

**Teen & Family Intensive Outpatient  
Program (IOP)  
Orientation Packet and Materials**



**Portland DBT**  

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**I N S T I T U T E**

# Welcome!

## A Note from Our Team

We are glad you are here and to welcome you to the Teen & Family Intensive Outpatient Program (IOP) at Portland DBT Institute. We strive to deliver the highest quality, full fidelity Dialectical Behavior Therapy (DBT) possible, fully adhering to Marsha Linehan's tried-and-proven model. Like Marsha, we strive for effective compassion in all our work, helping clients to obtain their own Life Worth Living by encouraging new ways of going about life and using skillful means to achieve goals. Delivering the best treatment possible to you matters to us. It also matters to us that we do this as a team, in community with one another and being in this together.

Within the IOP, you will brainstorm ways to reach goals which matter to you. You will learn and have lots of opportunities to practice lots of scientifically proven DBT skills – some geared to learn to radically accept that which cannot be changed and others to radically change what can be changed. We'll focus a lot on cultivating your deep sense of wisdom (Wise Mind) to help you figure out whether to focus on whether to change or accept a situation and how to do it effectively. You will have an individual therapist, a family therapist, group leaders, one another, and other members of our PDBTI provider community to help guide and support you along the way.

As you may know, you are on the ground floor of our launch of this new IOP service. We want to get it right – for you, your family, the others who are in your classes, and for those that will follow you. With that in mind, we welcome your feedback as we go – what you like and believe is working well and what you'd recommend we do differently.

In this package are several important materials to help orient you to the IOP. These include:

- General schedule
- Contact lists and Zoom information
- Additional guidelines for participation
- Labeling of emotional issues
- Content curriculum
- DBT Skills Training Binder
- Reaching Your Goals Material

Again, we are so thrilled to have you join us!  
Welcome aboard!

The Teen & Family IOP Team



Portland DBT  
INSTITUTE

## Teen & Family DBT IOP Schedule

Time	<b>Monday</b> Group Leader: Bonnie Rudder Co-Leader: Peter Henry and Kasey Bumgardner	<b>Wednesday</b> Group Leader: Kristen Schuch Co-Leader: Kim Van Beek	<b>Thursday</b> Group Leader: Leigh Morales Co-Leader: Kim Van Beek and Jacinto Silva-Alvarez
4:00pm	Mindfulness	Mindfulness	Mindfulness
4:20pm	<b>DBT Skills Training:</b> Homework Review (Skills Strengthening)	<b>Teen-Only Group:</b> Homework Review	<b>DBT Skills Training:</b> Homework Review (Skills Strengthening)
5:15pm	Break	Break	Break
5:30pm	<b>DBT Skills Training:</b> New Teaching (Skills Acquisition)	<b>Teen-Only Group:</b> Building Structure, Health & Wellness, and Executive Functioning	<b>DBT Skills Training:</b> New Teaching (Skills Acquisition)
6:45pm	Assign Homework (due Thursday) Wind Down	Assign Homework (due next Wednesday) Wind Down	Assign Homework (due Monday) Wind Down

## Portland DBT Institute's Teen IOP CONTACTS

Name	Phone #	Email	Role
Leigh Moralez, MS (they/she)	(971) 339-3528	lmoralez@pdbti.org	Multi-Family Group Leader
Kasey Bumgardner, QMHA (she/her)	(971) 339-3531	kbumgardner@pdbti.org	Co-Leader
Kristen Schuch, LPC (she/her)	(971) 703-7906	kschuch@pdbti.org	Teen-Only Group Leader
Kim Van Beek, QMHA (she/her)	(971) 339-3522	kvanbeek@pdbti.org	Co-Leader
Peter Henry, QMHA (she/her)	(971) 339-3536	phenry@pdbti.org	Co-Leader
Bonnie Rudder, LCSW (she/her)	(503) 290-3283	brudder@pdbti.org	Multi-Family Group Leader
Jacinto Silva, QMHA (he/they)	(971) 703-7905	jsilvaalvarez@pdbti.org	IOP Clinical Operations Associate & Co-leader
Andrew White, Ph.D, ABPP (he/him)	(503) 290-3281	awhite@pdbti.org	Teen & Family IOP Manager
			Individual Therapist

**Zoom Link for Teen & Family IOP  
Group Skills Training**

**(Same link every time)**

Topic: DBT Skills Training - Teen &  
Family IOP

Time: This is a recurring meeting Meet  
anytime

Join Zoom Meeting

<https://zoom.us/j/98445695475>

Meeting ID: 984 4569 5475

One tap mobile

+16699006833,,98445695475# US (San  
Jose)

+13462487799,,98445695475# US  
(Houston)

Find your local number:

<https://zoom.us/j/98445695475>

# Additional Guidelines for Participation

1. All sessions are confidential. No photos, videos, or recordings during Zoom sessions. When participating over Zoom, make sure you are in a private, closed space to protect everyone's confidentiality. This means NO parents/caregivers present or in the background during Wednesday's Teen-Only group.
2. Be respectful. Pay attention, give constructive feedback, and avoid judgments. Please pack your phone away while group is in session. For Zoom sessions, please sit at a table or desk and one-mindfully focus on group.
3. Please refrain from directly naming potentially triggering or contagious behaviors while participating in group and instead label them as target behaviors. Examples of target behaviors include substance use, self-harm, explicit details of trauma, etc.
4. Please avoid cliquy behaviors. Be inclusive and keep it light. Group members are welcome to stay in touch outside of group as long as all communication takes place in group chat where ALL group members are invited. Similarly, if group members decide to go on an outing together, ALL group members should be invited and have parental permission. Once group members graduate, they must be removed from group chats due to the need for confidentiality for incoming members.
5. If you are in a crisis, you should contact your individual therapist for skills coaching. Group members are asked not to contact one another during those times.
6. Missing three groups in a row or two individual therapy sessions in a row means you are out of the IOP altogether. That means all IOP services – including individual therapy.
7. As outlined in the IOP consent form, a no-show/late cancel for an IOP group session means you will be charged \$225. An advanced cancel with a notice of at least 24 hours means you will be charged \$100. Please discuss this policy with your individual therapist to problem solve.
8. All clients must physically be in Oregon to receive IOP services. If you plan on travelling out of state, please reach out to your IT or the IOP manager for problem-solving.

## What is Dialectical Behavior Therapy (DBT)?

- DBT is an effective treatment for people who have difficulty controlling their emotions and behaviors.
- DBT skills help people experience a range of emotions without necessarily acting on those emotions.
- DBT aims to replace problem behaviors with skillful behaviors.
- DBT skills help young adults navigate relationships in their environment.
- DBT helps people create a life worth living.

## What Does “Dialectical” Mean?

### Dialectical:

Two opposite ideas can be true at the same time, and when considered together, can create a new truth and a new way of viewing the situation. There is always more than one way to think about a situation.

**Portland DBT Institute's Teen and Family Intensive Outpatient  
CONTENT CURRICULUM**

Units	Monday	Wednesday	Thursday
<b>Unit 1: Living with Intention</b>	<b>Goals of Skills Training</b> (p. 8)  <b>Biosocial Theory</b> (p. 10)  <b>Mindfulness:</b> States of Mind, Wise Mind (p. 19-20)  Orientation Handouts 2, 4 Mindfulness Handout 3	<b>Topics:</b> Wise Mind Review (p. 19-20)  Non-judgmental stance (p. 24)  Recovering from Invalidation (p. 154-155)	<b>Goals of Mindfulness</b> (p. 18)  <b>Mindfulness:</b> WHAT and HOW Skills (p. 23-25)  Mindfulness Handouts 1, 2, 5-7
<b>Unit 2: Surviving a Crisis</b>	<b>Goals for Distress Tolerance Module &amp; Overview of Crisis Survival Strategies</b> (p. 29-30)  <b>Crisis Survival Strategies:</b> Wise Mind ACCEPTS (p. 31) IMPROVE the Moment (p. 38)  DT Handouts 1-3; 7	<i>Review:</i> Wise Mind, Non-Judgmental Stance, Recovering from Invalidation  <b>Topic:</b> Window of Tolerance/SUDs  When to distract vs. tolerate – avoid avoiding  Pros&Cons	<b>Crisis Survival Strategies:</b> TIPP skills (p. 37; 46-47) Self-Soothe (p. 34)  STOP skills (p. MML 7)  DT Handout 11, plus MML Handout
<b>Unit 3: Letting Go with Acceptance</b>	<b>Overview: Reality Acceptance Skills</b>  <b>Reality Acceptance</b> Radical Acceptance (p. 51-52) Turning the Mind (p. 53)  Willingness (vs. Willfulness) (p. 54-55) Willing Hands (p. MML 10) Ways to Practice (p. 56)  DT Handouts 14, 15	<i>Review:</i> Pros&Cons  <b>Topic:</b> Behavior Chain Analysis – Becoming the Best Problem-Solver (p. 34-43 Executive Functioning)  Thinking Mistakes (p. 64)	Validation (p. 70-72) Self-Validation (p. 156, 158)  DT Handouts 16, 17 WMP Handouts 8-10
<b>Unit 4: Walking Middle Path</b>	<b>Dialectics: What and “How to” Guide</b> (p. 61-63)  <b>Thinking Mistakes &amp; Dialectical Dilemmas</b> (p. 64-65)  Validation Review (p. 70-72)  <b>DBT Assumptions</b> (p. 11)  WMP Handouts 1-5, 8-10 Orientation Handout 5	<i>Review:</i> Chain Analysis  <b>Topic:</b> Accurate Communication  How to Reduce Conflict in Relationships	<b>Changing Behavior: Ways to Increase and Decrease Behaviors</b> (p. 76, 79)  <b>Extinction and Punishment</b> (p. 81)  Pros & Cons (p. 43-44)  Validation Review (p. 70-72)  WMP Handouts 13, 15 WMP Handouts 8-10
<b>Unit 5: Understanding Your Emotions</b>	<b>Goals of Emotion Regulation Module</b> (p. 85-86)  <b>What Good Are Emotions?</b> (p. 88)  <b>Model of Emotions</b> (p. 89)  ER Handouts 1-6 Problem-Solving Handout 15	<i>Review:</i> BCA - communication with parents  <b>Topic:</b> Goal Directed Behaviors (SAGE Unit 1, p. 7-11)  Fighting Procrastination (SAGE Unit 3, p. 18-21)  Make a vision board  VITALS	<b>Checking the Facts &amp; Problem-Solving</b> (p. 111)  <b>Opposite Action</b> (p. 112-114)  ER Handouts 19, 20
<b>Unit 6: Building Positive</b>	<b>Values &amp; Priorities</b> (p. 99)  <b>Accumulate Positives Short &amp; Long Term</b> (p. 93-98)	<i>Review:</i> Goal-Directed Behaviors, Fighting Procrastination, Vision Board  <b>Topic:</b> PLEASE (p. 102)	<b>Cope Ahead</b> (p. 101)  PLEASE review (p. 102)

<b>Emotions</b>	<b>Build Mastery</b> (p. 101)  ER Handouts 9-11, 13, 15	Fueling Your Body for Success (ER 16Aa; p. 103-104) Best Ways to Get Rest (ER16b: p. 105-106)  Opposite Action Review (p. 112-114)	ER Handouts 15, 16
<b>Unit 7: Managing Difficult Emotions &amp; Letting Go of Suffering</b>	<b>Overview: Managing Really Difficult Emotions</b>  What Good Are Emotions? (p. 88)  <b>Mindfulness of Current Emotions</b> (p. 108)  Validation Review (p. 70-72)  ER Handouts 4, 18 WMP Handouts 8-10	<i>Review:</i> How can parents support your PLEASE skills?  <b>Topic:</b> Management of Self and Others  Impulse Control  Social Media's Impact	<b>What is Your Goal &amp; What Gets in Your Way</b> (p. 121-122)  <b>Getting Someone to Do What You Want: DEAR MAN skills</b> (p. 126)  <b>Factors to Consider for What You Want</b> (p. 132-134)  IE Handouts 1, 2, 5, 10
<b>Unit 8: Building Strong Relationships</b>	<b>Building &amp; Maintaining Positive Relationships: GIVE skills</b> (p. 123)  What Gets in the Way of GIVE?  <b>Validation</b> (p. 151-153)  IE Handout 3	<i>Review:</i> Management of Self, Impulse Control, Social Media  <b>Topic:</b> DE of DEAR MAN/workshop (p. 126)  THINK Skills (p. 139)	<b>Maintaining Your Self-Respect: FAST Skills</b> (p. 129)  <b>Managing Worry Thoughts</b> (p. 130)  <b>Putting IE Skills Together</b>  IE Handouts 7, 8

**Notes:**









## 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,**

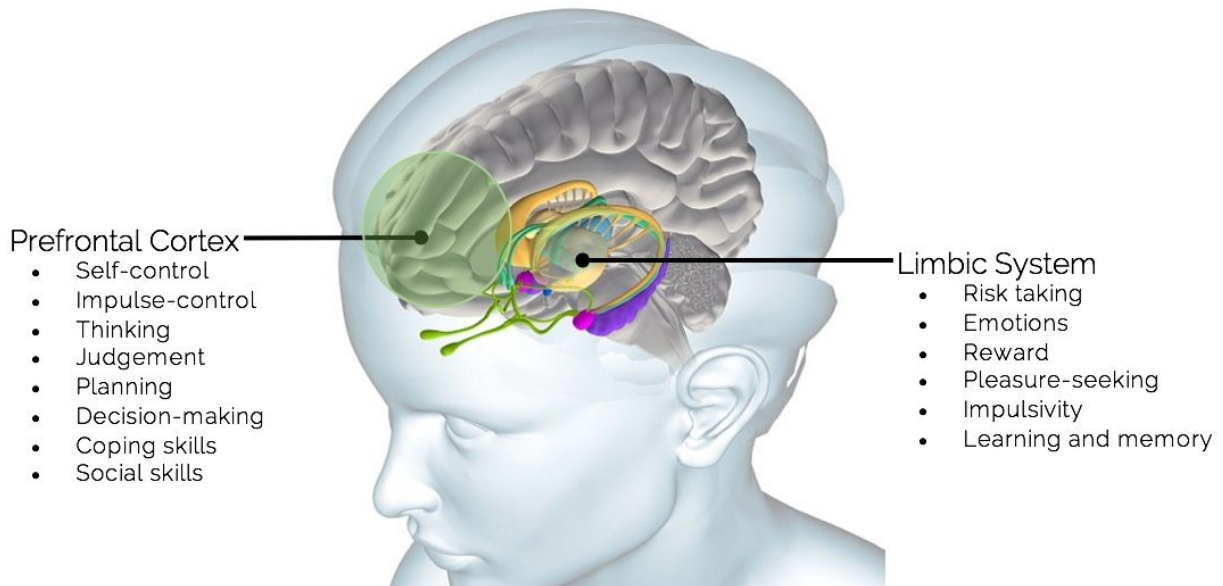
**PROBLEM-SOLVE** how to get the thought of doing effective behaviors into your mind. For example, you might put it on your calendar, set your alarm to go off, put your skills notebook next to your bed, practice coping ahead with difficult situations (see Emotion Regulation Handout 19), and so on.

