.** If you are consistently invalidated, the relationship is likely destructive.

.....

*Handouts for Walking
the Middle Path*

.....

INTERPERSONAL EFFECTIVENESS HANDOUT 14

(Interpersonal Effectiveness Worksheets 11–15)

Overview: **Walking the Middle Path** Balancing Acceptance and Change

DIALECTICS

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

VALIDATION

Including the valid and understandable in ourselves and others.

RECOVERING FROM INVALIDATION

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

STRATEGIES FOR CHANGING BEHAVIOR

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

INTERPERSONAL EFFECTIVENESS HANDOUT 15

(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: _____

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Examples of Opposite Sides That Can Both Be True

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

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Important Opposites to Balance

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

- ☐ 16. Others: _____

- ☐ 17. Others: _____

Identifying Dialectics

For each group, check the most dialectical response.

- ☐ 1A. Pay attention to your effect on others.
- ☐ 1B. Assume that others' reactions to you are unrelated to your treatment of them.

- ☐ 5A. Examine a difficult relationship by looking at how the interactions over time between you and the other person may be problematic.
- ☐ 5B. Assume that difficulties in a relationship are caused completely by you or by the other person.

Saying:

- ☐ 2A. "I know I am right about this."
- ☐ 2B. "I can see your point of view, even though I do not agree with it."
- ☐ 2C. "The way you are thinking doesn't make any sense."

Saying:

- ☐ 6A. "It is hopeless. I cannot do it."
- ☐ 6B. "This is a breeze. I've got no problems."
- ☐ 6C. "This is really hard for me, and I am going to keep trying."

Saying:

- ☐ 3A. "Everyone always treats me unfairly."
- ☐ 3B. "I believe the coach should reconsider his decision to cut me from the team."
- ☐ 3C. "Coaches know best who to keep on teams and who to cut."

- ☐ 7A. When you disagree with someone, be sure and be very clear about your point of view.
- ☐ 7B. When you disagree with someone, try and see their point of view.

- ☐ 4A. Judge friends as disloyal and uncaring if they start changing in ways you don't like.
- ☐ 4B. Accept that interests change.

- ☐ 8A. Demand that relationships be stable without changing.
- ☐ 8B. Embrace change and see it as inevitable.

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INTERPERSONAL EFFECTIVENESS HANDOUT 17

(Interpersonal Effectiveness Worksheet 12)

Validation

VALIDATION MEANS:

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

WHY VALIDATE?

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

IMPORTANT THINGS TO VALIDATE

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

REMEMBER:

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

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

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INTERPERSONAL EFFECTIVENESS HANDOUT 18

(Interpersonal Effectiveness Worksheet 12)

A “How To” Guide to Validation

1. ☐ **Pay Attention:**

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

2. ☐ **Reflect Back:**

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

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

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

3. ☐ **“Read Minds”:**

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

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

4. ☐ **Understand:**

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

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

5. ☐ **Acknowledge the valid:**

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

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

6. ☐ **Show Equality:**

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

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

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

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INTERPERSONAL EFFECTIVENESS HANDOUT 18A

Identifying Validation

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

- ☐ **1A.** Think about your day when the other person is talking about his or her day.
- ☐ **1B.** Throw yourself into listening about the other person's day.

- ☐ **5A.** Remember that people's thoughts, feelings, and behaviors don't always match. Check the facts.
- ☐ **5B.** Assume that you can tell exactly what people are feeling and thinking.

- ☐ **2A.** If you are uncertain of people's thoughts and feelings, ask them what they are thinking or feeling, or try to imagine yourself in their situation.
- ☐ **2B.** Assume that if people want you to know what they are thinking or feeling, they will tell you.

- ☐ **6A.** Evaluate other people's behaviors and thoughts, and tell them that they are wrong or that they should be different when you feel sure you are right.
- ☐ **6B.** If you do not agree with what another person is doing or thinking, try to understand how it could make sense if you understood the causes.

- ☐ **3A.** Observe the small clues that indicate what is going on in social situations.
- ☐ **3B.** Observe only what people say, and ignore nonverbal signals.

- ☐ **7A.** Assume that if you tell a person his or her request of you makes sense, that's all you have to do to validate the person.
- ☐ **7B.** When a person asks you for something, giving the person what has been asked for is validation.

- ☐ **4A.** Jump to conclusions about what people mean.
- ☐ **4B.** Realize that the same behavior can mean many things.

- ☐ **8A.** Assume that other people's reactions to you have nothing to do with yours to them.
- ☐ **8B.** Treat each person with respect and as an equal.

Recovering from Invalidation

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

**Remember:
Invalidation Is Helpful When**

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

Invalidation Is Painful When

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

(continued on next page)

Be Nondefensive and Check the Facts

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

**Validate Yourself Exactly the Way You Would
Validate Someone Else**

INTERPERSONAL EFFECTIVENESS HANDOUT 19A

Identifying Self-Validation

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

☐ **1A.** Describe your own experience, point of view, emotion, or action in a matter-of-fact way.

☐ **1B.** Say, “How stupid of me,” or put yourself down for your response.

☐ **4A.** Jump to anger and call yourself a wimp if you start feeling sad or alone.

☐ **4B.** Accept that it hurts to be invalidated, and feel the pain.

☐ **2A.** Blast the other person and argue your point of view, even if you might be wrong.

☐ **2B.** When someone disagrees with what you think or do, be open to being wrong and being OK with that. Check the facts.

☐ **5A.** When you make a mistake, remind yourself that you are human, and humans make mistakes.

☐ **5B.** Blame and punish yourself for being wrong; avoid people who know you were wrong.

☐ **3A.** When you are checking the facts (if only in your mind), stand up for yourself if you are correct or if your response is reasonable.

☐ **3B.** Assume that your experience of the facts is wrong. Give up and give in. Judge yourself and the person who invalidated you.

☐ **6A.** See yourself as “screwed up” or “damaged goods,” and give in to shame and misery.

☐ **6B.** Respond and talk to yourself with understanding and compassion. Remind yourself that all responses are caused and make sense if you explore the reasons long enough.

INTERPERSONAL EFFECTIVENESS HANDOUT 20

(Interpersonal Effectiveness Worksheet 14)

Strategies for Increasing the Probability of Behaviors You Want

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

Reinforcer = A consequence that increases frequency of a behavior.

Positive reinforcement = positive consequences (i.e., reward).

Behavior is increased by consequences a person wants, likes, or will work to get.

Examples: _____

Negative reinforcement = removal of negative events (i.e., relief).

Behavior is increased by consequences that stop or reduce something negative.

Examples: _____

Shaping = Reinforcing small steps toward the behavior you want.

- Reinforce small steps that lead toward the goal.
- As new behavior stabilizes, require a little bit more before reinforcing.
- Continue until you reach the goal behavior.

Examples of steps to a goal behavior: _____

Timing counts.

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

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

INTERPERSONAL EFFECTIVENESS HANDOUT 21

(Interpersonal Effectiveness Worksheet 15)

Strategies for Decreasing or Stopping Unwanted Behaviors

Extinction = Stopping an ongoing reinforcement of behavior.

Extinction leads first to a burst of behavior, and then to a decrease in behavior.

Examples: _____

Satiation = Providing relief or what is wanted *before* the behavior occurs.

Satiation reduces motivation for behavior and thus decreases its frequency.

Examples: _____

Punishment = An aversive consequence that decreases a behavior.

Behavior is decreased by consequences the person dislikes or will work to avoid.

Examples: _____

Behavior is decreased by consequences that stop or reduce something positive.

Examples: _____

Behavior is decreased when something the person wants is withheld until harmful effects of problem behaviors are corrected and overcorrected.

Examples: _____

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

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

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

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 22

(Interpersonal Effectiveness Worksheets 14, 15)

Tips for Using Behavior Change Strategies Effectively

Summary so far:

<u>Goal</u>		<u>Consequence</u>
Increase behavior	(Reinforce)	<ul style="list-style-type: none">• Add positive consequence• Remove aversive consequence
Weaken behavior	(Extinguish)	<ul style="list-style-type: none">• Remove reinforcer• Provide relief <i>before</i> unwanted behavior
Suppress behavior	(Punish)	<ul style="list-style-type: none">• Add aversive consequence• Remove positive consequence

Not all consequences are created equal.

“One person’s poison can be another person’s passion.”

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

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

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

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

Observe changes in behavior when a consequence is applied.

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

INTERPERSONAL EFFECTIVENESS HANDOUT 22A

Identifying Effective Behavior Change Strategies

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

- ☐ **1A.** When you are trying to increase a behavior, it is most effective to wait for the full desired behavior before reinforcing, so the person does not think that halfway is good enough.
- ☐ **1B.** When you are trying to increase a behavior, it is most effective to reinforce small improvement in the right direction, or else the person may not continue to improve.

- ☐ **5A.** If a person's problem behaviors work to get things he or she wants, it is most effective to punish those behaviors to make them stop.
- ☐ **5B.** If a person's problem behaviors work to get things he or she wants, it is most effective to stop reinforcing those behaviors and instead give rewards when the person uses more skillful strategies to get what he or she wants or needs.

- ☐ **2A.** The most effective punishment is intense anger and swift verbal criticism.
- ☐ **2B.** The most effective punishment is to find one that fits the severity of the problem behavior.

- ☐ **6A.** When you are punishing, figure that a nonspecific punishment will be a lot more effective, since it can't be avoided.
- ☐ **6B.** Use a specific and time-limited negative consequence to decrease behavior.

- ☐ **3A.** It is most effective to reinforce behavior immediately after it occurs.
- ☐ **3B.** It is most effective to reward behavior after a delay so that the person does not expect that you will always provide a reward.

- ☐ **7A.** If a person's mean behavior makes you feel hurt, it is most effective to punish the behavior by taking away gifts that you previously gave the person.
- ☐ **7B.** If a person's mean behavior makes you feel hurt, it is most effective to punish the behavior by not doing favors for the person until his or her behavior improves.

- ☐ **4A.** It is common that people reward others' problematic behaviors without even realizing it.
- ☐ **4B.** People do not reward others' problematic behaviors, because that would be stupid.

- ☐ **8A.** After a punished behavior stops, it is most effective to reward an alternative behavior that you want.
- ☐ **8B.** After a punished behavior stops, it is most effective to continue the punishment, so that you send a very clear message that the problematic behavior is unacceptable.

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Emotion Regulation Handouts

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EMOTION REGULATION HANDOUT 1



(Emotion Regulation Worksheet 1)

Goals of Emotion Regulation

UNDERSTAND AND NAME YOUR OWN EMOTIONS

- ☐ Identify (observe and describe) your emotions.
- ☐ Know what emotions do for you.
- ☐ Other: _____

DECREASE THE FREQUENCY OF UNWANTED EMOTIONS

- ☐ Stop unwanted emotions from starting in the first place.
- ☐ Change unwanted emotions once they start.
- ☐ Other: _____

DECREASE EMOTIONAL VULNERABILITY

- ☐ Decrease vulnerability to emotion mind.
- ☐ Increase resilience, your ability to cope with difficult things and positive emotions.
- ☐ Other: _____

DECREASE EMOTIONAL SUFFERING

- ☐ Reduce suffering when painful emotions overcome you.
- ☐ Manage extreme emotions so that you don't make things worse.
- ☐ Other: _____

*Handouts for Understanding
and Naming Emotions*

EMOTION REGULATION HANDOUT 2

(Emotion Regulation Worksheets 2–4a, 16)

Overview: Understanding and Naming Emotions

WHAT EMOTIONS DO FOR YOU

There are reasons why we have emotions.

We need them!

FACTORS THAT MAKE REGULATING EMOTIONS HARD

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

A MODEL FOR DESCRIBING EMOTIONS

Emotions are complex responses.

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

WAYS TO DESCRIBE EMOTIONS

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

EMOTION REGULATION 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.



What Makes It Hard to Regulate Your Emotions

BIOLOGY

- ☐ Biological factors can make emotion regulation harder.

LACK OF SKILL

- ☐ You don't know what to do to regulate your emotions.

REINFORCEMENT OF EMOTIONAL BEHAVIOR

- ☐ Your environment reinforces you when you are highly emotional.

MOODINESS

- ☐ Your current mood controls what you do instead of your Wise Mind.
- ☐ You don't really want to put in time and effort to regulate your emotions.

EMOTIONAL OVERLOAD

- ☐ High emotional arousal causes you to reach a skills breakdown point. You can't follow skills instructions or figure out what to do.

EMOTION MYTHS

- ☐ Myths (e.g., mistaken beliefs) about emotions get in the way of your ability to regulate emotions.
 - ☐ Myths that emotions are bad or weak lead to avoiding emotions.
 - ☐ Myths that extreme emotions are necessary or are part of who you are keep you from trying to regulate your emotions.