**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.

# Executive Functioning Curriculum

## What are Executive Function Skills?



The **prefrontal cortex** is the area of your brain where your ability to initiate, persist, allocate and sustain attention, and desist from impulses is located. Basically, this area is the Chief Executive Officer of the brain, coordinating the work of other areas.

The **limbic system** is a more primitive area of the brain where your emotions originate. The limbic system is excitatory. It *generates*, while the prefrontal cortex *regulates*.

## Why do you need Executive Function Skills to achieve Emotion Regulation and your Life Worth Living?

**Unit 1:** Staying goal-directed. Executive function skills include setting goals, knowing when you're goal-directed, and knowing when you are off-task. They also allow you to stop yourself from giving into impulses that interfere with your goals.

***Problem:** Jamie knew he wanted to speak to his therapist about his dad, but he argued with a barista before coming to session and spent the whole session venting.*

***EF Solution:** Even though Jamie was upset about the barista, he considered his long-term goals, and stuck to his agenda for the session. He left the session feeling less stress and more mastery.*

***How goal directed are you? Are you aware when you are off-task? Is it easy for you to get derailed by emotions or distractions?***

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**Unit 2:** Letting go of low priority activities. Executive function skills help you prioritize and make time for the tasks that build a life worth living.

*Problem: Alex folded all of his laundry and cleaned out his car before coming to group, but he didn't eat breakfast, and he ran 10 min late.*

*EF Solution: Alex thought about what tasks were essential for the morning routine and learned to estimate how long each of those tasks took. He also learned to estimate the time it would take to travel from home to group with a cushion for emergencies. His stress level went down and his sense of mastery went up as he arrived on time every day.*

***Do you feel like you have a sense of what to prioritize in your day and how long things take?***

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**Unit 3:** Executive function skills help with initiation, persistence, and overcoming procrastination.

*Problem: Allison thought to herself, "My professor gave me a whole month to do this paper! I don't need to start now." As the deadline approached, her assessment of how long it would take to complete the paper shrunk. She thought, "I can do this in a week, no problem." Eventually, she started getting anxious and not wanting to think about doing the paper.*

*EF Solution: As soon as the paper was assigned, Allison set a timer for 15 min to sit down and plan out when she would attack chunks of the assignment in her planner. She set interim deadlines and used her knowledge of her own work habits to overcome*

*procrastination. Upon handing in a well-researched paper on time, she felt less stress and more mastery.*

***How are you at tackling large tasks? Do you often start by breaking them down, and matching smaller tasks with the time you have?***

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**Unit 4:** Executive function skills are crucial when it comes to maintaining your health and mental health.

*Problem: Evelyn planned on eating healthy food this week, but she was late to class and hadn't gone grocery shopping so there was nothing in her refrigerator. She didn't get a break until after lunch, so when she passed Five Guys, she was starving. She succumbed to the scent of fried food and ate an extra large serving of french fries. After that, she wasn't hungry enough for a balanced meal.*

*EF Solution: Evelyn began planning her meals ahead for the week. She purchased quick breakfasts to grab and fixed a large salad to divide up for lunches. Every time she opened the fridge and found a meal she'd made in advance for herself, she felt less stress and more mastery.*

***What kinds of routines do you have in place to stay healthy and reduce stress? Would you say you are good at this?***

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**Unit 5:** Executive function skills help us to know when to say no to extraneous requests. They help by allowing us to prioritize, sequence, strategize, including how to estimate time and resources.

*Problem: Jennifer asked Chad to drive her home when he was short on gas (and funds) as well as time, but he felt too badly about saying "no" because Jennifer had helped him*

*in the past. He drove her home and then ran out of gas en route to his job. He was already late and had to call out for the day, which meant his paycheck would be smaller.*

*EF Solution: Chad decided to explain to Jennifer that he was unable to drive her home despite valuing their friendship. When he had enough gas and time to get to work, he felt less stress and more mastery.*

***How comfortable do you feel saying “no”? Do you remember to think about what your priorities are that day? Are you a “yes” person?***

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**Unit 6:** Executive function skills help us to flex our thinking and do creative problem-solving. They help us to think about issues from an alternative point of view.

*Problem: Henry needed to take developmental psychology before his junior year so that he could pursue his dream of being a clinical psychologist. Unfortunately, he had not taken the prerequisite Psych 101, and it was not being offered at his college that semester.*

*EF Solution: Henry came up with several solutions to this problem, including taking the class online or at another college. Eventually, he was able to manipulate his schedule so that he could fit in both courses at his university. Because he was able to adapt enough to overcome an obstacle in his four year plan, he felt less stress and more mastery.*

***How would you rate yourself on creative problem-solving?***

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**SAGE Program Tool Number 1: Skills Development Log**  
**Useful Skills and Supports**

In a crisis, these skills are helpful to me. (Keep this section personal and real...only include skills that you've tried and that you believe to be helpful.)

A typical problem behavior for me	A skillful way I've learned to cope	Unit and page number of the skill

In a crisis, this is a list of people and organizations I feel comfortable calling for help:

Name	Relationship	Contact info	Notes

**Observations to Help Me Act More Skillfully to Reach My Goals**

What situations trigger me to act in problematic ways, and what are my problem behaviors?

Do I have thinking styles that lead me to perceive and react to situations in unhelpful ways? What are they?  
How can I notice them and check the facts?

Do I stress myself out by not taking care of myself? What self-care skills do I need to pay attention to, to reduce my vulnerability to emotion mind?

What are my “red flags” that say I need to pay more attention to my emotional health?

## Unit 1.2 EF Handout: Living with Intention

Behaviors to Decrease	Behaviors to Increase
Automatic behaviors Perfectionistic behaviors Impulsive behaviors	Planning Goal setting Staying on Task Distress Tolerance

### Why is it important to be goal-directed?

Take a look at the Quadrants of Priorities sheet. Building a life worth living takes working on your big goals in life (Quadrant II) but working on those goals is usually not something you do automatically. In fact, automatic behaviors generally fall into which quadrant on the Quadrant of Priorities sheet?

Here are some examples of how losing sight of goals and intentions can get in your way:

*Problem: Ed drove home from campus at his usual time. Only when he entered his house did he remember that he was supposed to meet with his History professor after his last class.*

*Problem: Jamie knew he wanted to speak to his therapist about his dad, but he argued with a barista before coming to session and spent the whole session venting.*

*Problem: Allison really wanted to do a good research paper for an elective in her major, but she got so involved reading the first article and taking meticulous notes that she had to rush through her other tasks to finish on time.*

### Assess your general style of responding:

1. *What activities do you find yourself doing in a rote, or automatic way?*
  
2. *What activities do you find yourself doing in an impulsive way?*
  
3. *Is there a connection between impulsive and automatic behaviors? How are they similar? How are they different?*
  
4. *Being “off task” is a kind of impulsive behavior. Did you ever get off task and not even notice it for a long time?*
5. *Being overly into a task is also impulsive. Have you ever gotten so into a task that you stopped noticing that time was passing? Ever spent too much time on the details of a task and rendered yourself ineffective?*

6. *Where are you on this continuum of response styles?*

*Not goal directed*

*Overly focused*

Impulsive, reactive and/or Automatic Actions	<b>Chooses</b> what routine actions to put on autopilot, focuses on goals	Detail-oriented, perfectionist, ruminates on all aspects of goals
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7. *The continuum of response styles looks something like this when applied to a specific task. Rate yourself on this continuum:*

*Not goal directed*

*Overly focused*

I procrastinate based on my mood or by focusing too much on the task that presents itself first. I get off task enough to miss deadlines	I get my work done but at the last minute and it's not representative of my potential	My work is prompt, satisfactory and allows time for other tasks	My work is excellent and sometimes takes too much from other goals	My work is so detail-oriented and perfect that I lose sight of deadlines or other goals
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It's not uncommon for people to have issues with procrastination *and* being overly focused. If you look at this continuum, you might imagine how easily people can swing back and forth from one extreme to another. It's not a simple issue to know when you are putting in not enough, enough, or too much time and effort into a task. In fact, the larger and more long-term the task, the more difficult it is to gauge when you've when you've achieved a happy medium.

**How do I find a middle path and become goal-directed?**

Reducing automatic, impulsive responding is accomplished in part by decreasing impulsive, mood-dependent behaviors--more on that during our DBT lessons this week--and in part by increasing your ability to set realistic, effective goals and stay focused on them.

## Setting up day-to-day goals

In order to be goal-directed, you need a goal. Setting goals is a skill in itself. We'll talk about setting larger life goals in Unit 4 of this program. Today we will focus on how to stay goal-oriented from day to day how to avoid common pitfalls.

How to set a goal for yourself:

- 1) Choose something you want to accomplish. This could be writing a paper, getting in shape or booking a road trip with your friends. The goal should meet the SMART criteria:
  - a) S Specific and Significant (moves you towards your life worth living)
  - b) M Measurable
  - c) A Achievable and Agreed Upon (If you are collaborating with others)
  - d) R Realistic
  - e) T Time-bound (You have a time frame on when to accomplish)
- 2) Roughly break the goal down into steps, usually by task. For example, a paper could be broken down into
  - a) Choosing a topic
  - b) Finding sources
  - c) Reading articles and taking notes
  - d) Writing an outline based on your research
  - e) Writing each section of the outline
  - f) Completing a first draft
  - g) Polishing the draft into a completed paper
- 3) If your project is difficult to break down by task, you can try dividing it into time segments.
- 4) Roughly decide how much time you may need for each step. If you need materials or collaboration from others, include that in your timeline. For example, if you need permission to write on the topic of your choice, consider when you would be able to meet with your professor.
- 5) Based on the deadline for your project, schedule small deadlines for each task in your planner. Then break those small deadlines into weekly or daily objectives.

## Staying on task for day-to-day goals

Taking a step back and checking in to see if you are on- or off- task requires metacognition, an executive function skill. Metacognition is your ability to think about how you are thinking. Metacognition takes mindfulness. All of these skills help people to notice when they are on- or off-task, and when they are being effective.

- 1) Stay focused in the moment by resisting distractions. Be as one-mindful as you can. While this is often difficult, some ways to improve focus include clearing distracting stimuli away from your work area, using apps to avoid distracting sites on your phone or computer, and committing to staying in the area where you are working until you have met your goal. Reward yourself each time you complete a segment!
  - Focus with the Forest app or the Pomodoro technique.
  - Random alarms on phone for mindfulness.
  - Build self-efficacy with self-encouragement
  - Visualize the finished task. Use photos and visual reminders when possible.

- 2) Stay focused on a larger scale by stepping back and checking your progress against your objectives and small deadlines in your planner. Are you on track for finishing on your desired schedule? If not, should you adjust your work schedule? Ask yourself, am I putting in enough time each day? If the answer is yes, ask, am I working efficiently enough?

## Unit 1.2 EF Homework: Living with Intention: Executive Function Skills Homework

### Practice Exercise for Setting Goals and Staying On Task

1. **Set your goal!** This week, pick a small, relatively short term goal that matters to you. (Seriously, it should be your own goal and not one from your parents!) Some examples are:

Clean my room, find a summer internship, learn a song on an instrument, or plan a weekend road trip with friends

Goal: \_\_\_\_\_ Deadline \_\_\_\_\_

My goal broken down into smaller tasks:

Small deadlines

- |          |       |
|----------|-------|
| a) _____ | _____ |
| b) _____ | _____ |
| c) _____ | _____ |
| d) _____ | _____ |
| e) _____ | _____ |
| f) _____ | _____ |
| g) _____ | _____ |
| e) _____ | _____ |

Have I added the small deadlines and ultimate deadline to a planner or calendar app?

Have I set notifications to remind me to check my calendar if needed?

2. **Stay on track to achieve it! Commit to using any or all of the following:**

- a) Stay one-mindful during work times
- \_\_\_ Focus with apps such as Forest, Flora, 30/30, Avocation, North Star, or Be Focused
  - \_\_\_ Random alarms on phone for mindfulness.
  - \_\_\_ Remove distracting stimuli from my desk or other work area.
  - \_\_\_ Commit to staying at my desk or at the gym, etc, until I've met my objective that day.
- b) Use metacognition to monitor my progress and adjust my work habits. Check my calendar regularly to see if I am on track to finish.

## Unit 2.2 EF Handout: Letting Go

Behaviors to Decrease	Behaviors to Increase
Being stimulus bound “Nothing to do” mind Overscheduling FOMO-related behaviors	Time estimation Prioritization Letting go of low priority activities, including perfectionistic behaviors Radical acceptance of limits on time and energy

### **Time Estimation, Prioritization, and Radical Acceptance**

Building a life worth living takes working on your big goals in life, but it can be hard to avoid spending all your time, energy, and other resources on other activities. FOMO, or Fear Of Missing Out, is a problem for all of us! This week, we’ll be teaching you executive function skills and emotion regulation strategies for letting go of whatever you can’t control, including the fact that everyone has limitations on their time and energy.

#### **Time Estimation**

1. Let’s try a Time Estimation exercise to illustrate this problem. [See the Calendar page]
  1. Please fold this page in half lengthwise so that you have two columns. In the right hand column, make a list of all the activities you need to and would like to engage in tomorrow.
  2. Now take a minute to fill in the left hand column. Try to figure out roughly how much time each of your activities will take, and when you will fit them into your day tomorrow.

It’s not a simple issue to know when you are putting in not enough, enough, or too much time and effort into a task. There will always be an element of trial-and-error with time estimation. In fact, the larger and more long-term the task, the more difficult it is to gauge when you’ve when you’ve achieved a happy medium.

#### Discussion Questions for Time Estimation:

*Was it hard to know how much time to schedule for any of your activities?*

*Did you leave any activities out? For example, driving, eating, homework for Steps...*

*Did you consider your energy level and mood at all?*

#### **Prioritization**

You are most effective when you can estimate the time needed for more of your routine tasks AND you start with the highest priority tasks so that errors in time estimation are not catastrophic.

#### Discussion Questions for Prioritization:

*Did anyone have more activities on their list that they would have liked to fit into their day? If so/during those times, how do you go about deciding which activities to leave off tomorrow's schedule?*

[See Quadrants of Priorities sheet.]

The Quadrant of Priorities is a useful way to sort your to-do list and to differentiate between what's "time-sensitive" and what is "important" as they are not always the same thing.

Quadrant 1 (Yellow): Value based and time-sensitive: Highest priority. These are activities that you basically have to do first. If your car breaks down, you need to fix it, or if you have a deadline for a paper, everything else in your life has to go on hold until you get done with the paper.

Quadrant 2 (Sky Blue): Value based but not time-sensitive: Life worth living goals, including personal goals like hiking the Appalachian trail or spending a summer in Europe, writing a novel, or having children some day. These goals are important but there's not a strict deadline, and you may find it difficult to carve out time and energy for them.

Quadrant 3 (Orange) Lower priority but time-sensitive: These often take up majority of our time (i.e. emails, calls; and the requests of other people. In Unit 5 we will discuss how to spend less time on this quadrant.)

Quadrant 4 (Red): Lower priority, not time sensitive: Short term gratification. Activities in this quadrant can be especially distracting when people are experiencing problems with their mood (excessive self-soothing), when people have difficulty keeping their eye on long term goals (lack of focus/motivation or getting lost in perfectionism), or when people have trouble overcoming their desire to do it all (FOMO/lack of radical acceptance).

### **Radical Acceptance**

#### Discussion Questions for Radical Acceptance:

*Are there activities and or lower priority goals that you probably will never get to? How does it feel when you think about that? Do you notice sadness, willfulness, or an urge to push away thoughts about what experiences you might have to give up in order to meet your responsibilities or achieve high priority long term goals?*

We will be learning skills to accept reality, including the reality that our time and energy are limited, all week. Radical acceptance can improve your mood when you use it to achieve long term goals, and it can also reduce emotional arousal, as we will learn after the break.

**Unit 2.2 EF Homework on Prioritization and Time Estimation:**

**How to schedule your day (p1 of 2)**

**1. Prioritization Exercise**

- a) Make a list of your goals, your obligations, the things you feel like doing, and things that are urgent.
- b) Assign each item on the list into one of the four quadrants of priorities.
- c) Prioritize items within each quadrant.

	Time Sensitive	Not Time Sensitive
High Priority	<b>Q1: Crisis Management</b> <hr/> <hr/> <hr/> <hr/>	<b>Q2: Life Worth Living</b> <hr/> <hr/> <hr/> <hr/>
Low Priority	<b>Q3: Demands of Others</b> <hr/> <hr/> <hr/> <hr/>	<b>Q4: Short-term Gratification</b> <hr/> <hr/> <hr/> <hr/>

**Unit 2.2 EF Groundwork Homework on Prioritization and Time Estimation:**

**How to schedule your day, (p 2 of 2)**

**2. Time Estimation Exercise:**

- a) Pick a few items, or one section of an item, from your priority list to try in one day. Try to pick a small enough list to accomplish in one day.
- b) Use the Time Estimation Exercise to get a better understanding of how long each item will take, and to improve how you develop your daily to-do list. This week, write down some activities that you do reasonably often. Some examples are cleaning your room, doing laundry, completing homework for a class, or planning a road trip. Then keep track of how long they take in the table below. Remember to stay on task so that your data is accurate.

Task	How long do I estimate it will take?	How long did it actually take?	How does an accurate estimate inform my behavior going forward?

Extra pointers to improve time estimation and time efficiency:

- Wear a watch instead of relying on your phone to check the time.
- Group similar activities together, and time how long the group of activities takes.
- Use time cracks to get small tasks done. A time crack occurs when you are waiting to take a next step on a high priority activity. You can start on a lower priority activity while you wait. For example, if you are planning to cook spaghetti, you might set the pasta water to boil and cut up vegetables for a side salad while the water is heating.
- Pay attention to discrepancies in expected time needed and actual time needed. Overestimating time needed can lead to avoidance.

**SAMPLE CALENDAR DAY FOR TIME MANAGEMENT EXERCISE**

DAILY PLANNER		DAY OF THE WEEK _____	NOTES
7AM	00		
	30		
8AM	00		
	30		
9AM	00		
	30		
10AM	00		
	30		
11AM	00		
	30		
12PM	00		
	30		
1PM	00		
	30		
2PM	00		
	30		
3PM	00		
	30		
4PM	00		
	30		
5PM	00		
	30		
6PM	00		
	30		
7PM	00		
	30		
8PM	00		
	30		
9PM	00		
	30		
10PM	00		
	30		
11PM	00		
	30		



### Build a Daily Mindfulness Routine

Date \_\_\_\_\_ Unit in Program \_\_\_\_\_

Wise Mind \* Observe \* Describe \* Participate \* Nonjudgmentally \* One-Mindfully \* Do What Works/Effectively

Try to set an intention for mindfulness practice and follow through. Remember to focus on your skills and fill out the log after skills practice.

Names of Skills	How did you practice?	Describe your experience while practicing, including body sensations, thoughts, and emotions.	Describe your experience now, after practicing the skill.
Monday:			
Tuesday:			
Wednesday:			
Thursday:			
Friday:			
Saturday:			
Sunday:			

## Unit 3.2 EF Handout: Overcoming Procrastination

Procrastination is such a universal problem! Once upon a time, when you were a procrastinator, you would be advised to learn some basic executive functioning skills such as maintaining a planner. Today, while we recognize the utility of those techniques, we understand that procrastination is less about not knowing how or when to get started on a task, and more about negative emotions. This week in SAGE, we will be to reduce negative emotions including the dread you might feel when facing a large task. To start, let's learn how to reduce procrastination by the problem on multiple levels.

### **Change your Emotions: Busting Procrastination using Emotion Regulation Skills:**

1. Mindfulness to emotions and the behavior of procrastination
  - a. Use goal setting and SMART goals to make it clear to yourself when you intend to spend time on a task. Ask yourself, "What goal related activities/tasks am I currently avoiding?"
  - b. Use the Observe and Describe skills to be aware of pushing away thoughts about what you need to do and to be aware of emotions such as anxiety, dread, or willfulness rising up when you contemplate the task.
2. All this week, we will be teaching skills including Checking the Facts, Opposite Action, and Problem Solving to help you reduce erroneous thinking about your tasks, intense negative emotions, and mood dependent avoidance. Stay tuned!
3. Use self compassion to keep your motivation up and negative emotions down. It turns out that beating yourself up about procrastination can actually increase your procrastination. In a study of 134 college students, students who reported that they forgave themselves for procrastinating on their first midterm exam were less likely to procrastinate on their second midterm exam than students who continued to judge themselves (Wohl, et al., 2010).
4. Keep anxiety down and reduce willfulness using contemplation and imagery. Think to yourself, "If I were going to take just one action to get started, what would I do?" Picture it in your mind. If you notice any inclination to go through with the action, don't block the inclination. Stick with a focus on just the next action, and then the next. Always give yourself the choice to stop.
5. Some researchers have noted that we do not really have empathy for our future selves. Procrastination is a way of pushing pain away from our present self and onto our future self. Finding a way to viscerally connect with your future self, using imagery to understand consequences for example, can reduce this problem behavior.

### **Change your Behaviors: Busting Procrastination Using Behaviorism:**

1. Build associative cues to settle into a task and focus:
  - a. Do the task at the same time, in the same place, frequently and routinely.
  - b. Sit upright and not in a cushy armchair or couch. Do not work on your bed! Shower and change out of your pajamas to work.
  - c. Clean your desk to help you focus on just the task at hand.

- d. Pair the task you are procrastinating on with a pleasant aspect, e.g., a sunny window, the tea/snack you like, cool writing implements in fun colors, beautiful notebooks or cool fonts.
- e. If the task you procrastinate on is something like running (low cognitive load), run while listening to a favorite podcast. ONLY listen to that podcast while running.

### 2. Reinforce yourself for getting things done:

- a. Rewards for small portions of the task. For example, put a gummy bear at the end of the first paragraph and the end of a page when you are reading something difficult. Enjoy the gummy bear when you get to each point.
- b. Give yourself larger rewards for completing the task
- c. Remember to reward yourself with intangibles, like praise and feelings of mastery. Think about when you might see results (2 weeks on a diet, a month on new medication, a month on a new workout regimen) and count down to that time.
- d. Remember NOT to punish yourself with judgmental thoughts like, “This is not enough to accomplish” or “I shouldn’t have waited so long to start this.”
- e. Change the cost/benefit ratio of getting up. Gather your materials so that everything is at hand, and do whatever you can to make it more pleasant to stay in your chair.
- f. Increase social support for distasteful tasks when possible.
- g. Increase transparency and accountability for tasks when possible.

### 3. Use visual cues visual cues for a mild reinforcer, increased consistency, and motivation.

- a. Transfer paper clips from one cup to another with each paragraph or small section completed
- b. Post a Year-At-A-Glance calendar on your wall and make a red cross to “x” out each day that you work on your task. Your “x” marks will start to form a chain as you develop streaks of regular task completion.

### **Build your Time Management: Busting procrastination using organizational strategies:**

1. Prioritize your list of tasks (see Unit 2 for more details)
2. Try to attack small tasks in real time so that they don’t pile up.
3. Organize your tasks in time, for example, reading two chapters for a class:
  - a. How much do you have to do?
  - b. How many days do to do it in? Remember to delete days you are already scheduled.
  - c. Divide up work by days. Schedule an appointment with yourself to complete the work you allocated to each day.
  - d. If you are tempted to skip a day of work, recalculate the increase in work if you miss a day, and try to remind yourself that work will increase further if you miss more days.
4. Consider your own tendencies. Is there a time of day when you are more motivated and focused? Where are you least distracted?

## Unit 3.2 EF Homework: Overcoming Procrastination

Choose one procrastination buster from each category to practice at home:

### Change Emotions

- Increased mindfulness to avoidance or willfulness
- Observe and Describe pushing away thoughts about work
- Opposite Action
- Self Compassion
- Imagery of “just the next” task
- Get in touch with your Future Self

### Build Associative Cues to help you settle down to work:

- Classical conditioning- work in the same time, place, posture, and avoid working in bed
- Associate with pleasant cues, such as a sunny workplace or tea
- Add a podcast or playlist while doing something physical like exercise or cleaning

### Reinforce yourself for working

- Small rewards for just a bit of progress
- Larger rewards for completion of chunks
- Praise yourself, bask in feelings of mastery, imagine results
- Avoid punishing thoughts and judgments while working
- Make it easy to stay at your workstation (snacks, materials etc)
- Concretize your progress using paper clip transfer or tracking “streaks”
- Increase social support for distasteful tasks when possible.
- Increase transparency and accountability for tasks when possible.

### Use organizational strategies:

- Prioritize your to do list
- Do small tasks in real time
- Break down tasks into sections depending on how many days you have
- Make appointments with yourself to complete tasks
- Work when you are at your best

Describe the task: \_\_\_\_\_

How strong were my urges to procrastinate? (0-10) \_\_\_\_\_

What skills did I use? \_\_\_\_\_

Did using skills help me to get started? (Y/N) \_\_\_\_\_

If I started my task, how strong were my urges to stop working? (0-10) \_\_\_\_\_

If I started my task, was I able to complete a reasonable portion of my work before I stopped working?  
(Y/N) \_\_\_\_\_



### Build a Daily Mindfulness Routine

Date \_\_\_\_\_ Unit in Program \_\_\_\_\_

Wise Mind \* Observe \* Describe \* Participate \* Nonjudgmentally \* One-Mindfully \* Do What Works/Effectively

Try to set an intention for mindfulness practice and follow through. Remember to focus on your skills and fill out the log after skills practice.