EMOTION REGULATION HANDOUT 4A

(Emotion Regulation Worksheet 3)

Myths about Emotions

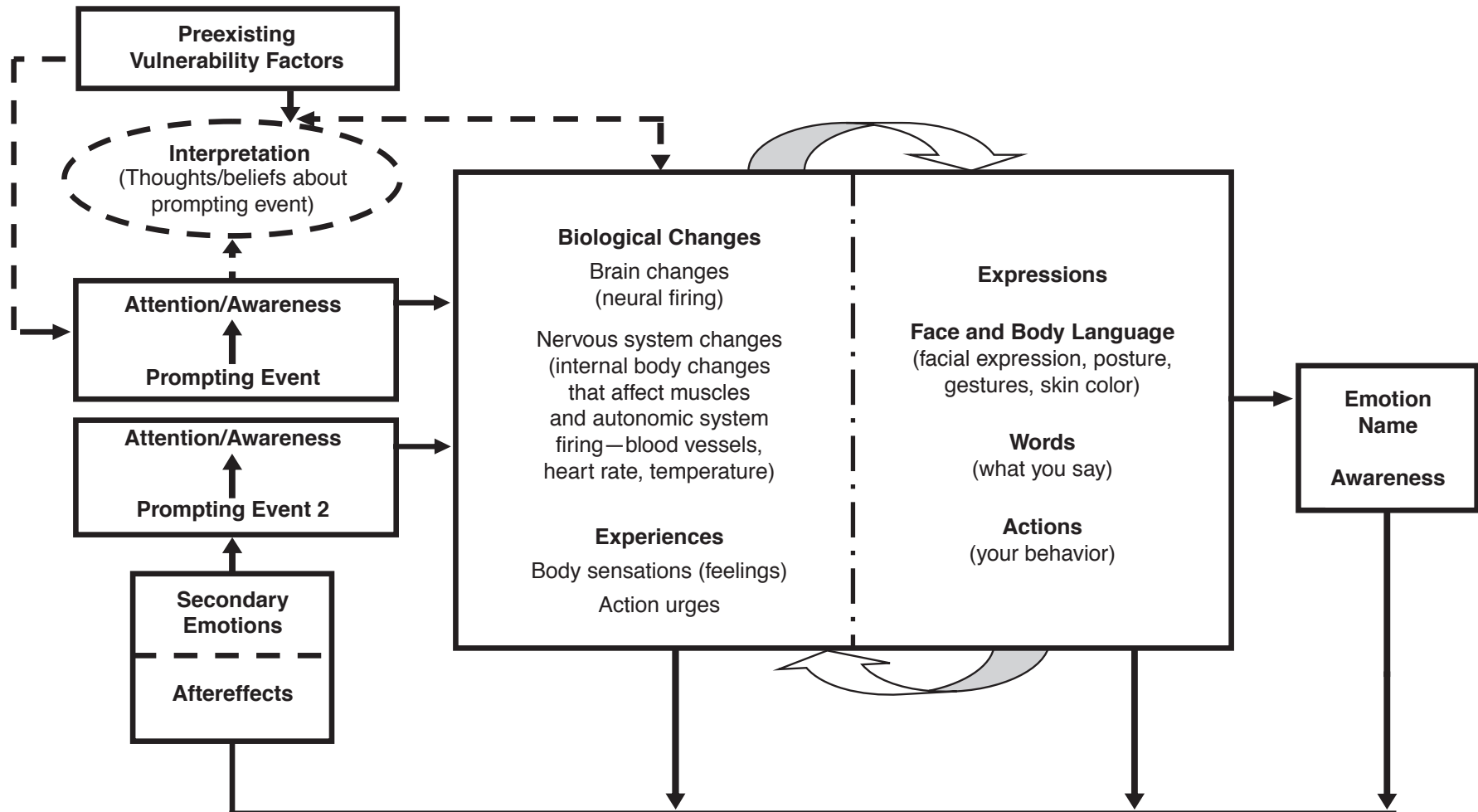
1. There is a right way to feel in every situation.
Challenge: _____
2. Letting others know that I am feeling bad is a weakness.
Challenge: _____
3. Negative feelings are bad and destructive.
Challenge: _____
4. Being emotional means being out of control.
Challenge: _____
5. Some emotions are stupid.
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





Ways to Describe Emotions

ANGER WORDS

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

Prompting Events for Feeling Anger

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

Interpretations of Events That Prompt Feelings of Anger

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

Biological Changes and Experiences of Anger

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

Expressions and Actions of Anger

- Physically or verbally attacking.
- Making aggressive or threatening gestures.
- Pounding, throwing things, breaking things.
- Walking heavily, stomping, slamming doors.
- Walking out.
- Using a loud, quarrelsome, or sarcastic voice.
- Using obscenities or swearing.
- Criticizing or complaining.
- Clenching your hands or fists.
- Frowning, not smiling, mean expression.
- Brooding or withdrawing from others.
- Crying.
- Grinning.
- A red or flushed face.
- Other: _____

Aftereffects of Anger

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

(continued on next page)

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

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DISGUST WORDS

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

Prompting Events for Feeling Disgust

- Seeing/smelling human or animal waste products.
- Having a person or an animal that is dirty, slimy, or unclean come close to you.
- Tasting something or being forced to swallow something you really don't want.
- Seeing or being near a dead body.
- Touching items worn or owned by a stranger, dead person, or disliked person.
- Observing or hearing about a person who grovels or who strips another person of dignity.
- Seeing blood; getting blood drawn.
- Observing or hearing about a person acting with extreme hypocrisy/fawning.
- Observing or hearing about betrayal, child abuse, racism, or other types of cruelty.
- Being forced to watch something that deeply violates your own Wise Mind values.
- Being confronted with someone who is deeply violating your own Wise Mind values.
- Being forced to engage in or watch unwanted sexual contact.
- Other: _____

Interpretations of Events That Prompt Feelings of Disgust

- Believing that:
 - You are swallowing something toxic.
 - Your skin or your mind is being contaminated.
 - Your own body or body parts are ugly.
 - Others are evil or the "scum" of the earth, or that they disrespect authority or the group.
- Disapproving of/feeling morally superior to another.
- Extreme disapproval of yourself or your own feelings, thoughts, or behaviors.
- Judging that a person is deeply immoral or has sinned or violated the natural order of things.
- Judging someone's body as extremely ugly.
- Other: _____

Biological Changes and Experiences of Disgust

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

Expressions and Actions of Disgust

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

Aftereffects of Disgust

- Narrowing of attention.
- Ruminating about the situation that's making you feel disgusted.
- Becoming hypersensitive to dirt.
- Other: _____

(continued on next page)

ENVY WORDS

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

Prompting Events for Feeling Envy

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

Interpretations of Events That Prompt Feelings of Envy

- Thinking you deserve what others have.
- Thinking others have more than you.
- Thinking about how unfair it is that you have such a bad lot in life compared to others.
- Thinking you have been treated unfairly by life.
- Thinking you are unlucky.
- Thinking you are inferior, a failure, or mediocre in comparison to others whom you want to be like.
- Comparing yourself to others who have more than you.
- Comparing yourself to people who have characteristics that you wish you had.
- Thinking you are unappreciated.
- Other: _____

Biological Changes and Experiences of Envy

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

Expressions and Actions of Envy

- Doing everything you can to get what the other person has.
- Working a lot harder than you were to get what you want.
- Trying to improve yourself and your situation.
- Taking away or ruining what the other person has.
- Attacking or criticizing the other person.
- Doing something to get even.
- Doing something to make the other person fail or lose what he or she has.
- Saying mean things about the other person or making the person look bad to others.
- Trying to show the other person up, to look better than the other person.
- Avoiding persons who have what you want.
- Other: _____

Aftereffects of Envy

- Narrowing of attention.
- Attending only to what others have that you don't.
- Ruminating when others have had more than you.
- Discounting what you do have; not appreciating things you have or things others do for you.
- Ruminating about what you don't have.
- Making resolutions to change.
- Other: _____

(continued on next page)

FEAR WORDS

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

Prompting Events for Feeling Fear

- Having your life, your health, or your well-being threatened.
- Being in the same situation (or a similar one) where you have been threatened or gotten hurt in the past, or where painful things have happened.
- Flashbacks.
- Being in situations where you have seen others threatened or be hurt.
- Silence.
- Being in a new or unfamiliar situation.
- Being alone (e.g., walking alone, being home alone, living alone).
- Being in the dark.
- Being in crowds.
- Leaving your home.
- Having to perform in front of others.
- Pursuing your dreams.
- Other: _____

Interpretations of Events That Prompt Feelings of Fear

- Believing that:
 - You might die, or you are going to die.
 - You might be hurt or harmed.
 - You might lose something valuable.
 - Someone might reject, criticize, or dislike you.
 - You will embarrass yourself.
 - Failure is possible; expecting to fail.
- Believing that:
 - You will not get help you want or need.
 - You might lose help you already have.
 - You might lose someone important.
 - You might lose something you want.
 - You are helpless or are losing a sense of control.
 - You are incompetent or are losing mastery.
- Other: _____

Biological Changes and Experiences of Fear

- Breathlessness.
- Fast heartbeat.
- Choking sensation, lump in throat.
- Muscles tensing, cramping.
- Clenching teeth.
- Urge to scream or call out.
- Feeling nauseated.
- Getting cold; feeling clammy.
- Feeling your hairs standing on end.
- Feeling of “butterflies” in stomach.
- Wanting to run away or avoid things.
- Other: _____

Expressions and Actions of Fear

- Fleeing, running away.
- Running or walking hurriedly.
- Hiding from or avoiding what you fear.
- Engaging in nervous, fearful talk.
- Pleading or crying for help.
- Talking less or becoming speechless.
- Screaming or yelling.
- Darting eyes or quickly looking around.
- Frozen stare.
- Talking yourself out of doing what you fear.
- Freezing, or trying not to move.
- Crying or whimpering.
- Shaking, quivering, or trembling.
- A shaky or trembling voice.
- Sweating or perspiring.
- Diarrhea, vomiting.
- Hair erect.
- Other: _____

Aftereffects of Fear

- Narrowing of attention.
- Being hypervigilant to threat.
- Losing your ability to focus or becoming disoriented or dazed.
- Losing control.
- Imagining the possibility of more loss or failure.
- Isolating yourself.
- Ruminating about other threatening times.
- Other: _____

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HAPPINESS WORDS

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

Prompting Events for Feeling Happiness

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

Interpretations of Events That Prompt Feelings of Happiness

- Interpreting joyful events just as they are, without adding or subtracting.
- Other: _____

Biological Changes and Experiences of Happiness

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

Expressions and Actions of Happiness

- Smiling.
- Having a bright, glowing face.
- Being bouncy or bubbly.
- Communicating your good feelings.
- Sharing the feeling.
- Silliness.
- Hugging people.
- Jumping up and down.
- Saying positive things.
- Using an enthusiastic or excited voice.
- Being talkative or talking a lot.
- Other: _____

Aftereffects of Happiness

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

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JEALOUSY WORDS

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

Prompting Events for Feeling Jealous

- An important relationship is threatened or in danger of being lost.
- A potential competitor pays attention to someone you love.
- Someone:
 - Is threatening to take away important things in your life.
 - Goes out with the person you like.
 - Ignores you while talking to a friend of yours.
 - Is more attractive, outgoing, or self-confident than you.
- You are treated as unimportant by a person you want to be close to.
- Your partner tells you that he or she desires more time alone.
- Your partner appears to flirt with someone else.
- A person you are romantically involved with looks at someone else.
- You find the person you love is having an affair with someone else.
- Other: _____

Interpretations of Events That Prompt Feelings of Jealousy

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

Biological Changes and Experiences of Jealousy

- Breathlessness.
- Fast heartbeat.
- Choking sensation, lump in throat.
- Muscles tensing.
- Teeth clenching.
- Becoming suspicious of others.
- Having injured pride.
- Feelings of rejection.
- Needing to be in control.
- Feeling helpless.
- Wanting to grasp or keep hold of what you have.
- Wanting to push away or eliminate your rival.

Expressions and Actions of Jealousy

- Violent behavior or threats of violence toward the person threatening to take something away.
- Attempting to control the freedom of the person you are afraid of losing.
- Verbal accusations of disloyalty or unfaithfulness.
- Spying on the person.
- Interrogating the person; demanding accounting of time or activities.
- Collecting evidence of wrongdoings.
- Clinging; enhanced dependency.
- Increased or excessive demonstrations of love.
- Other: _____

Aftereffects of Jealousy

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

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LOVE WORDS

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

Prompting Events for Feeling Love

- A person:
 - Offers or gives you something you want, need, or desire.
 - Does things you want or need.
 - Does things you particularly value or admire.
- Feeling physically attracted to someone.
- Being with someone you have fun with.
- You spend a lot of time with a person.
- You share a special experience with a person.
- You have exceptionally good communication with a person.
- Other: _____

Interpretations of Events That Prompt Feelings of Love

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

Biological Changes and Experiences of Love

- When you are with or thinking about someone:
 - Feeling excited and full of energy.
 - Fast heartbeat.
 - Feeling self-confident.
 - Feeling invulnerable.
 - Feeling happy, joyful, or exuberant.
 - Feeling warm, trusting, and secure.
 - Feeling relaxed and calm.
- Wanting the best for a person.
- Wanting to give things to a person.
- Wanting to see and spend time with a person.
- Wanting to spend your life with a person.
- Wanting physical closeness or sex.
- Wanting emotional closeness.