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Sunday:			

## Unit 4.2 EF Handouts: Habits, Routines, and Rhythms

*Habits and Routines have both cognitive and physiological benefits.*

<u>From a cognitive standpoint, routines...</u>	<u>From a physiological standpoint, routines...</u>
<ul style="list-style-type: none"><li>. Improve your memory</li><li>. Can reduce problems with initiation/procrastination</li><li>● Can improve time estimation and time management</li><li>● Help you to be prepared and less distressed</li><li>● Can help you to decrease mood-dependent behaviors</li><li>● Can improve your mood</li></ul>	<ul style="list-style-type: none"><li>● Build alertness and energy when you need it</li><li>● Improve your mood</li><li>● Help you sleep better</li></ul>

### **How routines affect you cognitively, emotionally, and behaviorally:**

1. Routines improve your memory by increasing your tendency to “chunk” information together and to allocate some behaviors to automatic processes.

*For example, most people do not have to think about what to put on their toothbrush when they brush their teeth in the morning, or whether to wet their toothbrush before or after applying toothpaste. Brushing your teeth is actually a set of behaviors all of which require a set of materials, but because we perform this routine every day, we think of it as one behavior and tend to gather materials in one place. We also don't agonize over decisions like the order of operations. The routine nature of brushing teeth makes it more efficient and frees up mental space for other aspects of our life.*

What aspects of your life would it make sense to mindfully place on “autopilot”?

2. Routines can reduce problems with initiation/procrastination. When behaviors such as getting up in the morning, getting out the door for class or work, or going to the gym directly after class or work are variable, you have to push yourself harder. Routines build momentum and make it easier to stick to your goals.
3. Routines can improve time estimation and time management. When you wake at the same time each day and one-mindfully perform the same tasks in the same order, you might notice that getting out the door consistently takes 45 minutes or so. When you drive to class via the same route daily, you may start to notice benchmarks, e.g., “I need to be on the highway by 8:20 to be at class by 9,” or “I need 15 min to park and get to my seat before class starts.”
4. Help you to be prepared and less distressed. If you have a routine of sitting down to look at the week ahead each Sunday, you can plan out what needs to be done and when, and you are reminded of upcoming appointments or deadlines on a regular basis. If you have a routine of filling up your gas tank every Friday night, you don't have to think about it throughout the week and you're unlikely to run out of gas. Sometimes small slips in preparation can have very big consequences, as when you run out of printer ink on the day a paper is due. In the example

below, Napoleon nearly lost a battle because the people who designed uniforms for his troops did not realize they were making buttons out of the wrong material!

200 years ago, Napoleon's army took on the Russians in the Battle of Maloyaroslavets. Five hundred thousand French troops went to Russia and only 10,000 made it out alive. Why did this happen? Historians still puzzle over this military catastrophe today, but a theory points to an unlikely culprit: the army's uniforms, which used tin buttons.

The bonding structure of tin atoms begins to change when temperatures drop below 56°F. As the severe Russian temperatures approached -30°C, the buttons on the uniforms of Napoleon's army may have turned to dust. *In other words, the harsh Russian winter, combined with the chemical properties of tin, may have led to "the greatest wardrobe malfunction in history."*

5. Routines can help you to decrease mood-dependent behaviors. While negative moods can affect routines, they tend to interfere more with organizing and starting new behaviors than with following regularly entrenched routines. For example, if you routinely Facetime with your BFF on Wednesday evenings, you not very likely to duck out because of a bad mood. If you don't have a regular plan, however, you are more likely to act on urges to isolate.
6. Routines can improve your mood (behavioral activation). Whenever we do not give into mood dependent behaviors, our negative moods become less powerful. So, if you are in a bad mood but keep your Facetime appointment with your BFF, your mood is likely to improve by the end of the call. How does this happen? In the short term, you might get distracted away from whatever caused your mood, and you might enjoy your friend's company. In the long term, you might feel proud of yourself for keeping a tradition and friendship alive, and your solid relationship could bring increased happiness over time.

## How routines affect you physiologically:

- Build alertness
- Improve your mood
- Help you sleep better
- Help you get more REM sleep, which can reduce anxiety and distress

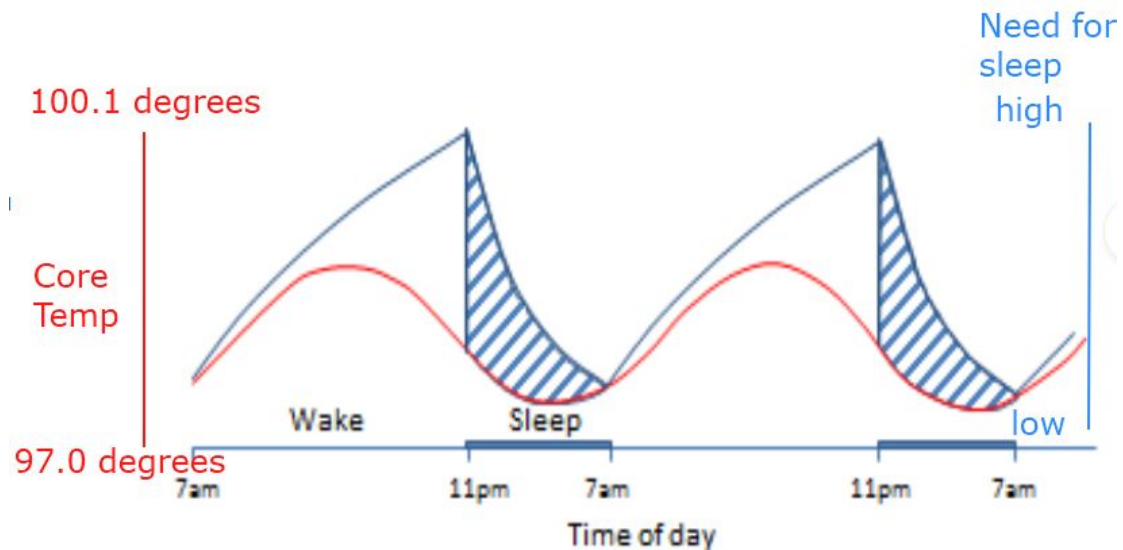
## What are circadian rhythms and how do they affect you?

- Natural, endogenous biological rhythms
- Circadian rhythms cycle fully every 25 hrs. The aspects of your body that vary according to this [almost] daily cycle are your core body temperature, cortisol secretion, and secretion of other hormones.
- Circadian rhythms are controlled via melatonin levels in your bloodstream. Melatonin release is governed by an area of your brain called the suprachiasmatic nucleus, or SCN.
- Your SCN is connected to your visual pathways and releases melatonin when you are in the dark. When you are exposed to daylight, the SCN suppresses melatonin so that you are more alert.
- Your Homeostatic rhythm, or need for sleep, leads to a better night of sleep when it is properly aligned with your circadian rhythm.

## The two process model:

Circadian Rhythms (red graph)

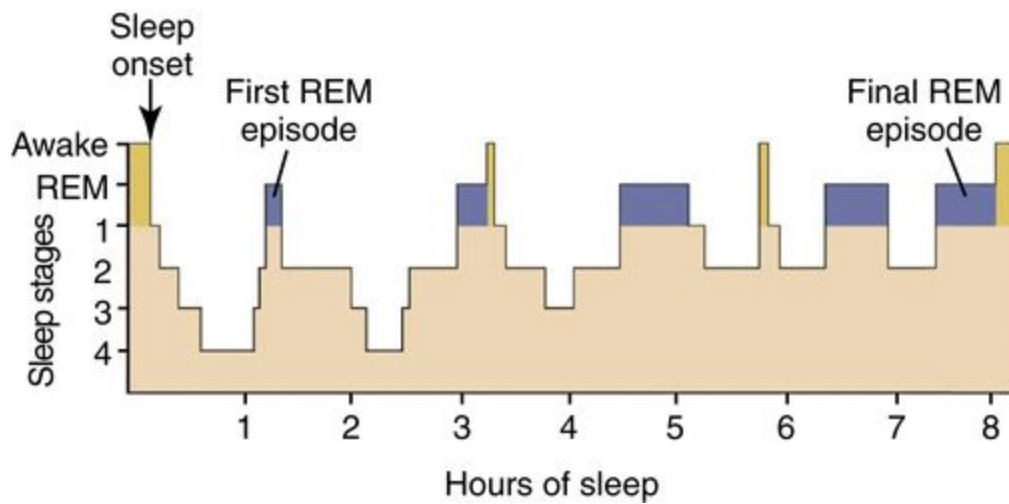
Need for sleep (blue graph)



-

How sleep stages are related to your wellbeing:

- Sleep is divided into into 5 stages, and you cycle through them mostly in order every 90 minutes of your sleep period.
- Stages 1 & 2 are light sleep, while stages 3 & 4 are the stages of deep sleep that help your body feel refreshed. Studies of people who are shown upsetting material and then deprived of REM sleep show that the subjects have an equally powerful negative reaction to the same content when it is presented a second time on the following day.
- You get most of your deep sleep in the first half of the sleep period.
- Stage 5, or REM sleep, is the stage that can help you process emotionally difficult information from the day.
- You get most of your REM sleep in the second half of your sleep period. If you don't sleep for long enough, or your sleep is interrupted, you lose out on REM sleep.



## Unit 4.2 EF Homework:

### **Habits, Routines, and Rhythms:**

1. Complete the Insomnia Severity Index to learn how well you sleep. Discuss your score with your individual DBT therapist.

2. Write down two of your current routines and how they are helpful to you:

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3. What kinds of routines would you like to add to your lifestyle?

4. Try out one app for improving your routines. Some choices are: Habitica, HabitList, and Fabulous



**Build a Daily Mindfulness Routine**

Date \_\_\_\_\_ Unit in Program \_\_\_\_\_

Wise Mind \* Observe \* Describe \* Participate \* Nonjudgmentally \* One-Mindfully \* Do What Works/Effectively

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### Unit 5.2 EF Handout:

#### Using Dialectics and Interpersonal Effectiveness Skills to Protect Priorities

See the Quadrants of Priorities worksheet and review. In this unit, we will focus on Quadrant III, the requests and demands of others.

#### Helping others Can Contribute to a Life Worth Living

For most people, a life worth living includes having good relationships with other people, and relationships usually require reciprocity. John helps Sarah from time to time, and when Sarah can do good turn for John, she pays him back. Knowing that they can rely on each other builds their relationship, and with help, each person in the relationship has a better chance of achieving individual goals.

#### Helping Others Can Detract from a Life Worth Living

While reciprocity is important, responding to requests too frequently can get in the way of other priorities. It is important to know when and how to say “no” to others because:

1. You need to carve out time for the highest priorities in your life, especially for crisis management.
2. In order to achieve life worth living goals, you need to protect your time, energy, and funds. If, for example, your goal is to be a writer, you need to protect regular quiet time to practice writing each day.
3. Saying “no” to some requests means that you can be reliable when you do say “yes”, because you have given thought to what commitments mean the most to you, and how you are able to help others while sustaining your own resources. Being reliable is an important way to build a sense of personal mastery as well as fostering trusting relationships.
4. Gently saying “no” to friends, family, and even professors or employers demonstrates self-respect and genuineness. Honestly turning down some social opportunities, for example, helps others to understand your interests more, and may invite others to be more honest with you in return.
5. Not all requests are reciprocal. While you may choose to respond to some non-reciprocal requests out of altruism, it’s helpful to be able to choose when to be generous.





### Build a Daily Mindfulness Routine

Date \_\_\_\_\_ Unit in Program \_\_\_\_\_

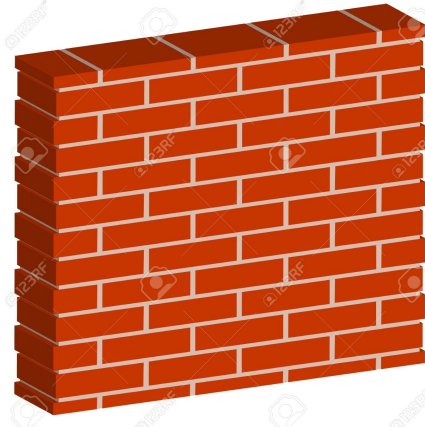
Wise Mind \* Observe \* Describe \* Participate \* Nonjudgmentally \* One-Mindfully \* Do What Works/Effectively

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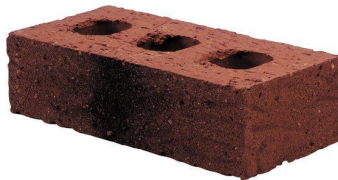
### Unit 6.2 EF Handout: Cultivating Flexibility

When we use the skill Effectively, we are using a different kind of thinking than when we are simply being logical. To illustrate this idea, let's start by solving a logical problem:



Let's say we wanted to build a brick wall that is 2 feet wide, 4 feet tall, and 4 inches thick. The bricks we have to work with are 4 inches wide, 2 inches tall, and 2 inches thick. How many bricks do you need to make the wall?

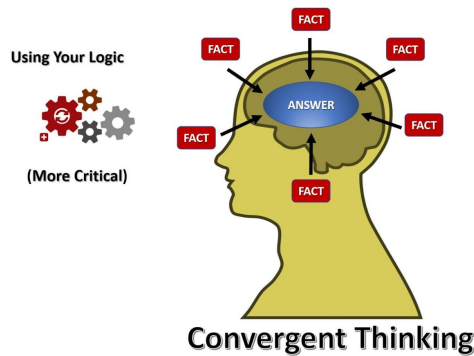
- What were the steps you used to solve this problem?
- Did one step build on another in this problem? Was there a logical order to what you had to do to solve the problem? Was there a "correct" answer?\*



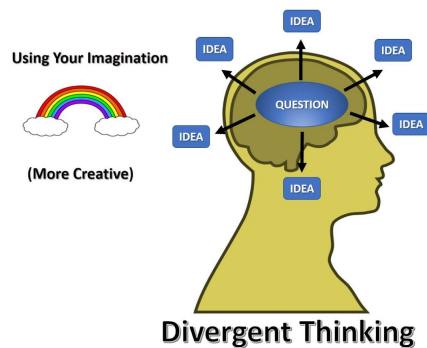
Ok, now let's say you have just one brick and a new problem: How many uses can you come up with for this one brick?