Expressions and Actions of Love

- Saying "I love you."
- Expressing positive feelings to a person.
- Eye contact, mutual gaze.
- Touching, petting, hugging, holding, cuddling.
- Sexual activity.
- Smiling.
- Sharing time and experiences with someone.
- Doing things that the other person wants or needs.
- Other: _____

Aftereffects of Love

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

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SADNESS WORDS

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

Prompting Events for Feeling Sadness

- Losing something or someone irretrievably.
- The death of someone you love.
- Things not being what you expected or wanted.
- Things being worse than you expected.
- Being separated from someone you care for.
- Getting what you don't want.
- Not getting what you have worked for.
- Not getting what you believe you need in life.
- Being rejected, disapproved of, or excluded.
- Discovering that you are powerless or helpless.
- Being with someone else who is sad or in pain.
- Reading or hearing about other people's problems or troubles in the world.
- Being alone, or feeling isolated or like an outsider.
- Thinking about everything you have not gotten.
- Thinking about your losses.
- Thinking about missing someone.
- Other: _____

Interpretations of Events That Prompt Feelings of Sadness

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

Biological Changes and Experiences of Sadness

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

Expressions and Actions of Sadness

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

Aftereffects of Sadness

- Not being able to remember happy things.
- Feeling irritable, touchy, or grouchy.
- Yearning and searching for the thing lost.
- Having a negative outlook.
- Blaming or criticizing yourself.
- Ruminating about sad events in the past.
- Insomnia.
- Appetite disturbance, indigestion.
- Other: _____

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SHAME WORDS

shame
contrition

culpability
discomposure

embarrassment
humiliation

mortification
self-conscious

shyness

Prompting Events for Feeling Shame

- Being rejected by people you care about.
- Having others find out that you have done something wrong.
- Doing (or feeling or thinking) something that people you admire believe is wrong or immoral.
- Comparing some aspect of yourself or your behavior to a standard and feeling as if you do not live up to that standard.
- Being betrayed by a person you love.
- Being laughed at/made fun of.
- Being criticized in public/in front of someone else; remembering public criticism.
- Others attacking your integrity.
- Being reminded of something wrong, immoral, or “shameful” you did in the past.
- Being rejected or criticized for something you expected praise for.
- Having emotions/experiences that have been invalidated.
- Exposure of a very private aspect of yourself or your life.
- Exposure of a physical characteristic you dislike.
- Failing at something you feel you are (or should be) competent to do.
- Other: _____

Interpretations of Events That Prompt Feelings of Shame

- Believing that others will reject you (or have rejected you).
- Judging yourself to be inferior, not “good enough,” not as good as others; self- invalidation.
- Comparing yourself to others and thinking that you are a “loser.”
- Believing yourself unlovable.
- Thinking that you are bad, immoral, or wrong.
- Thinking that you are defective.
- Thinking that you are a bad person or a failure.
- Believing your body (or a body part) is too big, too small, or ugly.
- Thinking that you have not lived up to others’ expectations of you.
- Thinking that your behavior, thoughts, or feelings are silly or stupid.
- Other: _____

Biological Changes and Experiences of Shame

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

Expressions and Actions of Shame

- Hiding behavior or a characteristic from other people.
- Avoiding the person you have harmed.
- Avoiding persons who have criticized you.
- Avoiding yourself—distracting, ignoring.
- Withdrawing; covering the face.
- Bowing your head, groveling.
- Appeasing; saying you are sorry over and over and over.
- Looking down and away from others.
- Sinking back; slumped and rigid posture.
- Halting speech; lowered volume while talking.
- Other: _____

Aftereffects of Shame

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

(continued on next page)

GUILT WORDS

guilt culpability remorse apologetic regret sorry

Prompting Events for Feeling Guilt

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

Interpretations of Events That Prompt Feelings of Guilt

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

Biological Changes and Experiences of Guilt

- Hot, red face.
- Jitteriness, nervousness.
- Suffocating.
- Other: _____

Expressions and Actions of Guilt

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

Aftereffects of Guilt

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

Other Important Emotion Words

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

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*Handouts for Changing
Emotional Responses*

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EMOTION REGULATION HANDOUT 7

(Emotion Regulation Worksheets 5–8)

Overview: Changing Emotional Responses

CHECK THE FACTS

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

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

OPPOSITE ACTION

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

PROBLEM SOLVING

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



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 8A

(Emotion Regulation Worksheet 5)

Examples of Emotions That Fit the Facts

Fear	<ol style="list-style-type: none">1. There is a threat to your life or that of someone you care about.2. There is a threat to your health or that of someone you care about.3. There is a threat to your well-being or that of someone you care about.4. Other: _____
Anger	<ol style="list-style-type: none">1. An important goal is blocked or a desired activity is interrupted or prevented.2. You or someone you care about is attacked or hurt by others.3. You or someone you care about is insulted or threatened by others.4. The integrity or status of your social group is offended or threatened.5. Other: _____
Disgust	<ol style="list-style-type: none">1. Something you are in contact with could poison or contaminate you.2. Somebody whom you deeply dislike is touching you or someone you care about.3. You are around a person or group whose behavior or thinking could seriously damage or harmfully influence you or the group you are part of.4. Other: _____
Envy	<ol style="list-style-type: none">1. Another person or group gets or has things you don't have that you want or need.2. Other: _____
Jealousy	<ol style="list-style-type: none">1. A very important and desired relationship or object in your life is in danger of being damaged or lost.2. Someone is threatening to take a valued relationship or object away from you.3. Other: _____
Love	<ol style="list-style-type: none">1. Loving a person, animal, or object enhances quality of life for you or for those you care about.2. Loving a person, animal, or object increases your chances of attaining your own personal goals.3. Other: _____
Sadness	<ol style="list-style-type: none">1. You have lost something or someone permanently.2. Things are not the way you wanted or expected and hoped them to be.3. Other: _____
Shame	<ol style="list-style-type: none">1. You will be rejected by a person or group you care about if characteristics of yourself or of your behavior are made public.2. Other: _____
Guilt	<ol style="list-style-type: none">1. Your own behavior violates your own values or moral code.2. Other: _____

Intensity and duration of an emotion are justified by:

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

EMOTION REGULATION HANDOUT 9

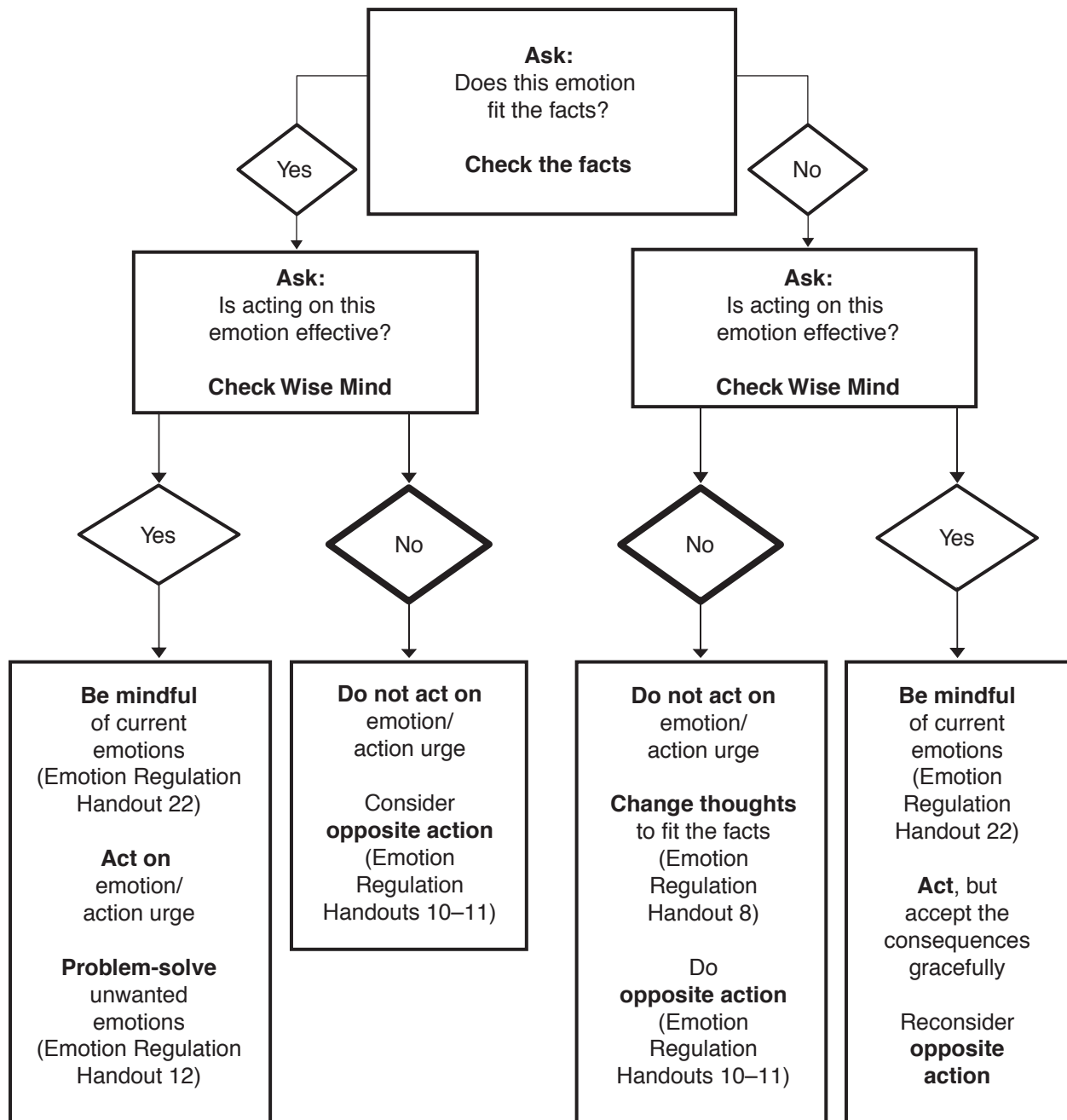
(Emotion Regulation Worksheet 6)



Opposite Action and Problem Solving: Deciding Which to Use

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

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



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.



Figuring Out Opposite Actions

FEAR

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

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

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

OPPOSITE ACTIONS for Fear

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

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

ALL-THE-WAY OPPOSITE ACTIONS for Fear

4. Keep your EYES AND EARS OPEN and focused on the feared event.
Look around slowly; explore.
5. Take in the information from the situation (i.e., notice that you are safe).
6. Change POSTURE AND KEEP A CONFIDENT VOICE TONE.
Keep your head and eyes up, and your shoulders back but relaxed.
Adopt an assertive body posture (e.g., knees apart, hands on hips, heels a bit out).
7. Change your BODY CHEMISTRY.
For example, do paced breathing by breathing in deeply and breathing out slowly.

(continued on next page)

ANGER

Anger **FITS THE FACTS** of a situation whenever:

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

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

OPPOSITE ACTIONS for Anger

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

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

ALL-THE-WAY OPPOSITE ACTIONS for Anger

- 4.** IMAGINE UNDERSTANDING and empathy for the other person.

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

Imagine really good reasons for what has happened.

- 5.** CHANGE YOUR POSTURE.

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

Relax chest and stomach muscles.

Unclench teeth.

Relax facial muscles. Half-smile.

- 6.** CHANGE YOUR BODY CHEMISTRY.

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

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

(continued on next page)

DISGUST

Disgust FITS THE FACTS of a situation whenever:

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

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

OPPOSITE ACTIONS for Disgust

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

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

ALL-THE-WAY OPPOSITE ACTIONS for Disgust

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

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

Imagine really good reasons for how the other person is behaving or looking.

- 4. TAKE IN what feels repulsive.

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

- 5. CHANGE YOUR POSTURE.

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

Relax chest and stomach muscles.

Unclench teeth.

Relax facial muscles.

Half-smile.

- 6. CHANGE YOUR BODY CHEMISTRY.

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

(continued on next page)

ENVY

Envy FITS THE FACTS of a situation whenever:

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

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

OPPOSITE ACTIONS for Envy

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

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

ALL-THE-WAY OPPOSITE ACTIONS for Envy

- 3. COUNT ALL your blessings.
 - Avoid discounting some blessings.
 - Avoid exaggerating your deprivations.
- 4. Stop EXAGGERATING others' net worth or value; check the facts.
- 5. CHANGE YOUR POSTURE.
 - Unclench hands with palms up and fingers relaxed (WILLING HANDS).
 - Relax chest and stomach muscles.
 - Unclench teeth.
 - Relax facial muscles.
 - Half-smile.
- 6. CHANGE YOUR BODY CHEMISTRY.
 - For example, do paced breathing by breathing in deeply and breathing out slowly.

(continued on next page)

JEALOUSY

Jealousy FITS THE FACTS of a situation whenever:

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

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

OPPOSITE ACTIONS for Jealousy

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

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

ALL-THE-WAY OPPOSITE ACTIONS for Jealousy

- 3. STOP SPYING or snooping.

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

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

Keep your eyes open; look around.
Take in all the information about the situation.

- 5. CHANGE YOUR POSTURE.

Unclench hands with palms up and fingers relaxed (WILLING HANDS).
Relax chest and stomach muscles.
Unclench teeth.
Relax facial muscles.
Half-smile.

- 6. CHANGE YOUR BODY CHEMISTRY.

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

(continued on next page)

LOVE

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

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

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

OPPOSITE ACTIONS for Love

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

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

ALL-THE-WAY OPPOSITE ACTIONS for Love

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

(continued on next page)

SADNESS

Sadness FITS THE FACTS of a situation whenever:

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

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

OPPOSITE ACTIONS for Sadness

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

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

ALL-THE-WAY OPPOSITE ACTIONS for Sadness

- 5. Pay attention to the PRESENT MOMENT!
Be mindful of your environment—each detail as it unfolds.
Experience new or positive activities you are engaging in.
- 6. CHANGE YOUR POSTURE (adopt a “bright” body posture, with head up, eyes open, and shoulders back).
Keep an upbeat voice tone.
- 7. CHANGE YOUR BODY CHEMISTRY.
For example, increase physical movement (run, jog, walk, or do other active exercise).

(continued on next page)

SHAME

Shame FITS THE FACTS of a situation whenever:

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

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

OPPOSITE ACTIONS for Shame

Do the OPPOSITE of your action urges. For example:

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

ALL-THE-WAY OPPOSITE ACTIONS for Shame

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

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

OPPOSITE ACTIONS for Shame

Do the OPPOSITE of your action urges. For example:

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

ALL-THE-WAY OPPOSITE ACTIONS for Shame

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

(continued on next page)

GUILT

Guilt FITS THE FACTS of a situation whenever:

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

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

OPPOSITE ACTIONS for Guilt

Do the OPPOSITE of your action urges. For example:

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

ALL-THE-WAY OPPOSITE ACTIONS for Guilt

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

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

OPPOSITE ACTIONS for Guilt

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

ALL-THE-WAY OPPOSITE ACTIONS for Guilt

6. VALIDATE YOURSELF.

EMOTION REGULATION 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.



Reviewing Opposite Action and Problem Solving

	Justifying Events	Act Opposite to Emotion Urge (for Unjustified Emotion)	Act on Emotion Urge, Problem-Solve, or Avoid (for Justified Emotion)
Fear	A. Your life is in danger. B. Your health is in danger. C. Your well-being is in danger.	1. Do what you are afraid of doing . . . over and over. 2. Approach what you are afraid of. 3. Do what gives you a sense of control and mastery.	1. Freeze/run if danger is near. 2. Remove the threatening event. 3. Do what gives you a sense of control and mastery of the fearful event. 4. Avoid the threatening event.
Anger	A. An important goal is blocked or a desired activity is interrupted or prevented. B. You or someone you care about is attacked or hurt (physically or emotionally) by others. C. You or someone you care about is insulted, offended, or threatened by others.	1. Gently avoid. 2. Take a time out. 3. Do something kind. 4. Imagine understanding: Step into the other person's shoes. 5. Imagine really good reasons for what happened.	1. Fight back when being attacked, if you have nothing to lose by fighting. 2. Overcome obstacles to goals. 3. Work to stop further attacks, insults, and threats. 4. Avoid or walk out on people who are threatening.
Disgust	A. Something you are in contact with could poison or contaminate you. B. You are close to a person or group whose actions or thinking could seriously damage or harm you or the group you are part of.	1. Move close. Embrace. 2. Be kind; step into the other person's shoes. 3. Take in what feels repulsive. 4. See the situation from the other person's point of view.	1. Remove/clean up revolting things. 2. Influence others to stop harmful actions/stop things that contaminate your community. 3. Avoid or push away harmful people or things. 4. Imagine understanding a person who has done disgusting things.

(continued on next page)

EMOTION REGULATION HANDOUT 13 (p. 2 of 3)

	Justifying Events	Act Opposite to Emotion Urge (for Unjustified Emotion)	Act on Emotion Urge, Problem-Solve, or Avoid (for Justified Emotion)
Envy	A. Another person or group gets or has things you don't have that you want or need.	<ol style="list-style-type: none"> 1. Inhibit destroying other people's things. 2. Count your blessings. 3. Imagine how it all makes sense. 4. Stop exaggerating others' worth or value. 	<ol style="list-style-type: none"> 1. Improve yourself and your life. 2. Get others to be fair. 3. Devalue what others have that you don't have. 4. Put on rose-colored glasses. 5. Avoid people who have more than you.
Jealousy	A. An important and desired relationship or object is in danger of being damaged or lost. B. Someone is threatening to take away an important and desired relationship or object.	<ol style="list-style-type: none"> 1. Let go of trying to control others. 2. Share what you have with others. 3. Stop spying and snooping. 4. No avoiding; take in all the information. 	<ol style="list-style-type: none"> 1. Protect what you have. 2. Work at being more desirable to the person(s) you want to be in a relationship with (i.e., fight for relationships). 3. Leave the relationship.
Love	A. Loving a valued/ admired person, animal, or object enhances the quality of life for you or those you care about. B. Loving the person, animal, or object increases your chances of attaining your own personal goals.	<ol style="list-style-type: none"> 1. Avoid the person, animal, or object you love altogether. 2. Distract yourself from thoughts of the beloved. 3. Avoid contact with all reminders of the beloved. 4. Remind yourself of why love is not justified. 	<ol style="list-style-type: none"> 1. Be with the person, animal, or thing that you love. 2. Touch, hold, etc., the beloved. 3. Avoid separations when possible. 4. If the beloved is lost, fight to find or get the beloved back (if it may be possible).
Sadness	A. You have lost something or someone permanently. B. Things are not the way you expected or wanted or hoped for.	<ol style="list-style-type: none"> 1. Activate your behavior. 2. Avoid avoiding. 3. Build mastery: Do things that make you feel competent and self-confident. 4. Increase pleasant events. 5. Pay attention to pleasant events. 	<ol style="list-style-type: none"> 1. Grieve; have a memorial service; visit the cemetery (but don't build a house at the cemetery). 2. Retrieve/replace what is lost. 3. Plan how to rebuild a life worth living without the beloved or expected outcomes in your life. 4. Accumulate positives. 5. Build mastery: Do things that make you feel competent and self-confident. 6. Communicate need for help. 7. Accept help offered. 8. Put on rose-colored glasses.

(continued on next page)

EMOTION REGULATION HANDOUT 13 (p. 3 of 3)

	Justifying Events	Act Opposite to Emotion Urge (for Unjustified Emotion)	Act on Emotion Urge, Problem-Solve, or Avoid (for Justified Emotion)
Shame	A. You will be rejected by a very important person or group if characteristics of yourself or of your behavior are made public.	<ol style="list-style-type: none"> 1. Make public your personal characteristics or behavior (with people who won't reject you). 2. Repeat the behavior without hiding from people who won't reject you. 3. Or, if <i>your</i> moral code is violated, apologize and repair; forgive yourself; and let it go. 	<ol style="list-style-type: none"> 1. Hide what will get you rejected. 2. Appease those offended. 3. Change your behavior or personal characteristics to fit in. 4. Avoid groups who disapprove of you. 5. Find a new group that fits your values or that likes your personal characteristics. 6. Work to change society's or a person's values.
Guilt	A. Your own behavior violates your own values or moral code.	<ol style="list-style-type: none"> 1. Do what makes you feel guilty over and over and over. 2. Make public your behavior (with people who won't reject you). <p><i>Or, if you will be rejected by others:</i></p> <ol style="list-style-type: none"> 3. Hide your behavior. 4. Use interpersonal skills. 5. Work to change your group's values or join a new group. 	<ol style="list-style-type: none"> 1. Seek forgiveness. 2. Repair the harm; make things better (or, if not possible, work to prevent or repair similar harm for others). 3. Accept the consequences gracefully. 4. Commit to avoiding behaviors that violate your moral values in the future.

*Handouts for Reducing Vulnerability
to Emotion Mind*

EMOTION REGULATION HANDOUT 14

(Emotion Regulation Worksheets 9–14b)

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

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

ACCUMULATE POSITIVE EMOTIONS

A

Short Term: Do pleasant things that are possible now.

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

BUILD MASTERY

B

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

COPE AHEAD OF TIME WITH EMOTIONAL SITUATIONS

C

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

TAKE CARE OF YOUR MIND BY TAKING CARE OF YOUR BODY

PLEASE

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



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.



Pleasant Events List

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

(continued on next page)

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

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- 73. ☐ Singing with groups
- 74. ☐ Flirting
- 75. ☐ Playing musical instruments
- 76. ☐ Doing arts and crafts
- 77. ☐ Making a gift for someone
- 78. ☐ Buying/downloading music
- 79. ☐ Watching boxing, wrestling
- 80. ☐ Planning parties
- 81. ☐ Cooking
- 82. ☐ Going hiking
- 83. ☐ Writing (books, poems, articles)
- 84. ☐ Sewing
- 85. ☐ Buying clothes
- 86. ☐ Going out to dinner
- 87. ☐ Working
- 88. ☐ Discussing books; going to a book club
- 89. ☐ Sightseeing
- 90. ☐ Getting a manicure/pedicure or facial
- 91. ☐ Going to the beauty parlor
- 92. ☐ Early morning coffee and newspaper
- 93. ☐ Playing tennis
- 94. ☐ Kissing
- 95. ☐ Watching my children (play)
- 96. ☐ Thinking, "I have a lot more going for me than most people"
- 97. ☐ Going to plays and concerts
- 98. ☐ Daydreaming
- 99. ☐ Planning to go (back) to school
- 100. ☐ Thinking about sex
- 101. ☐ Going for a drive
- 102. ☐ Refinishing furniture
- 103. ☐ Watching TV
- 104. ☐ Making lists of tasks
- 105. ☐ Walking in the woods (or at the waterfront)
- 106. ☐ Buying gifts
- 107. ☐ Completing a task
- 108. ☐ Going to a spectator sport (auto racing, horse racing)
- 109. ☐ Teaching
- 110. ☐ Photography
- 111. ☐ Going fishing
- 112. ☐ Thinking about pleasant events
- 113. ☐ Staying on a diet
- 114. ☐ Playing with animals
- 115. ☐ Flying a plane
- 116. ☐ Reading fiction
- 117. ☐ Acting
- 118. ☐ Being alone
- 119. ☐ Writing diary entries or letters
- 120. ☐ Cleaning
- 121. ☐ Reading nonfiction
- 122. ☐ Taking children places
- 123. ☐ Dancing
- 124. ☐ Weightlifting
- 125. ☐ Going on a picnic
- 126. ☐ Thinking, "I did that pretty well," after doing something
- 127. ☐ Meditating, yoga
- 128. ☐ Having lunch with a friend
- 129. ☐ Going to the mountains
- 130. ☐ Playing hockey
- 131. ☐ Working with clay or pottery
- 132. ☐ Glass blowing
- 133. ☐ Going skiing
- 134. ☐ Dressing up
- 135. ☐ Reflecting on how I've improved
- 136. ☐ Buying small things for myself (perfume, golf balls, etc.)
- 137. ☐ Talking on the phone
- 138. ☐ Going to museums
- 139. ☐ Thinking religious thoughts
- 140. ☐ Lighting candles
- 141. ☐ White-water canoeing/rafting
- 142. ☐ Going bowling
- 143. ☐ Doing woodworking
- 144. ☐ Fantasizing about the future
- 145. ☐ Taking ballet/tap-dancing classes
- 146. ☐ Debating
- 147. ☐ Sitting in a sidewalk café
- 148. ☐ Having an aquarium
- 149. ☐ Participating in "living history" events
- 150. ☐ Knitting
- 151. ☐ Doing crossword puzzles
- 152. ☐ Shooting pool
- 153. ☐ Getting a massage
- 154. ☐ Saying, "I love you"
- 155. ☐ Playing catch, taking batting practice
- 156. ☐ Shooting baskets
- 157. ☐ Seeing and/or showing photos
- 158. ☐ Thinking about my good qualities
- 159. ☐ Solving riddles mentally
- 160. ☐ Having a political discussion
- 161. ☐ Buying books

(continued on next page)

EMOTION REGULATION HANDOUT 16 (p. 3 of 3)

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

Other: _____



Accumulating Positive Emotions: Long Term

Accumulate 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.