- Were there steps to solving this problem?
- Did every solution to the problem pave the way (See what we did there? Heh heh!) to the next solution to the problem?
- Was there one "correct" answer?

The two kinds of thinking we just engaged in are called convergent and divergent thinking, respectively.



To answer the question, “How many bricks to build a wall with specific dimensions?”, we take what we know and combine the information to find the correct answer.



To answer the question, “How many ways can I use one brick?”, we return, again and again, to the original question to start over in a new direction.

Typically, it's most effective to use both kinds, and when we are unable to employ divergent thinking, we can get stuck in rigid ways of responding, black and white thinking, and a lack of understanding for a different point of view. Divergent or creative thinking is a basic building block for adaptive responding.

\*Brick wall answer: 288 bricks would be needed to build the wall.

## Unit 6.2 EF Homework: Cultivating Flexibility

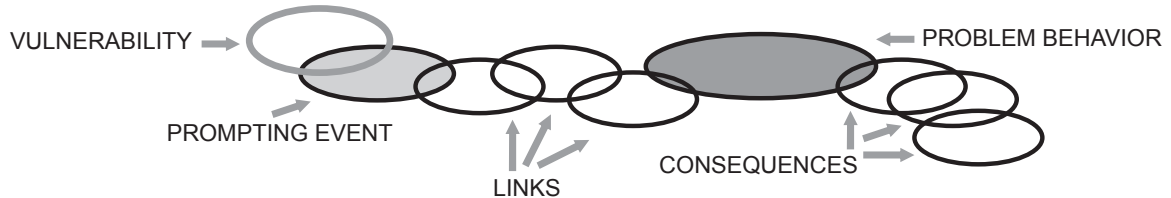
Upcycling and reusing takes creative thinking. Is there a way that you can take something worn out or destined for the trash heap and make it into something worth keeping? Here are some examples of creative upcycling. Pictured below are some e-waste “Nikes”, cacti and jellyfish made from PET plastic bottles, and “Pom Pom” lanterns made with reused plastic bags:



Your job tonight is to take one item that you no longer need, and come up with a new use for it! You can bring your object in, or take a photo of it and show the photo. If you decide on a bigger project, you can simply bring in your plans for upcycling.

## 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.

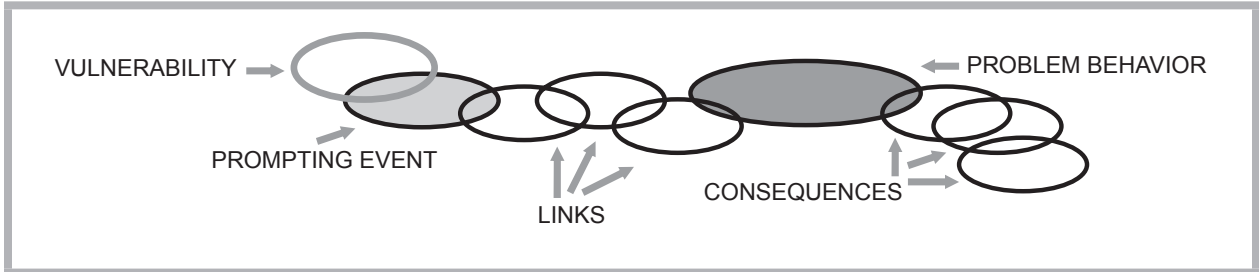
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## GENERAL HANDOUT 7A (p. 2 of 2)

- 4. Describe in excruciating detail the CHAIN OF EVENTS** that led to the problem behavior. Imagine that your problem behavior is chained to the precipitating event in the environment. How long is the chain? Where does it go? What are the links? Write out all **links** in the chain of events, no matter how small. Be very specific, as if you are writing a script for a play. Links in the chain can be:
- Actions or things you do.
  - Body sensations or feelings.
  - Cognitions (i.e., beliefs, expectations, or thoughts).
  - Events in the environment or things others do.
  - 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.)
- 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.
  - 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.
- Analyze: What did you really harm? What was the negative consequence you can repair?
  - 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 fix the betrayal, rather than trying to fix it with love letters and constant apologies. Repair failure by succeeding, not by berating yourself.)

## Chain Analysis of Problem Behavior

Due Date: \_\_\_\_\_ Name: \_\_\_\_\_ Date: \_\_\_\_\_



1. What exactly is the major **PROBLEM BEHAVIOR** that I am analyzing?

2. What **PROMPTING EVENT** in the environment started me on the chain to my problem behavior? Include what happened **RIGHT BEFORE** the urge or thought came into my mind.

Day prompting event occurred: \_\_\_\_\_

3. Describe what things in myself and in my environment made me **VULNERABLE**.

Day the events making me vulnerable started: \_\_\_\_\_

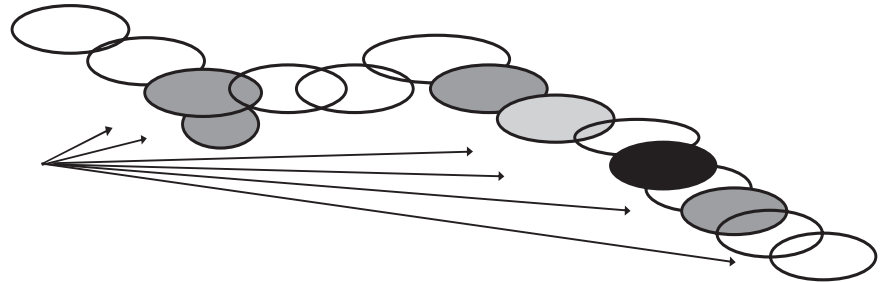
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**GENERAL WORKSHEET 2** (p. 2 of 4)

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

**Possible Types of Links**

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



4. List the **chain of events** (specific behaviors and environmental events that actually did happen). Use the ABC-EF list above.

1st. \_\_\_\_\_  
 \_\_\_\_\_

2nd. \_\_\_\_\_  
 \_\_\_\_\_

3rd. \_\_\_\_\_  
 \_\_\_\_\_

4th. \_\_\_\_\_  
 \_\_\_\_\_

5th. \_\_\_\_\_  
 \_\_\_\_\_

6th. \_\_\_\_\_  
 \_\_\_\_\_

7th. \_\_\_\_\_  
 \_\_\_\_\_

8th. \_\_\_\_\_  
 \_\_\_\_\_

9th. \_\_\_\_\_  
 \_\_\_\_\_

6. List new, more **skillful** behaviors to replace ineffective behaviors. Use the ABC-EF list.

1st. \_\_\_\_\_  
 \_\_\_\_\_

2nd. \_\_\_\_\_  
 \_\_\_\_\_

3rd. \_\_\_\_\_  
 \_\_\_\_\_

4th. \_\_\_\_\_  
 \_\_\_\_\_

5th. \_\_\_\_\_  
 \_\_\_\_\_

6th. \_\_\_\_\_  
 \_\_\_\_\_

7th. \_\_\_\_\_  
 \_\_\_\_\_

8th. \_\_\_\_\_  
 \_\_\_\_\_

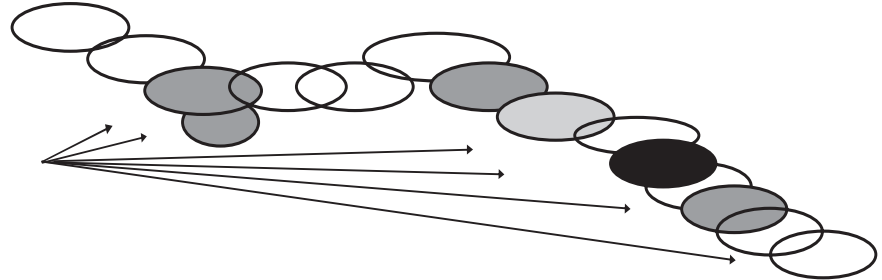
9th. \_\_\_\_\_  
 \_\_\_\_\_

(continued on next page)

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

**Possible Types of Links**

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



4. List the **chain of events** (specific behaviors and environmental events that actually did happen). Use the ABC-EF list above.

10th. \_\_\_\_\_

11th. \_\_\_\_\_

12th. \_\_\_\_\_

13th. \_\_\_\_\_

14th. \_\_\_\_\_

15th. \_\_\_\_\_

16th. \_\_\_\_\_

17th. \_\_\_\_\_

6. List new, more **skillful** behaviors to replace ineffective behaviors. Use the ABC-EF list.

10th. \_\_\_\_\_

11th. \_\_\_\_\_

12th. \_\_\_\_\_

13th. \_\_\_\_\_

14th. \_\_\_\_\_

15th. \_\_\_\_\_

16th. \_\_\_\_\_

17th. \_\_\_\_\_

**GENERAL WORKSHEET 2** (p. 4 of 4)

5. What exactly were the *consequences* in the environment?

And in myself?

What *harm* did my problem behavior cause?

7. *Prevention plans:*

Ways to reduce my *vulnerability* in the future:

Ways to prevent *precipitating event* from happening again:

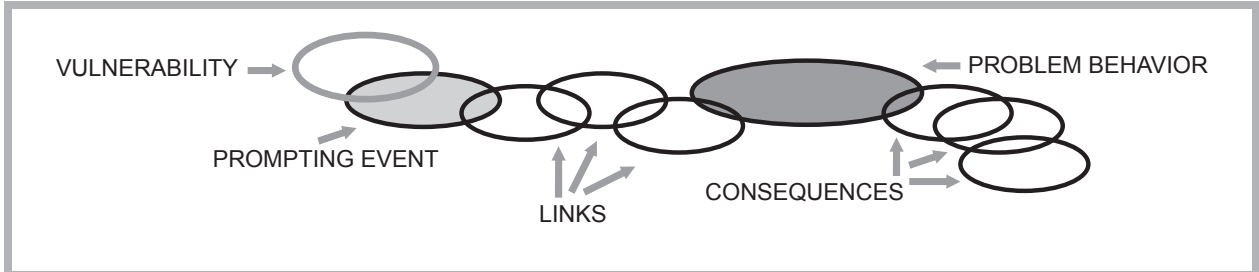
8. Plans to *repair, correct, and overcorrect* the harm:

## GENERAL WORKSHEET 2A (General Handouts 7, 7a) (p. 1 of 3)

### Example: Chain Analysis of Problem Behavior

Due Date: \_\_\_\_\_ Name: \_\_\_\_\_ Date: \_\_\_\_\_

Problem Behavior: \_\_\_\_\_



1. What exactly is the major **PROBLEM BEHAVIOR** that I am analyzing?

*Drinking too much and driving drunk*

2. What **PROMPTING EVENT** in the environment started me on the chain to my problem behavior? Include what happened **RIGHT BEFORE** the urge or thought came into my mind.

Day prompting event occurred: Monday

*My sister from out of town called me and said she was not going to come visit me the next week like she had said she would, because her husband had an important business party he wanted her to attend with him.*

3. Describe what things in myself and in my environment made me **VULNERABLE**.

Day the events making me vulnerable started: Sunday

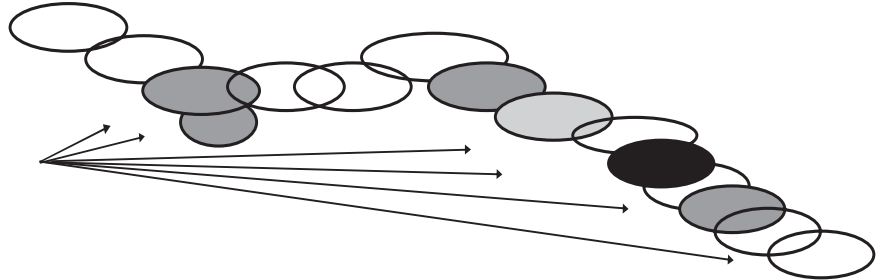
*My boyfriend said he had to take a business trip sometime in the next month.*

(continued on next page)

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

**Possible Types of Links**

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



4. List the **chain of events** (specific behaviors and environmental events that actually did happen). Use the ABC-EF list above.

**1st.** *I felt hurt and started sobbing on the phone with my sister and was angry with her.*

**2nd.** *I thought, "I can't stand it. No one loves me."*

**3rd.** *I felt very ashamed once I hung up from talking to my sister.*

**4th.** *I thought "My life is useless; no one will ever be here for me."*

**5th.** *Tried watching TV, but nothing was on I liked.*

**6th.** *I started feeling agitated and thought, "I can't stand this."*

**7th.** *I decided to drink a glass of wine to feel better, but ended up drinking two whole bottles.*

**8th.** *Got in my car to drive to a late-night concert.*

**9th.** *While I was bending down to pick up a piece of paper, car swerved. I was stopped by a cop and taken in on a DUI.*

6. List new, more **skillful** behaviors to replace ineffective behaviors. Use the ABC-EF list.

**1st.** *Listen to why my sister could not come.*

**2nd.** *Remember that my sister and my boyfriend love me.*

**3rd.** *Check the facts; is my sister going to reject me over this?*

**4th.** *Call my sister back and apologize for being angry (since I know she will validate how I feel).*

**5th.** *Download a movie, work on a puzzle, or call a friend instead.*

**6th.** *Try my TIP skills to bring down arousal.*

**7th.** *Walk down the street and have a dinner out, because I won't drink too much in public.*

**8th.** *Call my boyfriend and ask him to come over for a while.*

**9th.** *Take a long bath, try TIP skills again; Keep checking the facts; remember these emotions will pass; call my therapist for help.*

(continued on next page)

**5. What exactly were the *consequences* in the environment?**

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

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

**And in myself?**

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

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

**What *harm* did my problem behavior cause?**

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

**7. *Prevention plans:*****Ways to reduce my *vulnerability* in the future:**

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

**Ways to prevent *precipitating event* from happening again:**

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

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

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

Skills Training Handouts for *DBT® Skills Manual for Adolescents*,  
by Jill H. Rathus and Alec L. Miller  
Guilford Publications, Inc.