Values and Priorities List

In my own Wise Mind, I believe it is important to:

☐ **A. Attend to relationships.**

1. ☐ Repair old relationships.
2. ☐ Reach out for new relationships.
3. ☐ Work on current relationships.
4. ☐ End destructive relationships.
- ☐ Other: _____

☐ **B. Be part of a group.**

5. ☐ Have close and satisfying relationships with others.
6. ☐ Feel a sense of belonging.
7. ☐ Receive affection and love.
8. ☐ Be involved and intimate with others; have and keep close friends.
9. ☐ Have a family; stay close to and spend time with family members.
10. ☐ Have people to do things with.
- ☐ Other: _____

☐ **C. Be powerful and able to influence others.**

11. ☐ Have the authority to approve or disapprove of what people do, or to control how resources are used.
12. ☐ Be a leader.
13. ☐ Make a great deal of money.
14. ☐ Be respected by others.
15. ☐ Be seen by others as successful; become well known; obtain recognition and status.
16. ☐ Compete successfully with others.
17. ☐ Be popular and accepted.
- ☐ Other: _____

☐ **D. Achieve things in life.**

18. ☐ Achieve significant goals; be involved in undertakings I believe are significant.
19. ☐ Be productive.
20. ☐ Work toward goals; work hard.
21. ☐ Be ambitious.
- ☐ Other: _____

(continued on next page)

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

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☐ **E. Live a life of pleasure and satisfaction.**

- 22. ☐ Have a good time.
- 23. ☐ Seek fun and things that give pleasure.
- 24. ☐ Have free time.
- 25. ☐ Enjoy the work I do.
- ☐ Other: _____

☐ **F. Keep life full of exciting events, relationships, and things.**

- 26. ☐ Try new and different things in life.
- 27. ☐ Be daring and seek adventures.
- 28. ☐ Have an exciting life.
- ☐ Other: _____

☐ **G. Behave respectfully.**

- 29. ☐ Be humble and modest; do not draw attention to myself.
- 30. ☐ Follow traditions and customs; behave properly.
- 31. ☐ Do what I am told and follow rules.
- 32. ☐ Treat others well.
- ☐ Other: _____

☐ **H. Be self-directed.**

- 33. ☐ Follow my own path in life.
- 34. ☐ Be innovative, think of new ideas, and be creative.
- 35. ☐ Make my own decisions and be free.
- 36. ☐ Be independent; take care of myself and those I am responsible for.
- 37. ☐ Have freedom of thought and action; be able to act in terms of my own priorities.
- ☐ Other: _____

☐ **I. Be a spiritual person.**

- 38. ☐ Make room in life for spirituality; live life according to spiritual principles.
- 39. ☐ Practice a religion or faith.
- 40. ☐ Grow in understanding of myself, my personal calling, and life's real purpose.
- 41. ☐ Discern and do the will of God (or a higher power) and find lasting meaning in life.
- ☐ Other: _____

☐ **J. Be secure.**

- 42. ☐ Live in secure and safe surroundings.
- 43. ☐ Be physically healthy and fit.
- 44. ☐ Have a steady income that meets my own and my family's basic needs.
- ☐ Other: _____

(continued on next page)

☐ **K. Recognize the universal good of all things.**

45. ☐ Be fair, treat people equally, and provide equal opportunities.

46. ☐ Understand different people; be open-minded.

47. ☐ Care for nature and the environment.

☐ Other: _____

☐ **L. Contribute to the larger community.**

48. ☐ Help people and those in need; care for others' well-being; improve society.

49. ☐ Be loyal to friends and devoted to close people; be committed to a group that shares my beliefs, values, and ethical principles.

50. ☐ Be committed to a cause or to a group that has a larger purpose beyond my own.

51. ☐ Make sacrifices for others.

☐ Other: _____

☐ **M. Work at self-development.**

52. ☐ Develop a personal philosophy of life.

53. ☐ Learn and do challenging things that help me grow and mature as a human being.

☐ Other: _____

☐ **N. Have integrity.**

54. ☐ Be honest, and acknowledge and stand up for my personal beliefs.

55. ☐ Be a responsible person; keep my word to others.

56. ☐ Be courageous in facing and living life.

57. ☐ Be a person who pays debts to others and repairs damage I have caused.

58. ☐ Be accepting of myself, others, and life as it is; live without resentment.

☐ Other: _____

☐ **O. Other:** _____



Build Mastery and Cope Ahead

Build Mastery

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

Example: _____

2. Plan for success, not failure.

- Do something difficult, but possible.

3. Gradually increase the difficulty over time.

- If the first task is too difficult, do something a little easier next time.

4. Look for a challenge.

- If the task is too *easy*, try something a little harder next time.

Cope Ahead of Time with Difficult Situations

1. **Describe** the situation that is likely to prompt problem behavior.

- Check the facts. Be specific in describing the situation.
- Name the emotions and actions likely to interfere with using your skills.

2. **Decide** what coping or problem-solving skills you want to use in the situation.

- Be specific. Write out in detail how you will cope with the situation and with your emotions and action urges.

3. **Imagine the situation** in your mind as vividly as possible.

- Imagine yourself **IN** the situation **NOW**, not watching the situation.

4. **Rehearse in your mind coping effectively.**

- Rehearse in your mind exactly what you can do to cope effectively.
- Rehearse your actions, your thoughts, what you say, and how to say it.
- Rehearse coping effectively with new problems that come up.
- Rehearse coping effectively with your most feared catastrophe.

5. **Practice relaxation *after* rehearsing.**



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.

EMOTION REGULATION HANDOUT 20A

(Emotion Regulation Worksheet 14a)

Nightmare Protocol, Step by Step

When Nightmares Keep You from Sleeping

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

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

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

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

3. Write down your target nightmare.

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

4. Choose a changed outcome for the nightmare.

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

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

5. Write down the full nightmare with the changes.

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

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

7. REHEARSE and RELAX during the day.

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

EMOTION REGULATION HANDOUT 20B

(Emotion Regulation Worksheet 14b)

Sleep Hygiene Protocol

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

TO INCREASE THE LIKELIHOOD OF RESTFULNESS/SLEEP:

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

IF YOU ARE CALM BUT WIDE AWAKE:

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

IF YOU ARE ANXIOUS OR RUMINATING

9. **Use the cold water TIP skill. Get right back in bed and do the paced breathing TIP skill.**

(See Distress Tolerance Handout 6: TIP Skills: Changing Your Body Chemistry.)

Remember, if you have any medical condition, get medical approval before using cold water.

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

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

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

*Handouts for Managing Really
Difficult Emotions*

EMOTION REGULATION HANDOUT 21

(Emotion Regulation Worksheets 15, 16)

Overview: Managing Really Difficult Emotions

MINDFULNESS OF CURRENT EMOTIONS

Suppressing emotion increases suffering.

Mindfulness of current emotions is the path to emotional freedom.

MANAGING EXTREME EMOTIONS

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

This is a skills breakdown point.

Crisis survival skills are needed.

TROUBLESHOOTING AND REVIEW

There are many ways to change emotions.

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



Mindfulness of Current Emotions: Letting Go of Emotional Suffering

OBSERVE YOUR EMOTION

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

PRACTICE MINDFULNESS OF BODY SENSATIONS

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

REMEMBER: YOU ARE NOT YOUR EMOTION

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

PRACTICE LOVING YOUR EMOTION

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

Managing Extreme Emotions

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

First, observe and describe that you are at your **SKILLS BREAKDOWN POINT**:

- ☐ Your distress is extreme.
- ☐ You are overwhelmed.
- ☐ You cannot focus your mind on anything but the emotion itself.
- ☐ Your mind shuts down; your brain stops processing information.
- ☐ You cannot solve problems or use complicated skills.

Now check the facts. Are you really “falling apart” at this level of distress?

If no, **USE YOUR SKILLS.**

If yes, go to Step 1: You are at your **SKILLS BREAKDOWN POINT**.

Step 1. Use crisis survival skills to bring down your arousal:

(See Distress Tolerance Handouts 6–9a.)

- TIP your body chemistry.
- DISTRACT yourself from the emotional events.
- SELF-SOOTHE through the five senses.
- IMPROVE the moment you are in.

Step 2. Return to mindfulness of current emotions.

(See Emotion Regulation Handout 22.)

Step 3. Try other emotion regulation skills (if needed).



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

1

CHECK YOUR BIOLOGICAL SENSITIVITY

- **ASK:** Am I biologically more vulnerable?
Do I have untreated physical illness or distress?
Am I out of balance on eating, use of drugs, sleep, exercise?
Have I taken medications as prescribed?
- **WORK** on your PLEASE skills.
 1. Take care of physical illness and distress.
 2. Take medications as prescribed. Check if others are needed.
 3. Try again.

2

CHECK YOUR SKILLS

- **REVIEW** what you have tried.
Did you try a skill likely to be effective?
Did you follow the skill instructions to the letter?
- **WORK** on your skills.
 1. Review and try other skills.
 2. Get coaching if you need it.
 3. Try again.

3

CHECK FOR REINFORCERS

- **ASK:** Do my emotions . . .
COMMUNICATE an important message or influence people to do things?
MOTIVATE me to do things I think are important?
VALIDATE my beliefs or my identity?
FEEL GOOD?
- **IF YES:**
 1. Practice interpersonal effectiveness skills to communicate.
 2. Work to find new reinforcers to motivate yourself.
 3. Practice self-validation.
 4. Do **PROS AND CONS** for changing emotions.
(See *Emotion Regulation Worksheet 1.*)

(continued on next page)

4

CHECK YOUR MOOD

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

5

CHECK FOR EMOTIONAL OVERLOAD

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

6

CHECK FOR EMOTION MYTHS GETTING IN THE WAY

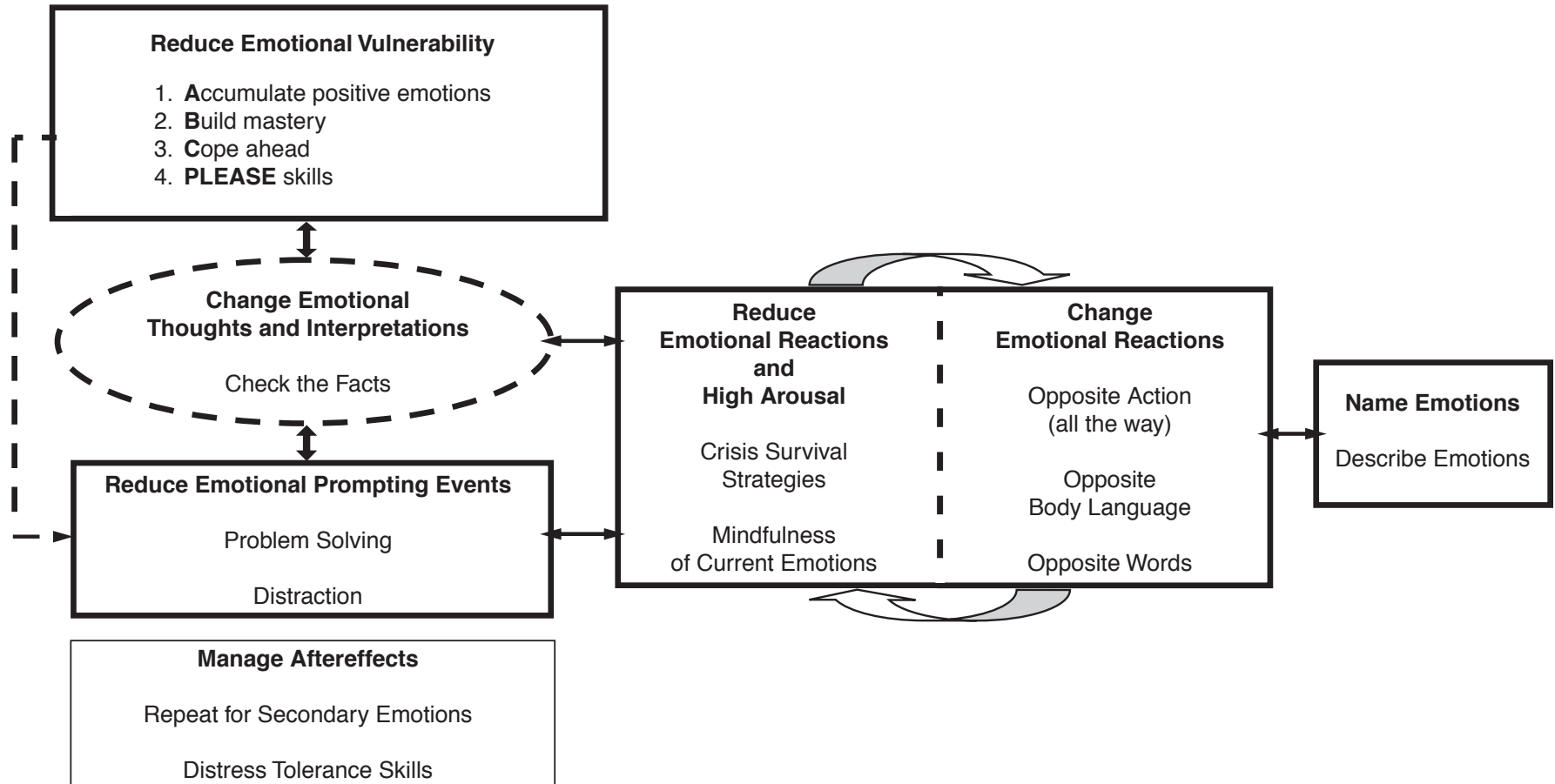
- CHECK FOR:

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

Beliefs that emotions and identity are the same (e.g., “My emotions are who I am”)?
- IF YES:
 1. Check the facts.
 2. Challenge myths.
 3. Practice thinking nonjudgmentally.