## ORIENTATION HANDOUTS

- Orientation Handout 1:** What Is Dialectical Behavior Therapy (DBT)?
- Orientation Handout 2:** Goals of Skills Training
- Orientation Handout 3:** DBT Skills Training Group Format
- Orientation Handout 4:** Biosocial Theory
- Orientation Handout 5:** DBT Assumptions
- Orientation Handout 6:** Guidelines for the Adolescent Skills Training Group
- Orientation Handout 7:** DBT Contract

## MINDFULNESS HANDOUTS

- Mindfulness Handout 1:** Mindfulness: Taking Hold of Your Mind
- Mindfulness Handout 2:** Mindfulness: Why Bother?
- Mindfulness Handout 3:** Three States of Mind
- Mindfulness Handout 4:** Practice Exercise: Observing Yourself in Each State of Mind
- Mindfulness Handout 5:** Mindfulness “What” Skills
- Mindfulness Handout 6:** Mindfulness “How” Skills
- Mindfulness Handout 7:** Mindfulness Cheat Sheet
- Mindfulness Handout 8:** Practice Exercise: Mindfulness “What” and “How” Skills

## DISTRESS TOLERANCE HANDOUTS

- Distress Tolerance Handout 1:** Why Bother Tolerating Painful Feelings and Urges?
- Distress Tolerance Handout 2:** Crisis Survival Skills Overview

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**Distress Tolerance Handout 3:** Crisis Survival Skills: Distract with “Wise Mind ACCEPTS”

**Distress Tolerance Handout 4:** Practice Exercise: Distract with “Wise Mind ACCEPTS”

**Distress Tolerance Handout 5:** Crisis Survival Skills: Self-Soothe with Six Senses

**Distress Tolerance Handout 6:** Practice Exercise: Self-Soothe Skills

**Distress Tolerance Handout 7:** Crisis Survival Skills: IMPROVE the Moment

**Distress Tolerance Handout 8:** Practice Exercise: IMPROVE the Moment

**Distress Tolerance Handout 9:** Crisis Survival Skills: Pros and Cons

**Distress Tolerance Handout 10:** Practice Exercise: Pros and Cons

**Distress Tolerance Handout 11:** Crisis Survival Skills: TIPP Skills for Managing Extreme Emotions

**Distress Tolerance Handout 12:** Practice Exercise: TIPP Skills

**Distress Tolerance Handout 13:** Create Your Crisis Survival Kit for Home, School, or Work

**Distress Tolerance Handout 14:** Accepting Reality: Choices We Can Make

**Distress Tolerance Handout 15:** Accepting Reality: Turning the Mind

**Distress Tolerance Handout 16:** Willingness

**Distress Tolerance Handout 17:** Ways to Practice Accepting Reality

**Distress Tolerance Handout 18:** Practice Exercise: Accepting Reality

## **WALKING THE MIDDLE PATH HANDOUTS**

**Walking the Middle Path Handout 1:** Dialectics: What Is It?

**Walking the Middle Path Handout 2:** Dialectics “How-to” Guide

**Walking the Middle Path Handout 3:** Thinking Mistakes

**Walking the Middle Path Handout 4:** Dialectical Dilemmas

**Walking the Middle Path Handout 5:** Dialectical Dilemmas: How Does the Dilemma Apply to You?

**Walking the Middle Path Handout 6:** What’s Typical for Adolescents and What’s Cause for Concern?

**Walking the Middle Path Handout 7:** Practice Exercise: Thinking and Acting Dialectically

**Walking the Middle Path Handout 8:** Validation

**Walking the Middle Path Handout 9:** How Can We Validate Others?

**Walking the Middle Path Handout 10:** How Can We Validate Ourselves?

**Walking the Middle Path Handout 11:** Practice Exercise: Validation of Self and Others

**Walking the Middle Path Handout 12:** Behavior Change

**Walking the Middle Path Handout 13:** Ways to Increase Behaviors

**Walking the Middle Path Handout 14:** Practice Exercise: Positive Reinforcement

**Walking the Middle Path Handout 15:** Ways to Decrease or Stop Behaviors

**Walking the Middle Path Handout 16:** Practice Exercise: Extinction and Punishment

## **EMOTION REGULATION HANDOUTS**

**Emotion Regulation Handout 1:** Taking Charge of Your Emotions: Why Bother?

**Emotion Regulation Handout 2:** Goals of Emotion Regulation Skills Training

**Emotion Regulation Handout 3:** Short List of Emotions

**Emotion Regulation Handout 4:** What Good Are Emotions?

**Emotion Regulation Handout 5:** A Model of Emotions

**Emotion Regulation Handout 6:** A Model of Emotions with Skills

**Emotion Regulation Handout 7:** Practice Exercise: Observe and Describe an Emotion

**Emotion Regulation Handout 8:** ABC PLEASE Overview

**Emotion Regulation Handout 9:** ACCUMULATING Positive Experiences—Short Term

**Emotion Regulation Handout 10:** Pleasant Activities List

**Emotion Regulation Handout 11:** Parent–Teen Shared Pleasant Activities List

**Emotion Regulation Handout 12:** ACCUMULATING Positive Experiences—Long Term

**Emotion Regulation Handout 13:** Wise Mind Values and Priorities List

**Emotion Regulation Handout 14:** Practice Exercise: ACCUMULATING Positive Experiences in the Short and Long Term

**Emotion Regulation Handout 15:** Building Mastery and Coping Ahead

**Emotion Regulation Handout 16:** PLEASE Skills

**Emotion Regulation Optional Handout 16a:** FOOD and Your MOOD

**Emotion Regulation Optional Handout 16b:** BEST Ways to Get REST: 12 Tips for Better Sleep

**Emotion Regulation Handout 17:** Practice Exercise: Build Mastery, Cope Ahead, and PLEASE Skills

**Emotion Regulation Handout 18:** The Wave Skill: Mindfulness of Current Emotions

**Emotion Regulation Handout 19:** Check the Facts and Problem Solving

**Emotion Regulation Handout 20:** Opposite Action to Change Emotions

**Emotion Regulation Handout 21:** Practice Exercise: Opposite Action

## **INTERPERSONAL EFFECTIVENESS HANDOUTS**

**Interpersonal Effectiveness Handout 1:** What Is Your Goal and Priority?

**Interpersonal Effectiveness Handout 2:** What Stops You from Achieving Your Goals?

**Interpersonal Effectiveness Handout 3:** Building and Maintaining Positive Relationships:  
GIVE Skills

**Interpersonal Effectiveness Handout 4:** Practice Exercise: GIVE Skills

**Interpersonal Effectiveness Handout 5:** Getting Someone to Do What You Want:  
DEAR MAN Skills

**Interpersonal Effectiveness Handout 6:** Practice Exercise: DEAR MAN Skills

**Interpersonal Effectiveness Handout 7:** Maintaining Your Self-Respect: FAST Skills

**Interpersonal Effectiveness Handout 8:** Worry Thoughts and Wise Mind Self-Statements

**Interpersonal Effectiveness Handout 9:** Practice Exercise: FAST Skills

**Interpersonal Effectiveness Handout 10:** Factors to Consider in Asking for What You Want

**Interpersonal Effectiveness Handout 11:** Practice Exercise: Factors to Consider in Asking  
or Saying “No”

**Interpersonal Effectiveness Handout 12:** Practice Exercise: Using Skills at the Same Time

**Interpersonal Effectiveness Optional Handout 13:** THINK Skills

**Interpersonal Effectiveness Optional Handout 14:** Practice Exercise: THINK Skills

# **ORIENTATION HANDOUTS**

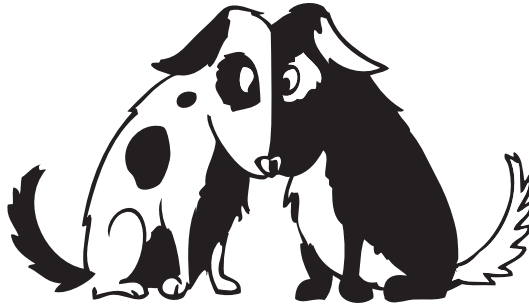


## What Is Dialectical Behavior Therapy (DBT)?

- DBT is an effective treatment for people who have difficulty controlling their emotions and behaviors.
- DBT aims to replace problem behaviors with skillful behaviors.
- DBT skills help people experience a range of emotions without necessarily acting on those emotions.
- DBT skills help teens navigate relationships in their environment (family/school/peers).
- DBT helps people create a life worth living.

### What Does “Dialectical” Mean?

Dialectical = two opposite ideas can be true at the same time, and when considered together, can create a new truth and a new way of viewing the situation. There is always more than one way to think about a situation.



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# Goals of Skills Training

## Problems to Decrease

### 1. REDUCED AWARENESS AND FOCUS; CONFUSION ABOUT SELF

(Not always aware of what you are feeling, why you get upset, or what your goals are, and/or have trouble staying focused)

### 2. EMOTIONAL DYSREGULATION

(Fast, intense mood changes with little control and/or steady negative emotional state; mood-dependent behaviors)

### 3. IMPULSIVITY

(Acting without thinking it all through; escaping or avoiding emotional experiences)

### 4. INTERPERSONAL PROBLEMS

(Pattern of difficulty keeping relationships steady, getting what you want, keeping self-respect; loneliness)

### 5. TEENAGER AND FAMILY CHALLENGES

(Extreme thinking, feeling, and acting; absence of flexibility; difficulty navigating family conflict or effectively influencing others' behaviors)

## Behaviors to Increase

### 1. CORE MINDFULNESS SKILLS

### 2. EMOTION REGULATION SKILLS

### 3. DISTRESS TOLERANCE SKILLS

### 4. INTERPERSONAL EFFECTIVENESS

### 5. WALKING THE MIDDLE PATH SKILLS

## PERSONAL GOALS:

### Behaviors to Decrease

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

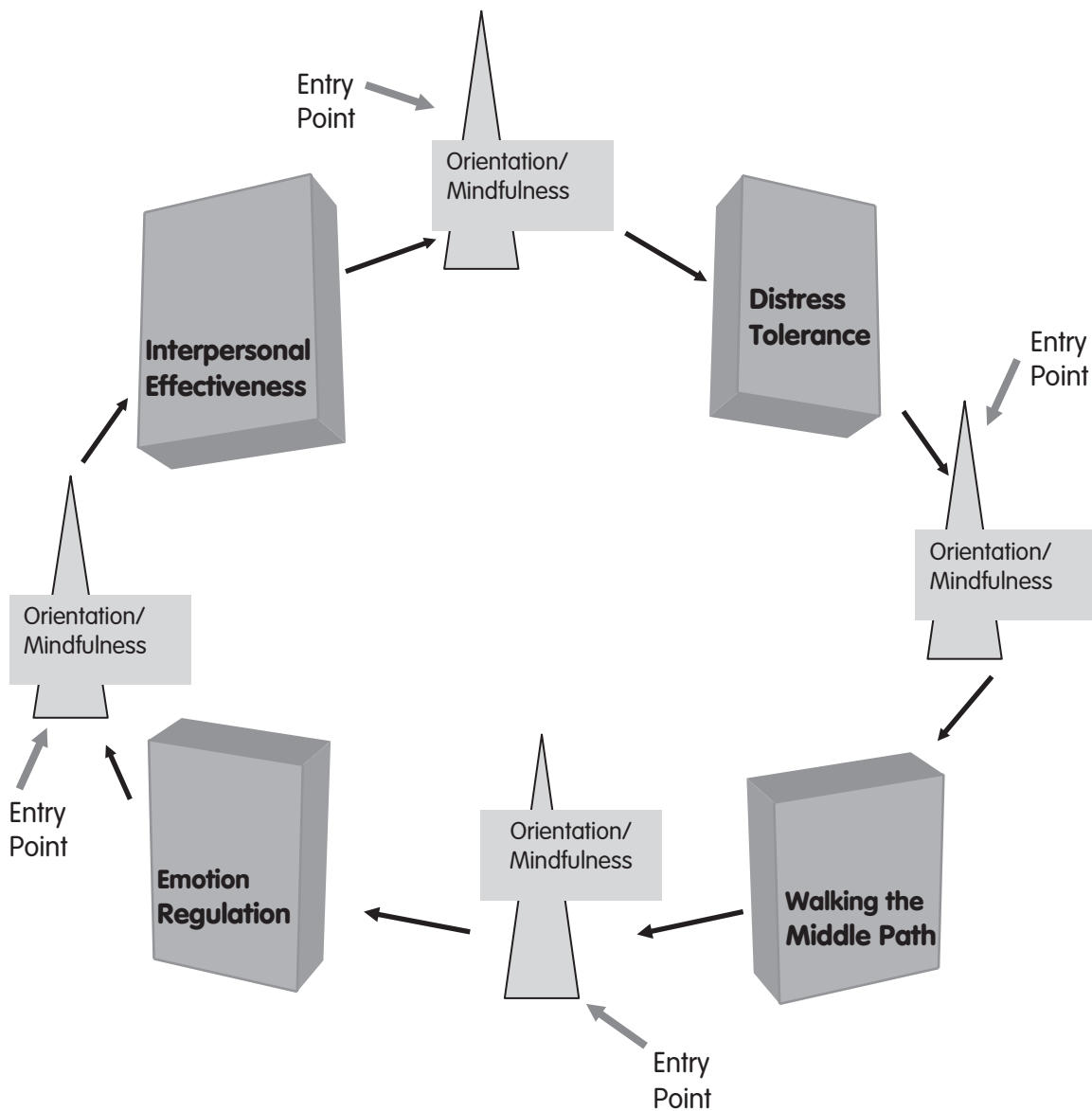
### Behaviors to Increase

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

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# DBT Skills Training Group Format



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# Biosocial Theory

- BIO:**
- A. There is a biological vulnerability to emotions
    - 1. high sensitivity
    - 2. high reactivity
    - 3. slow return to baseline

plus



- B. An inability to effectively regulate emotions.

TRANSACTIONING



WITH . . .

## SOCIAL:

An invalidating environment communicates that what you are feeling, thinking, or doing doesn't make sense or is considered inaccurate or an overreaction. Environments include parents, teachers, peers, therapists, coaches, and others. Sometimes there is a "poor fit" (e.g., temperament) between the person and the environment.



The invalidating environment punishes or sometimes reinforces emotional displays and contributes to the person's suppression or escalation of emotions, and sometimes leaves the person feeling confused and unable to trust one's own emotional experiences (**self-invalidation**).

OVER TIME LEADS TO . . .

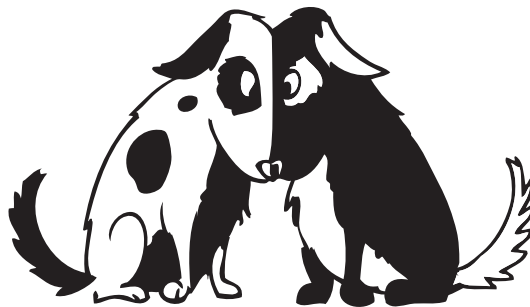


**Multiple Problems  
(Chronic Emotional Dysregulation)**

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## DBT Assumptions

1. People are doing the best they can.
2. People want to improve.
3. People need to do better, try harder, and be more motivated to change.
4. People may not have caused all of their own problems and they have to solve them anyway.
5. The lives of emotionally distressed teenagers and their families are painful as they are currently being lived.
6. Teens and families must learn and practice new behaviors in all the different situations in their lives (e.g., home, school, work, neighborhood).
7. There is no absolute truth.
8. Teens and their families cannot fail in DBT.



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## **GROUP RULES AND FORMAT**

### **Confidentiality**

Confidentiality is a cornerstone of making the group a safe place to share information and learn. Although it is okay to discuss what you learn in the group with others, please do not discuss other group members or their comments outside the group.

### **Respect for Others**

Please keep in mind that the group is composed of people with varying backgrounds, each person with his or her own set of likes, dislikes, values and beliefs. Use of derogatory, racial, ethnic, religious, or sexual comments is prohibited in group. Group members are expected to do their best to validate each other, avoid judging each other, and assume the best about each other.

### **Target Behaviors**

Please do not discuss, inside or outside group, current or past problem behaviors that could be contagious to others (aka "target behaviors").

### **Attendance**

If you are going to be late or absent from group, please call and leave a message for your group therapist at 503-290-\_\_\_\_\_. Please commit to attend the full program. If you miss 4 sessions in a row you have dropped out of treatment. You can reapply to enter the program after the date of when you would have completed group ends.

### **Payment/Cancellation policy**

Any out-of-pocket fees such as copays or parent group fees must be paid at the time of service. Missed group sessions are charged directly to the client, not insurance, unless you have OHP. When 24-hour notice is given, the fee for each missed group is \$30. No show or late cancelled sessions are charged at the full rate of \$75.

### **Preparation**

Please come prepared. Bring your workbook and written homework to group. If you lose your notebook, a replacement will be provided for a \$25 charge. It is important that you make every effort to practice skills between sessions.

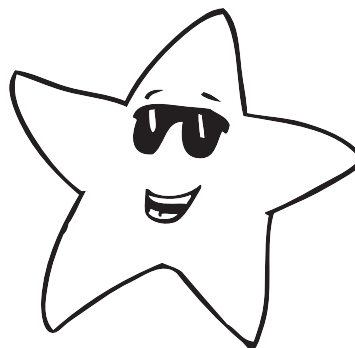
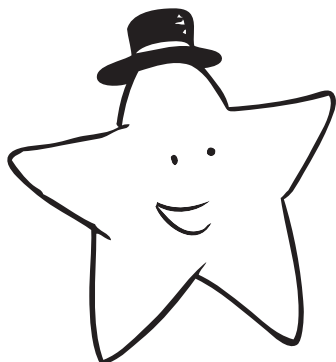
### **Alcohol and Drugs**

Group members are not to come to sessions under the influence of drugs or alcohol. If drugs or alcohol have already been used, come to sessions acting and appearing clean and sober.

### **Contact outside of group**

Group members can have contact with each other outside of group if it is permitted by their individual care giver(s). Group members are expected to support each other in skills use and not tempt each other to engage in problem behaviors. Group members are not to form private (cliques, dating) relationships with each other.

## DBT Contract



I am familiar with the theory, assumptions, and format of DBT Skills Training.

I agree to participate in DBT Skills Training and complete all of the modules.

I will come to group on time with my materials and practice exercises. If I don't do the practice, I agree to do a behavioral analysis (so we understand what got in the way and can problem-solve for next time).

I am fully aware of the attendance policy, and if I exceed the allotted amount of absences, I understand that I will have dropped out of DBT Skills Training. (As a caregiver, I am aware that the attendance policy applies to me as well.)

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**(Your signature)**

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**(date)**

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**(Skills trainer signature)**

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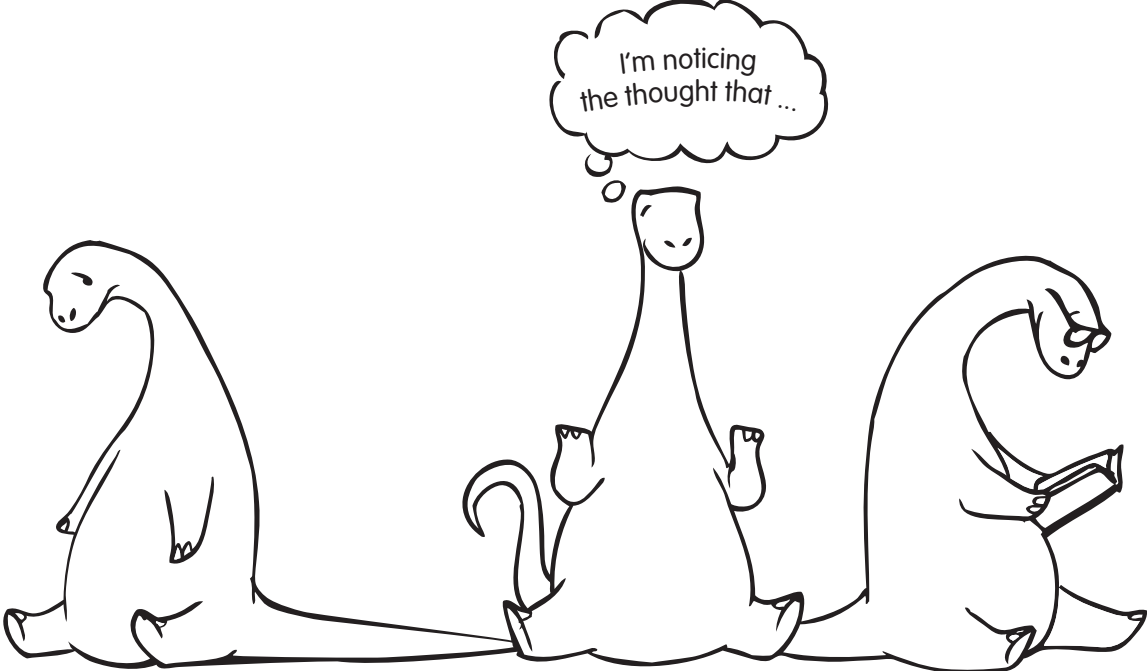
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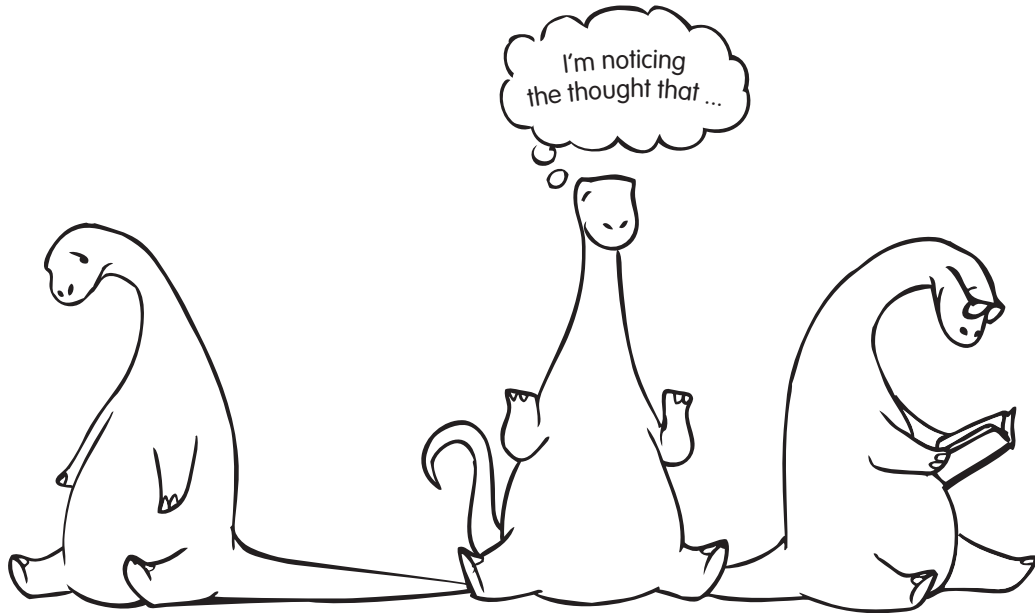
# MINDFULNESS HANDOUTS





## Mindfulness: Taking Hold of Your Mind

Being in control of your mind rather than letting your mind be in control of you.



1. **FULL AWARENESS (Opened Mind):** Being aware of the present moment (e.g., thoughts, emotions, and physical sensations) without judgment and without trying to change it.
2. **ATTENTIONAL CONTROL (Focused Mind):** Staying focused on one thing at a time.

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## Mindfulness: Why Bother?

### Being mindful can . . .

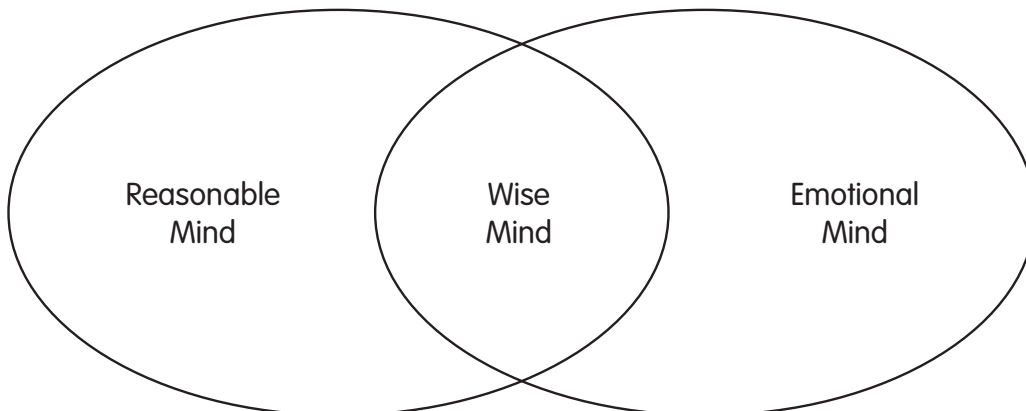
1. Give you more choices and more control over your behavior. It helps you slow down and notice emotions, thoughts, and urges (i.e., increases self-awareness), and helps you choose a behavior more thoughtfully, rather than act impulsively and make situations worse.
2. Reduce your emotional suffering and increase your pleasure and sense of well-being.
3. Help you make important decisions (and balance overly emotional or overly logical decisions).
4. Help focus your attention (i.e., be in control of your mind rather than letting your mind be in control of you) and therefore make you more effective and productive.
5. Increase compassion for self and others.
6. Lessen your pain, tension, and stress, and in turn can even improve your health.