EMOTION REGULATION HANDOUT 25

Review of Skills for Emotion Regulation



Distress Tolerance Handouts



Goals of Distress Tolerance

SURVIVE CRISIS SITUATIONS

Without Making Them Worse

ACCEPT REALITY

**Replace Suffering and Being “Stuck”
with Ordinary Pain and the Possibility of Moving Forward**

BECOME FREE

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

OTHER: _____

.....

Handouts for Crisis Survival Skills

.....

DISTRESS TOLERANCE HANDOUT 2

(Distress Tolerance Worksheets 1–7b)

Overview: Crisis Survival Skills

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

The STOP Skill

Pros and Cons

TIP Your Body Chemistry

Distract with Wise Mind ACCEPTS

Self-Soothe with the Five Senses

Improve the Moment



When to Use Crisis Survival Skills

YOU ARE IN A CRISIS when the situation is:

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

USE CRISIS SURVIVAL SKILLS when:

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

DON'T USE CRISIS SURVIVAL SKILLS for:

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

DISTRESS TOLERANCE 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 Pereplechikova and Seth Axelrod, with their permission.

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

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 6A

(Distress Tolerance Worksheet 4)

Using Cold Water, Step by Step

COLD WATER CAN WORK WONDERS*

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

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

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

This response can actually help **regulate your emotions**.

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

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

TRY IT OUT!

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

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DISTRESS TOLERANCE HANDOUT 6B

(Distress Tolerance Worksheet 4a)

Paired Muscle Relaxation, Step by Step

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

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

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

Now that you are ready to begin . . .

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

Start first with each of the 16 muscle groups.

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

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

When you tense your entire body, you are like a robot—stiff, nothing moving.

When you relax your entire body, you are like a rag doll—all muscles drooping down.

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

By practicing pairing exhaling and the word “Relax” with relaxing your muscles, you will eventually be able to relax just by letting go and saying the word “Relax.”

Large
Medium
Small

- | | | |
|---|---|--|
| { | { | 1. Hands and wrists: Make fists with both hands and pull fists up on the wrists. |
| | | 2. Lower and upper arms: Make fists and bend both arms up to touch your shoulders. |
| | | 3. Shoulders: Pull both shoulders up to your ears. |
| { | { | 4. Forehead: Pull eyebrows close together, wrinkling forehead. |
| | | 5. Eyes: Shut eyes tightly. |
| | | 6. Nose and upper cheeks: Scrunch up nose; bring upper lips and cheeks up toward eyes. |
| { | { | 7. Lips and lower face: Press lips together; bring edges of lips back toward ears. |
| | | 8. Tongue and mouth: Teeth together; tongue pushing on upper mouth. |
| { | { | 9. Neck: Push head back into chair, floor, or bed, or push chin down to chest. |
| | | 10. Chest: Take deep breath and hold it. |
| { | { | 11. Back: Arch back, bringing shoulder blades together. |
| | | 12. Stomach: Hold stomach in tightly. |
| { | { | 13. Buttocks: Squeeze buttocks together. |
| | | 14. Upper legs and thighs: Legs out; tense thighs. |
| { | { | 15. Calves: Legs out; point toes down. |
| | | 16. Ankles: Legs out; point toes together, heels out, toes curled under. |

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

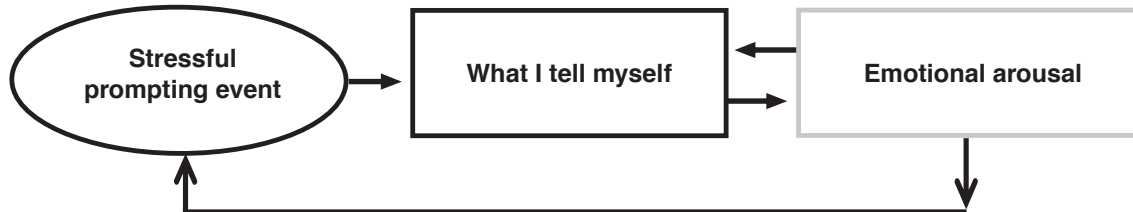
Note. Adapted from Smith, R. E. (1980). Development of an integrated coping response through cognitive–affective stress management training. In I. G. Sarason & C. D. Spielberger (Eds.), *Stress and anxiety* (Vol. 7, pp. 265–280). Washington, DC: Hemisphere. Copyright 1980 by Hemisphere Publishing Corporation.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

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DISTRESS TOLERANCE HANDOUT 6C

(Distress Tolerance Worksheet 4b)

Effective Rethinking and Paired Relaxation, Step by Step



Step 1. Write down the **prompting event** that is often related to distressing emotions and that you want to work on reducing your emotional reactions to.

Step 2. Ask: “What must I be telling myself (that is, what are my **interpretations and thoughts**) about the event that causes such distress and arousal?” Write these down. Examples:

“He hates me,” “I can’t stand this!” “I can’t do this,” “I’ll never make it,” “I’m out of control!”

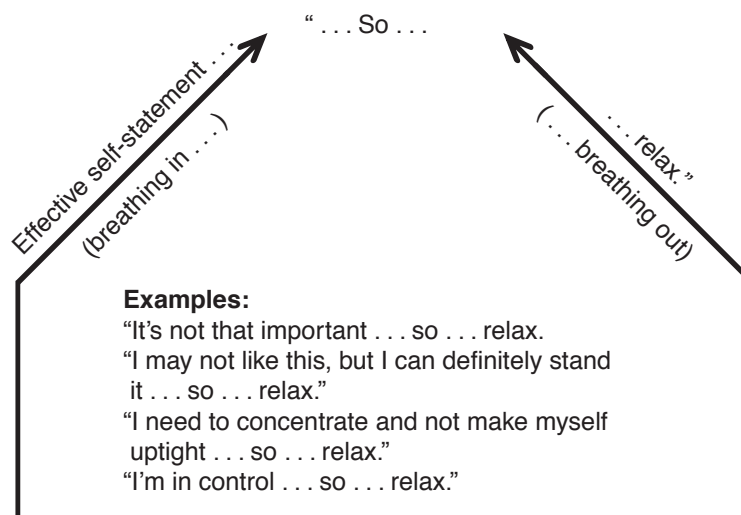
Step 3. Rethink the situation and its meaning in a way that counteracts the thoughts and interpretations producing stress and distressing emotions. As you rethink the situation, write down as many **effective thoughts** as you can to replace the stressful thoughts.

Step 4. When you are *not* in the stressful prompting event, **practice imagining** the stressful event:

- At the same time, while **breathing in**, say to yourself an effective self-statement.
- When **breathing out**, say “Relax” while intentionally relaxing all your muscles.

Step 5. Keep practicing every chance you get until you have mastered the strategy.

Step 6. When a stressful situation occurs, practice effective rethinking and paired relaxation.



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

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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.
(Be sure the event creates different emotions.) | |
| | <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 8A

(Distress Tolerance Worksheet 6c)

Body Scan Meditation Step by Step

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

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

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

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

DISTRESS TOLERANCE HANDOUT 9



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

Improving the Moment

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

With Imagery:

- | | |
|---|--|
| <input type="checkbox"/> Imagine very relaxing scenes. | <input type="checkbox"/> Imagine hurtful emotions draining out of you like water out of a pipe. |
| <input type="checkbox"/> Imagine a secret room within yourself. Furnish it the way you like. Close and lock the door on anything that can hurt you. | <input type="checkbox"/> Remember a happy time and imagine yourself in it again; play out the time in your mind again. |
| <input type="checkbox"/> Imagine everything going well. | <input type="checkbox"/> Other: _____ |
| <input type="checkbox"/> Make up a calming fantasy world. | |

With Meaning:

- | | |
|--|---|
| <input type="checkbox"/> Find purpose or meaning in a painful situation. | <input type="checkbox"/> Remember, listen to, or read about spiritual values. |
| <input type="checkbox"/> Focus on whatever positive aspects of a painful situation you can find. | <input type="checkbox"/> Other: _____ |
| <input type="checkbox"/> Repeat these positive aspects in your mind. | |

With Prayer:

- | | |
|--|---|
| <input type="checkbox"/> Open your heart to a supreme being, God, or your own Wise Mind. | <input type="checkbox"/> Turn things over to God or a higher being. |
| <input type="checkbox"/> Ask for strength to bear the pain. | <input type="checkbox"/> Other: _____ |

With Relaxing actions:

- | | |
|---|---|
| <input type="checkbox"/> Take a hot bath or sit in a hot tub. | <input type="checkbox"/> Breathe deeply. |
| <input type="checkbox"/> Drink hot milk. | <input type="checkbox"/> Change your facial expression. |
| <input type="checkbox"/> Massage your neck and scalp. | <input type="checkbox"/> Other: _____ |
| <input type="checkbox"/> Practice yoga or other stretching. | |

With One thing in the moment:

- | | |
|--|---|
| <input type="checkbox"/> Focus your entire attention on just what you are doing. | <input type="checkbox"/> Focus your entire attention on the physical |
| <input type="checkbox"/> Keep yourself in the moment. | <input type="checkbox"/> Listen to a sensory awareness recording (or use Distress Tolerance Handout 9a) |
| <input type="checkbox"/> Put your mind in the present. | <input type="checkbox"/> Other: _____ |

With a brief Vacation:

- | | |
|---|--|
| <input type="checkbox"/> Give yourself a brief vacation. | <input type="checkbox"/> Take a blanket to the park and sit on it for a whole afternoon. |
| <input type="checkbox"/> Get in bed; pull the covers up over your head. | <input type="checkbox"/> Take a 1-hour breather from hard work. |
| <input type="checkbox"/> Go to the beach or the woods for the day. | <input type="checkbox"/> Take a brief vacation from responsibility. |
| <input type="checkbox"/> Get a magazine and read it with chocolates. | <input type="checkbox"/> Other: _____ |
| <input type="checkbox"/> Turn off your phone for a day. | |

With self-Encouragement and rethinking the situation:

- | | |
|--|---|
| <input type="checkbox"/> Cheerlead yourself: "You go, girl!" "You da man!" | <input type="checkbox"/> "This too shall pass." |
| <input type="checkbox"/> "I will make it out of this." | <input type="checkbox"/> "I will be OK." |
| <input type="checkbox"/> "I'm doing the best I can." | <input type="checkbox"/> "It won't last forever." |
| <input type="checkbox"/> Repeat over and over: "I can stand it." | <input type="checkbox"/> Other: _____ |

List (and then practice) rethoughts that are particularly important in your crisis situations (e.g., "The fact that he did not pick me up doesn't mean he doesn't love me"):

- | | |
|--------------------------------|--------------------------------|
| <input type="checkbox"/> _____ | <input type="checkbox"/> _____ |
|--------------------------------|--------------------------------|

Sensory Awareness, Step by Step

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

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

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

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*Handouts for Reality
Acceptance Skills*

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DISTRESS TOLERANCE HANDOUT 10



(Distress Tolerance Worksheets 8–12a)

Overview: Reality Acceptance Skills

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

RADICAL ACCEPTANCE

TURNING THE MIND

WILLINGNESS

HALF-SMILING AND WILLING HANDS

**ALLOWING THE MIND:
MINDFULNESS OF CURRENT THOUGHTS**



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.

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 11B

(Distress Tolerance Worksheets 9, 9a)

Practicing Radical Acceptance Step by Step

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

DISTRESS TOLERANCE 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: _____

DISTRESS TOLERANCE HANDOUT 14



(Distress Tolerance Worksheets 8, 8a, 11)

Half-Smiling and Willing Hands

Accepting reality with your body.

HALF-SMILING

1st. *Relax* your face from the top of your head down to your chin and jaw.

Let go of each facial muscle (forehead, eyes, and brows; cheeks, mouth, and tongue; teeth slightly apart). If you have difficulty, try tensing your facial muscles and then letting go.

A tense smile is a grin (and might tell your brain you are hiding or masking your real feelings).

2nd. Let both *corners of your lips* go slightly up, just so you can feel them.

It is not necessary for others to see it. A half-smile is slightly upturned lips with a relaxed face.

3rd. Try to adopt a serene facial expression.

Remember, your face communicates to your brain; your body connects to your mind.

WILLING HANDS

Standing: Drop your arms down from your shoulders; keep them straight or bent slightly at the elbows. With hands unclenched, turn your hands outward, with thumbs out to your sides, palms up, and fingers relaxed.

Sitting: Place your hands on your lap or your thighs. With hands unclenched, turn your hands outward, with palms up and fingers relaxed.

Lying down: Arms by your side, hands unclenched, turn your palms up with fingers relaxed.

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

Practicing Half-Smiling and Willing Hands

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

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

2. HALF-SMILE DURING YOUR FREE MOMENTS.

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

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

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

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

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

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

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

6. HALF-SMILE IN A SITTING POSITION.

Sit on the floor with your back straight, or on a chair with your two feet touching the floor. Half-smile. Inhale and exhale while maintaining the half-smile. Let go.

(continued on next page)

Note. Exercises 1 and 3–7 are adapted from *The Miracle of Mindfulness* (pp. 77–81, 93) by Thich Nhat Hanh. Copyright 1975, 1976 by Thich Nhat Hanh. Preface and English translation copyright 1975, 1976, 1987 by Mobi Ho. Adapted by permission of Beacon Press, Boston.

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7. HALF-SMILE WITH WILLING HANDS WHILE YOU ARE CONTEMPLATING A PERSON YOU DISLIKE OR ARE ANGRY WITH.

- Sit quietly. Breathe and smile a half-smile. Hold your hands open with palms up.
- Imagine the image of the person who has caused you suffering.
- Regard the features you dislike the most or find the most repulsive.
- Try to examine what makes this person happy and what causes suffering in his or her daily life.
- Imagine the person's perceptions; try to see what patterns of thought and reason this person follows.
- Examine what motivates this person's hopes and actions.
- Finally, consider the person's consciousness. See whether the person's views and insights are open and free or not, and whether or not the person has been influenced by any prejudices, narrow-mindedness, hatred, or anger.
- See whether or not the person is master of him- or herself.
- Continue until you feel compassion rise in your heart like a well filling with fresh water, and your anger and resentment disappear. Practice this exercise many times on the same person.

Notes/Other times to half-smile and/or form willing hands:

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins or other markings on the paper.

DISTRESS TOLERANCE HANDOUT 15



(Distress Tolerance Worksheets 8, 8a, 12)

Mindfulness of Current Thoughts

1. OBSERVE YOUR THOUGHTS.

- As waves, coming and going.
- Not suppressing thoughts.
- Not judging thoughts.
- Acknowledging their presence.
- Not keeping thoughts around.
- Not analyzing thoughts.
- Practicing willingness.
- Stepping back and observing thoughts as they run in and out of your mind.

2. ADOPT A CURIOUS MIND.

- Ask, “Where do my thoughts come from?” Watch and see.
- Notice that every thought that comes also goes out of your mind.
- Observe but do not evaluate your thoughts. Let go of judgments.

3. REMEMBER: YOU ARE NOT YOUR THOUGHTS.

- Do not necessarily act on thoughts.
- Remember times when you have had very different thoughts.
- Remind yourself that catastrophic thinking is “emotion mind.”
- Remember how you think when you are not feeling such intense suffering and pain.

4. DON'T BLOCK OR SUPPRESS THOUGHTS.

- Ask, “What sensations are these thoughts trying to avoid?” Turn your mind to the sensation. Then come back to the thought. Repeat several times.
- Step back; allow your thoughts to come and go as you observe your breath.
- Play with your thoughts: Repeat them out loud over and over as fast as you can. Sing them. Imagine the thoughts as the words of a clown, as recordings getting all tangled up; as cute animals you can cuddle up to; as bright colors running through your mind; as only sounds.
- Try loving your thoughts.

Practicing Mindfulness of Thoughts

PRACTICE MINDFULNESS OF THOUGHTS BY OBSERVING THEM

- ☐ 1. Notice thoughts as they come into your mind. As a thought comes into your mind, say “a thought has entered my mind.” Label the thought as a thought, saying, “The thought [describe thought] arose in my mind.” Use a gentle voice tone.
- ☐ 2. As you notice thoughts in your mind, ask, “Where did the thought come from?” Then watch your mind to see if you can see where it came from.
- ☐ 3. Step back from your mind, as if you are on top of a mountain and your mind is just a boulder down below. Gaze at your mind, watching what thoughts come up when you are watching it. Come back into your mind before you stop.
- ☐ 4. Close your eyes and scan your body for the first physical sensation that you notice. Then scan your mind for the first thought you notice. Shuttle back and forth between scanning for physical sensations and scanning for thoughts. Another time, replace scanning your body for physical sensations to scanning yourself for any emotional feelings. Then shuttle back and forth between an emotional feeling and a thought.

PRACTICE MINDFULNESS OF THOUGHTS BY USING WORDS AND VOICE TONE

- ☐ 5. Verbalize thoughts or beliefs out loud, using a nonjudgmental voice tone, over and over and over:
 - ☐ As fast as you can until the thoughts make no sense.
 - ☐ Very, very slowly (one syllable or word per breath).
 - ☐ In a different voice from yours (high- or low-pitched, like a cartoon character or celebrity).
 - ☐ As a dialogue on a TV comedy show (“You’ll never believe what thought went through my mind. I was thinking, ‘I’m a jerk.’ Can you believe that?”).
 - ☐ As songs, sung wholeheartedly and dramatically, in a tune that fits the thoughts.

PRACTICE MINDFULNESS OF THOUGHTS WITH OPPOSITE ACTION

- ☐ 6. Relax your face and body while imagining accepting your thoughts as only thoughts—sensations of the brain.
- ☐ 7. Imagine things you would do if you stopped believing everything you think.
- ☐ 8. Rehearse in your mind the things that you would do if you did not view your thoughts as facts.
- ☐ 9. Practice loving your thoughts as they go through your mind.

(continued on next page)

PRACTICE MINDFULNESS OF THOUGHTS BY IMAGINING THAT YOUR MIND IS:

- ☐ 10. A conveyor belt, and that thoughts and feelings are coming down the belt. Put each thought or feeling in a box labeled with the type of thought that it is (e.g., worry thoughts, thoughts about my past, thoughts about my mother, planning what to do thoughts). Just keep observing and sorting thoughts into the labeled boxes.
- ☐ 11. A river, and that thoughts and feelings are boats going down the river. Imagine sitting on the grass, watching the boats go by. Try not to jump on the boat.
- ☐ 12. A railroad track, and that thoughts and feelings are train cars going by. Try not to jump on the train.
- ☐ 13. A leaf that has dropped off a tree into a beautiful creek flowing by you as you sit on the grass. Each time a thought or image comes into your mind, imagine that it is written or pictured on the leaf floating by. Let each leaf go by, watching as it goes out of sight.
- ☐ 14. The sky, and thoughts have wings and can fly through the sky. Watch as each flies out of sight.
- ☐ 15. The sky, and thoughts are clouds. Notice each thought-cloud as it drifts by, letting it drift out of your mind.
- ☐ 16. A white room with two doors. Through one door, thoughts come in; through the other, thoughts go out. Watch each thought with attention and curiosity until it leaves. Let go of judgments. Let go of analyzing thoughts and of figuring out if they fit the facts. As a thought comes into your mind, say, "A thought has entered my mind."

Other: _____

Other: _____

Other: _____

Other: _____

Other: _____

*Handouts for Skills When the Crisis
Is Addiction*

DISTRESS TOLERANCE HANDOUT 16

(Distress Tolerance Worksheets 13–18)

Overview: When the Crisis Is Addiction

Skills for backing down from addiction.
You can remember them as D, C, B, A.

D

DIALECTICAL ABSTINENCE

C

CLEAR MIND

COMMUNITY REINFORCEMENT

B

**BURNING BRIDGES
AND BUILDING NEW ONES**

A

ALTERNATE REBELLION

ADAPTIVE DENIAL

DISTRESS TOLERANCE HANDOUT 16A

Common Addictions

In case you thought you had no addictions, here is a list.

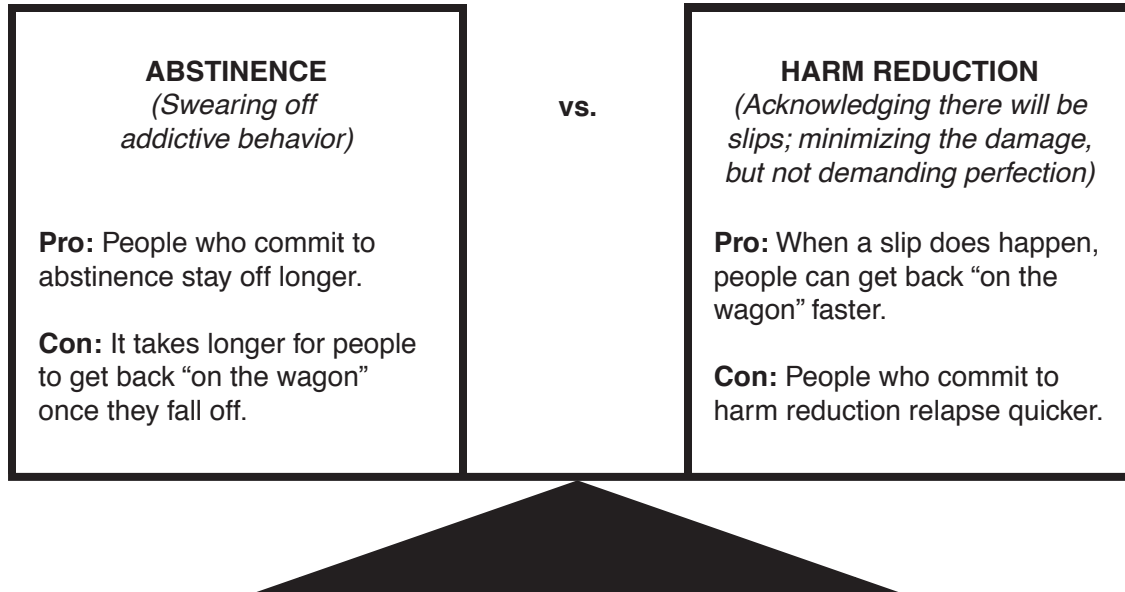
You are *addicted* when you are unable to stop a behavior pattern or use of substances, despite negative consequences and despite your best efforts to stop.

- | | |
|---|--|
| <input type="checkbox"/> Alcohol | <input type="checkbox"/> Internet games |
| <input type="checkbox"/> Attention seeking | <input type="checkbox"/> Kleptomania/stealing/shoplifting |
| <input type="checkbox"/> Avoiding: _____ | <input type="checkbox"/> Lying |
| <input type="checkbox"/> Auto racing | <input type="checkbox"/> Pornography |
| <input type="checkbox"/> Betting | <input type="checkbox"/> Reckless driving |
| <input type="checkbox"/> Bulimia (purging/vomiting) | <input type="checkbox"/> Risky behaviors |
| <input type="checkbox"/> Cheating | <input type="checkbox"/> Self-inflicted injury/self-mutilation |
| <input type="checkbox"/> Coffee | <input type="checkbox"/> Sex |
| <input type="checkbox"/> Colas | <input type="checkbox"/> Shopping |
| <input type="checkbox"/> Collecting: | <input type="checkbox"/> Sleeping |
| <input type="checkbox"/> Art | <input type="checkbox"/> Smartphone apps |
| <input type="checkbox"/> Coins | <input type="checkbox"/> Smoking/tobacco |
| <input type="checkbox"/> Junk | <input type="checkbox"/> Social networking |
| <input type="checkbox"/> Clothes | <input type="checkbox"/> Speed |
| <input type="checkbox"/> Shoes | <input type="checkbox"/> Spiritual practices |
| <input type="checkbox"/> Music | <input type="checkbox"/> Sports activities: |
| <input type="checkbox"/> Other: _____ | <input type="checkbox"/> Biking |
| <input type="checkbox"/> Other: _____ | <input type="checkbox"/> Body building |
| <input type="checkbox"/> Computers | <input type="checkbox"/> Hiking/rock climbing |
| <input type="checkbox"/> Criminal activities | <input type="checkbox"/> Running |
| <input type="checkbox"/> Dieting | <input type="checkbox"/> Weight lifting |
| <input type="checkbox"/> Drugs (illicit and prescribed) | <input type="checkbox"/> Other: _____ |
| <input type="checkbox"/> Diuretics | <input type="checkbox"/> Other: _____ |
| <input type="checkbox"/> E-mail | <input type="checkbox"/> Television |
| <input type="checkbox"/> Food/eating | <input type="checkbox"/> Texting |
| <input type="checkbox"/> Carbohydrates | <input type="checkbox"/> Vandalism |
| <input type="checkbox"/> Chocolate | <input type="checkbox"/> Videos |
| <input type="checkbox"/> Specific food: _____ | <input type="checkbox"/> Video games |
| <input type="checkbox"/> Gambling | <input type="checkbox"/> Working |
| <input type="checkbox"/> Games/puzzles | <input type="checkbox"/> Other: _____ |
| <input type="checkbox"/> Gossiping | <input type="checkbox"/> Other: _____ |
| <input type="checkbox"/> Imagining/fantasizing | <input type="checkbox"/> Other: _____ |
| <input type="checkbox"/> Internet | |

DISTRESS TOLERANCE HANDOUT 17

(Distress Tolerance Worksheet 14)

Dialectical Abstinence



SYNTHESIS = DIALECTICAL ABSTINENCE

The goal is not to engage in addictive behavior again—in other words, to achieve complete abstinence.

However, if there is a slip, the goal is to minimize harm and get back to abstinence as soon as possible.

Pros: It works!

Cons: It's work. You don't get a vacation.

(You're always either abstinent or working to get back to abstinence.)

An example of expecting the best and planning for the trouble spots: Olympic athletes must believe and behave as though they can win every race, even though they have lost before and will lose again.

DISTRESS TOLERANCE HANDOUT 17A

(Distress Tolerance Worksheet 14)

Planning for Dialectical Abstinence

Plan for Abstinence

- ☐ 1. Enjoy your success, but with a clear mind; plan for temptations to relapse.
- ☐ 2. Spend time or touch base with people who will reinforce you for abstinence.
- ☐ 3. Plan reinforcing activities to do instead of addictive behaviors.
- ☐ 4. Burn bridges: Avoid cues and high-risk situations for addictive behaviors.
- ☐ 5. Build new bridges: Develop images, smells, and mental activities (such as, urge surfing) to compete with information associated with craving.
- ☐ 6. Find alternative ways to rebel.
- ☐ 7. Publicly announce abstinence; deny any idea of lapsing to addiction.

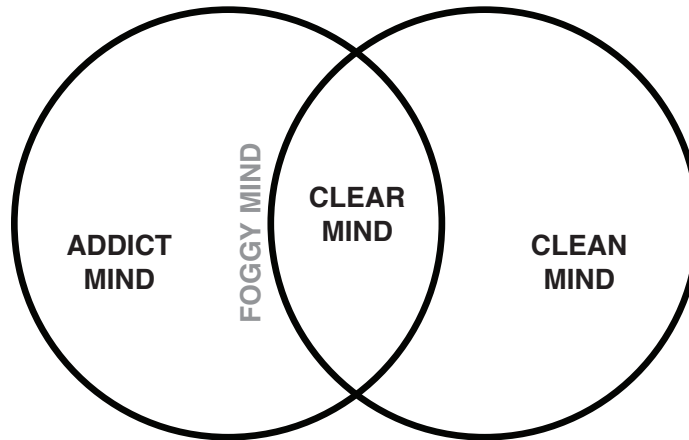
Plan for Harm Reduction

- ☐ 1. Call your therapist, sponsor, or mentor for skills coaching.
- ☐ 2. Get in contact with other effective people who can help.
- ☐ 3. Get rid of temptations; surround yourself with cues for effective behaviors.
- ☐ 4. Review skills and handouts from DBT.
- ☐ 5. Opposite action (Emotion Regulation Handout 10) can be rehearsed to fight guilt and shame. If no other option works, go to an anonymous meeting of any sort and publicly report your lapse.
- ☐ 6. Building mastery and coping ahead for emotional situations (Emotion Regulation Handout 19), and checking the facts (Emotion Regulation Handout 8), can be used to fight feelings of being out of control.
- ☐ 7. Interpersonal skills (Interpersonal Effectiveness Handouts 5–7), such as asking for help from family, friends, sponsors, ministers, or counselors, can also be helpful. If you are isolated, help can often be found via online support groups.
- ☐ 8. Conduct a chain analysis to analyze what prompted the lapse (General Handouts 7, 7a).
- ☐ 9. Problem-solve right away to find a way to “get back on the wagon” and repair any damage you have done (Emotion Regulation Handout 12).
- ☐ 10. Distract yourself, self-soothe, and improve the moment.
- ☐ 11. Cheerlead yourself.
- ☐ 12. Do pros and cons of stopping addictive behaviors (Distress Tolerance Handout 5).
- ☐ 13. Stay away from extreme thinking. Don't let one slip turn into a disaster.
- ☐ 14. Recommit to 100% total abstinence.

DISTRESS TOLERANCE HANDOUT 18

(Distress Tolerance Worksheet 15)

Clear Mind



Addict mind is:

Impulsive

One-minded

Willing to do anything for a “fix”

When in ***addict mind***, you are ruled by the addiction. The urges for habitual problem behaviors determine your thoughts, emotions, and behaviors.

Clean mind is:

Naive

Risk-taking

Oblivious to dangers

When in ***clean mind***, you are clean but oblivious to dangers that might cue habitual problem behaviors. You believe you are invincible and immune to future temptation.



Both extremes are *DANGEROUS!*



CLEAR MIND: The safest place to be.

You are clean, but you remember addict mind.

You radically accept that relapse is ***not impossible***.

You enjoy your ***success***, while still ***expecting urges and cues*** and ***planning*** for when you're tempted.

DISTRESS TOLERANCE HANDOUT 18A

(Distress Tolerance Worksheet 16)

Behavior Patterns Characteristic of Addict Mind and of Clean Mind

ADDICT MIND

- ☐ Engaging in addictive behavior.
- ☐ Thinking, "I don't really have a problem with addiction."
- ☐ Thinking, "I can do a little."
- ☐ Thinking, "I can indulge my habit, if only on weekends."
- ☐ Thinking, "I can't stand this!"
- ☐ Glamorizing addiction.
- ☐ Surfing the Internet for ways to engage in addictive behaviors.
- ☐ Buying paraphernalia (food, drugs, videos, etc.) for addictive behavior.
- ☐ Selling or exchanging items related to addictive behaviors.
- ☐ Stealing to pay for addiction.
- ☐ Prostituting for money or for paraphernalia.
- ☐ Lying.
- ☐ Hiding.
- ☐ Isolating.
- ☐ Acting always busy; "Got to go!"
- ☐ Breaking promises.
- ☐ Committing crimes.
- ☐ Acting like a corpse.
- ☐ Having "no life."
- ☐ Acting desperate/obsessed.
- ☐ Not looking people in the eyes.
- ☐ Having poor hygiene.
- ☐ Avoiding doctors.
- ☐ Other: _____
- ☐ Other: _____
- ☐ Other: _____

CLEAN MIND

- ☐ Engaging in **apparently irrelevant behaviors** that in the past inevitably led to addictive behavior.
- ☐ Thinking, "I've learned my lesson."
- ☐ Thinking, "I can control the habit."
- ☐ Thinking, "I don't really have an addiction problem any more."
- ☐ Stopping or cutting back medication that helps with addiction.
- ☐ Being in environments where others engage in addictive behaviors.
- ☐ Seeing friends who are still addicted.
- ☐ Living with people who are addicted.
- ☐ Keeping addiction paraphernalia.
- ☐ Carrying around extra money.
- ☐ Being irresponsible with bills.
- ☐ Dressing like an addict.
- ☐ Not going to meetings.
- ☐ Not confronting the problems that fuel my addictive behaviors.
- ☐ Acting as if only willpower is needed.
- ☐ Isolating.
- ☐ Believing, "I can do this alone."
- ☐ Thinking, "I can take pain medicine/diet/engage in addictive behavior if prescribed or advised; I don't need to say anything about my past addiction."
- ☐ Thinking, "I can't stand this!"
- ☐ Other: _____
- ☐ Other: _____
- ☐ Other: _____

DISTRESS TOLERANCE HANDOUT 19

(Distress Tolerance Worksheet 16)

Community Reinforcement

Community reinforcement means replacing addiction reinforcers with abstinence reinforcers.

REINFORCING ABSTINENCE IS CRITICAL

Reinforcers in your environment play a powerful role in encouraging or discouraging addictive behaviors.

To stop addictive behavior, you have to figure out how to make a lifestyle *without* your addictive behaviors more rewarding than a lifestyle *with* your addictive behaviors.

You have to find a way to get behaviors incompatible with addictions to pay off and be rewarded by those around you.

Willpower is *not* sufficient. If it were, we would all be perfect!

REPLACE ADDICTION REINFORCERS WITH ABSTINENCE REINFORCERS

Begin a series of action steps that will increase your chances of accumulating positive events to replace addictive behavior.

- ☐ Search for people to spend time with who aren't addicted.
- ☐ Increase the number of enjoyable activities you engage in that do not involve your addiction.
- ☐ If you cannot decide what people or activities you like, sample a lot of different groups of people and a lot of different activities.

ABSTINENCE SAMPLING

- ☐ Commit to ____ days off your addiction, and observe the benefits that naturally occur.
- ☐ Temporarily avoid high-risk addiction triggers, and replace these with competing behaviors to get you through the sampling period.
- ☐ Observe all the extra positive events occurring when you are not engaging in addictive behaviors.

Note. Adapted from Meyers, R. J., & Squires, D. D. (2001, September). *The community reinforcement approach*. Retrieved from www.bhrm.org/guidelines/CRAmanual.pdf. Adapted by permission of the authors.

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DISTRESS TOLERANCE HANDOUT 20

(Distress Tolerance Worksheet 17)

Burning Bridges and Building New Ones

BURNING BRIDGES

Accept at the most radical level that you are not going to engage in addictive behavior again, and then move actively to cut off all addictive behavior options.

- ☐ 1. Make an absolute commitment to abstinence from the addictive behavior, which is _____ (describe addictive behavior). Then walk into the garage of abstinence and **slam the garage door shut**. (Remember that the tiniest slit of space can let an entire elephant in.)
- ☐ 2. List everything in your life that makes addiction possible.
- ☐ 3. Get rid of these things:
 - ☐ Throw out contact information of people who collude with you.
 - ☐ Get rid of all possible cues and temptations.
- ☐ 4. List and do everything you can that will make it hard or impossible to continue your addictive behavior.
 - ☐ Ruthlessly and at every moment, tell the truth about your behavior.
 - ☐ Tell all your friends and family that you have **quit**.

BUILDING NEW BRIDGES

Create visual images and smells that will compete with the information loaded into your visual and olfactory brain systems when cravings occur.

Cravings and urges are strongly related to vivid images and smells of what is craved. The stronger the imagery or smell, the stronger the craving.

- ☐ Build different images or smells to think about. Try to keep these images or smells in memory when you have an unwanted craving. For example, whenever you crave a cigarette, imagine being on the beach; see and smell it in your mind to reduce the craving.
- ☐ When you have unwanted cravings, look at moving images or surround yourself with smells unrelated to the addiction. Moving images and new smells will compete with your cravings.
- ☐ “Urge-surf” by imagining yourself on a surfboard riding the waves of your urges. Notice them coming and going, rising high, going low, and finally going away.

DISTRESS TOLERANCE HANDOUT 21

(Distress Tolerance Worksheet 18)

Alternate Rebellion and Adaptive Denial

ALTERNATE REBELLION

When addictive behaviors are a way to rebel against authority, conventions, and the boredom of not breaking rules or laws, try alternate rebellion. Alternate rebellion replaces destructive rebellion and keeps you on a path to your goals.

Examples:

- | | |
|--|---|
| <input type="checkbox"/> Shave your head. | <input type="checkbox"/> Dye your hair a wild color. |
| <input type="checkbox"/> Wear crazy underwear. | <input type="checkbox"/> Get a tattoo or body piercing. |
| <input type="checkbox"/> Wear unmatched shoes. | <input type="checkbox"/> Wear clothes inside out. |
| <input type="checkbox"/> Have secret thoughts. | <input type="checkbox"/> Don't bathe for a week. |
| <input type="checkbox"/> Express unpopular views. | <input type="checkbox"/> Print a slogan on a t-shirt. |
| <input type="checkbox"/> Do random acts of kindness. | <input type="checkbox"/> Paint your face. |
| <input type="checkbox"/> Vacation with your family at a nudist colony. | <input type="checkbox"/> Dress up or dress down where doing so is unexpected. |
| <input type="checkbox"/> Write a letter saying exactly what you want to. | |

ADAPTIVE DENIAL

When your mind can't tolerate craving for addictive behaviors, try adaptive denial.

- ☐ Give logic a break when you are doing this. Don't argue with yourself.
- ☐ When urges hit, deny that you want the problem behavior or substance. Convince yourself you want something other than the problem behavior. For example, reframe an urge to have a cigarette as an urge to have a flavored toothpick; an urge to have alcohol as an urge to have something sweet; or an urge to gamble as an urge to alternate rebellion (see above).

Other: _____

Other: _____

Be adamant with yourself in your denial, and engage in the alternative behavior.

- ☐ Put off addictive behavior. Put it off for 5 minutes, then put it off for another 5 minutes, and so on and on, each time saying, "I only have to stand this for 5 minutes." By telling yourself each day you will be abstinent for today (or each hour for just this hour, and so on), you are saying, "This is not forever. I can stand this right now."