### Practice, practice, practice

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# Three States of Mind



**Emotional Mind is "hot," ruled by your feelings and urges.**

When I am in Emotional Mind, I tend to: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

(continued)

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**Three States of Mind** (page 2 of 2)

***Reasonable Mind is “cool,” ruled by thinking, facts, and logic.***

When I am in Reasonable Mind, I tend to: \_\_\_\_\_

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***Wise Mind includes both reason and emotion; it is the wisdom within each person and the state of mind to access to avoid acting impulsively and when you need to make an important decision. (Wise mind helps us think more clearly in the presence of strong emotions.)***

When I am in Wise Mind, I tend to: \_\_\_\_\_

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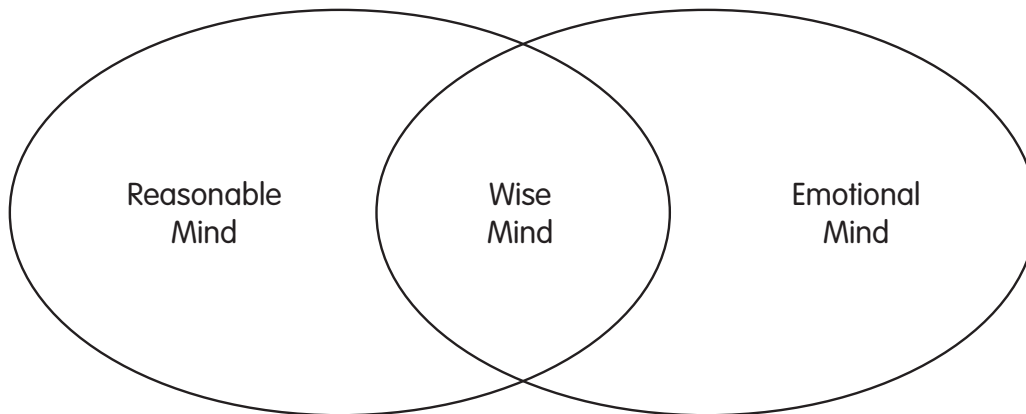
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# Practice Exercise: Observing Yourself in Each State of Mind

Due Date: \_\_\_\_\_



### **Emotional Mind**

One example of Emotional Mind this week was (please describe your emotions, thoughts, behaviors): \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

*(continued)*

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**Practice Exercise: Observing Yourself in Each State of Mind** (page 2 of 2)

***Reasonable Mind***

One example of Reasonable Mind this week was (please describe your emotions, thoughts, behaviors): \_\_\_\_\_

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***Wise Mind***

One example of Wise Mind this week was (please describe your emotions, thoughts, behaviors): \_\_\_\_\_

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## Mindfulness “What” Skills

### Observe

- *Wordless watching*: Just notice the experience in the present moment.
- Observe both inside and outside yourself, using all of your five senses.
- Watch your thoughts and feelings come and go, as if they were on a conveyer belt.
- Have a “Teflon mind,” letting experiences come into your mind and slip right out (not holding on).
- Don’t push away your thoughts and feelings. Just let them happen, even when they’re painful.
- Note: we cannot observe another’s inner experience (“He’s upset.”)—only external features (e.g., a tear rolling down a cheek) or our thoughts about another’s experience (“I observed the thought ‘He’s upset.’”).

### Describe

- Put words on the experience: Label what you observe with words.
- For example: “I feel sad,” “My face feels hot,” “I feel my heart racing,” “I’m having the thought that . . .,” “I’m having an urge to . . .”
- Describe only what you observe *without* interpretations. Stick to the facts! Instead of “that person has an attitude,” you could describe that person as “rolling her eyes, speaking with a loud voice.”

### Participate

- Throw yourself into the present moment fully (e.g., dancing, cleaning, taking a test, feeling sad in the moment). Try not to worry about tomorrow or focus on yesterday.
- Become one with whatever you’re doing: *Get into the zone*.
- Fully experience the moment without being self-conscious.
- Experience even negative emotions fully to help your Wise Mind make a decision about what to do (instead of acting impulsively).

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## Mindfulness “How” Skills

### Don’t Judge

- Notice but don’t evaluate as good or bad. Stick to the observable facts of the situation, using only what is observed with your senses.
- Acknowledge the harmful and the helpful, but don’t judge it. For example, replace “He’s a jerk” with “He walked away while we were talking.”
- You can’t go through life without making judgments; your goal is to catch and replace them with descriptions so you have more control over your emotions.
- When you find yourself judging, *don’t judge your judging*.

### Stay Focused

- One-mindfully: Focus your attention on *only* one thing in this moment. Slow yourself down to accomplish this.
- Stop doing two things at once (the opposite of multitasking).
- Concentrate your mind: Let go of distractions and refocus your attention when it drifts, again and again.
- Stay focused so that past, future, and current distractions don’t get in your way.

### Do What Works

- Be effective: Focus on what works to achieve your goal.
- Don’t let emotions control your behavior; cut the cord between feeling and doing.
- Play by the rules (which may vary at home, school, work).
- Act as skillfully as you can to achieve your goals.
- Let go of negative feelings (e.g., vengeance and useless anger) and “shoulds” (e.g., “My teacher should have. . .”) that can hurt you and make things worse.

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## Mindfulness Cheat Sheet

1. Identify what you will focus on:

Examples: Your breath

An object (a picture, burning candle)

An activity (brushing your hair, cleaning your room, reading)

2. Bring your attention to the object of focus.

3. When your attention wanders away from the object of focus (and sometimes it will, so don't judge yourself for it!) . . .

- Notice that this has happened.
- Gently bring your attention back to the object of focus.



### To Get Started

Begin practicing mindfulness by noticing your attention and how it wanders. Gradually work on doing this practice for 30 seconds, 1 minute and 2 minutes at a time. Practice *a lot*. No one will know you are doing it!

Your attention may wander to noises around you, worry thoughts, judgmental thoughts such as “this is stupid,” body sensations, urges to talk, and so on). Notice them, let them go, and return your attention to the object of focus.

## Practice Exercise: Mindfulness “What” and “How” Skills

Due Date \_\_\_\_\_

Check off one “what” skill and one “how” skill to practice during the week.

**“What” Skills**

- \_\_\_ Observe
- \_\_\_ Describe
- \_\_\_ Participate

**“How” Skills**

- \_\_\_ Don’t Judge
- \_\_\_ Stay Focused
- \_\_\_ Do What Works

Briefly describe how you used each skill during the week (include what, when, and where):

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Briefly describe how the skills affected your thoughts, feelings, or behaviors:

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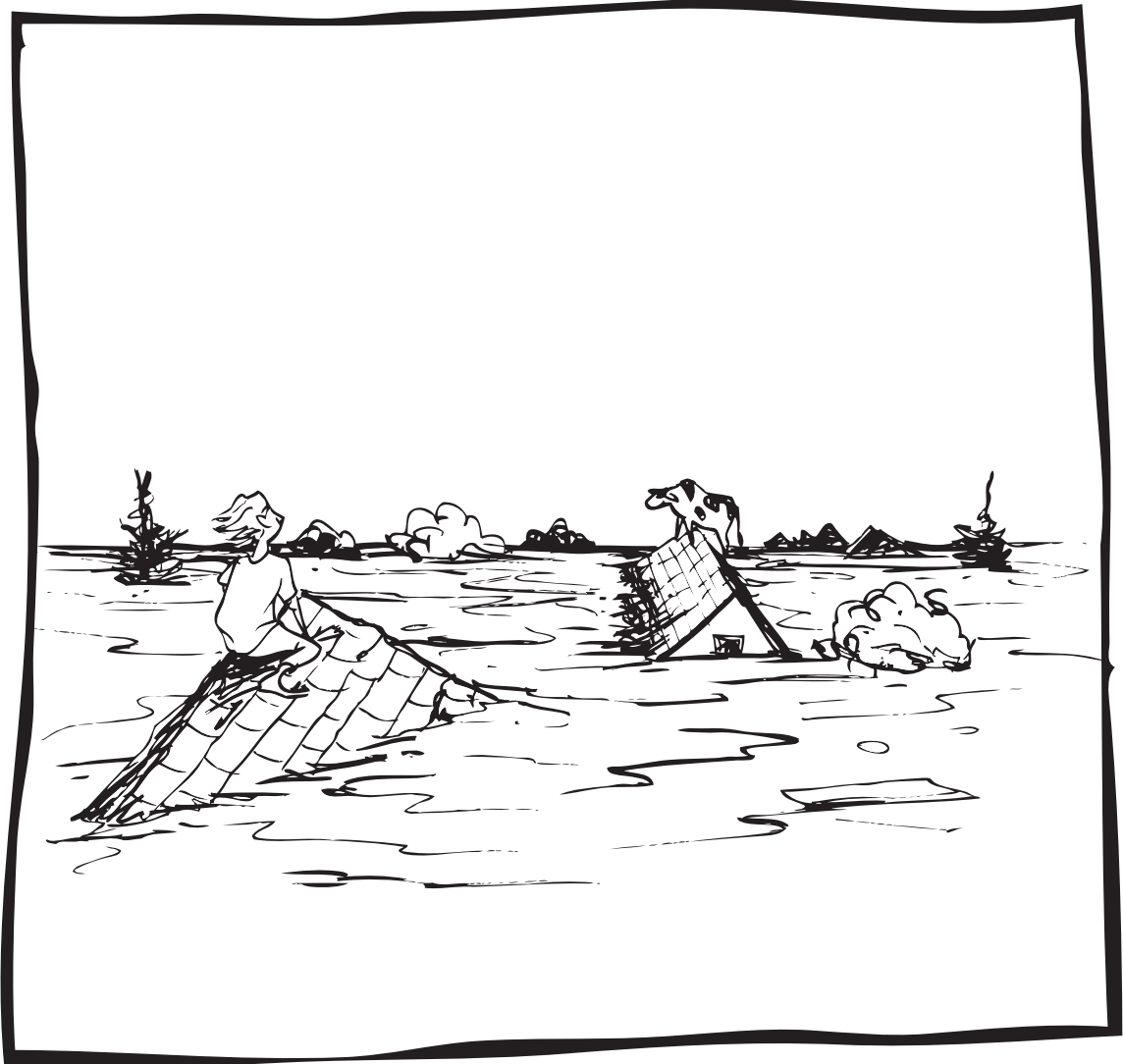
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- \_\_\_ Were you able to get into Wise Mind?
- \_\_\_ Were you able to better notice the present moment?
- \_\_\_ Were you able to better focus your attention on just one thing at a time?
- \_\_\_ Any other effects on thoughts, feelings, or behaviors? \_\_\_\_\_

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## DISTRESS TOLERANCE HANDOUTS





## Why Bother Tolerating Painful Feelings and Urges?

Because . . .

**1. Pain is part of life and can't always be avoided.**

**2. If you can't deal with your pain, you may act impulsively.**

**3. When you act impulsively, you may end up hurting yourself, hurting someone else, or not getting what you want.**

## Crisis Survival Skills Overview

Skills for tolerating painful events and emotions when you can't make things better right away and you don't want to make things worse!

### Distract with "Wise Mind ACCEPTS"

Activities  
Contributing  
Comparisons  
Emotions  
Pushing Away  
Thoughts  
Sensations

### SELF-SOOTHE with Six Senses

Vision  
Hearing  
Smell  
Taste  
Touch  
Movement

### IMPROVE the Moment

Imagery  
Meaning  
Prayer  
Relaxation  
One thing in the moment  
Vacation  
Encouragement

### PROS AND CONS

### TIPP

Temperature  
Intense exercise  
Paced breathing  
Progressively relaxing your muscles

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## Crisis Survival Skills: Distract with “Wise Mind ACCEPTS”

- Activities**      ***Do something.*** Call, e-mail, text, or visit a friend; watch a favorite movie or TV show; play your instrument or sing; play videogames; draw, cook, or bake; write in a journal; clean your room; go for a walk or exercise; read a book; listen to your iPod, go online and download music, apps; play a game with yourself or others.
- Contributing**      ***Contribute to (do something nice for) someone.*** Help a friend or sibling with homework; make something nice for someone else; donate things you don't need; surprise someone with a hug, a note, or a favor; volunteer.
- Comparisons**      ***Compare yourself*** to those less fortunate. Compare how you are feeling now to a time when you were doing worse. Think about others who are coping the same or less well than you.
- Emotions**      ***Create different emotions.*** Watch a funny TV show or emotional movie; listen to soothing or upbeat music; get active when you are sad; go to a store and read funny greeting cards or joke books.
- Pushing away**      ***Push the painful situation out of your mind temporarily.*** Leave the situation mentally by moving your attention and thoughts away; build an imaginary wall between you and the situation. Put the pain in a box and on a shelf for a while.
- Thoughts**      ***Replace your thoughts.*** Read; do word or number puzzles; count numbers, colors in a poster, tiles on a wall, anything; repeat the words to a song in your mind.
- Sensations**      ***Intensify other sensations.*** Hold or chew ice; listen to loud music; take a warm or cold shower; squeeze a stress ball; do sit-ups and push-ups; pet your dog or cat.

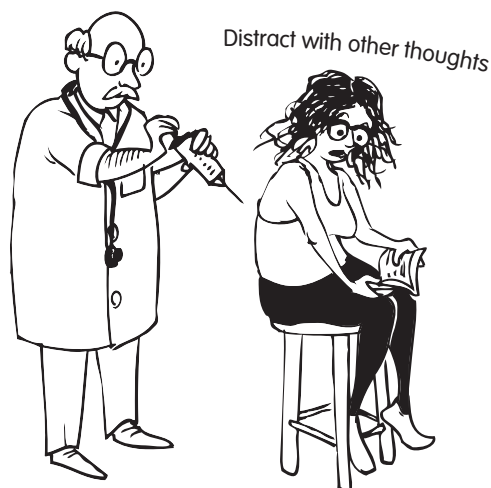
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# Practice Exercise: Distract with “Wise Mind ACCEPTS”

Due Date \_\_\_\_\_

Write down at least two specific Distract skills to practice during the week when you feel upset (e.g., activity—play the guitar; contributing—bake cookies for my neighbor):



## Distract with “ACCEPTS”

**A**ctivities \_\_\_\_\_

**C**ontributing \_\_\_\_\_

**C**omparisons \_\_\_\_\_

**E**motions \_\_\_\_\_

**P**ushing away \_\_\_\_\_

**T**houghts \_\_\_\_\_

**S**ensations \_\_\_\_\_

(continued)

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**Practice Exercise: Distract with “Wise Mind ACCEPTS”** (page 2 of 2)

Briefly describe the stressful situations you were in and the specific skills you used: \_\_\_\_\_

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Did using the skills help you to (1) cope with uncomfortable feelings and urges and/or (2) avoid conflict of any kind?

Circle Yes or No.

(Note: If the skill helped you to *not* do anything to make the situation worse, it worked!)

If YES, please describe how it helped: \_\_\_\_\_

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If NO, please describe why you believe it did not help: \_\_\_\_\_

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If you did not practice this skill, please explain why: \_\_\_\_\_

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## Crisis Survival Skills: Self-Soothe with Six Senses

**VISION**      **HEARING**  
**SMELL**      **TASTE**  
**TOUCH**      **MOVEMENT**

- Vision**      Go to your favorite place and take in all the sights; look at a photo album; zone out to a poster/picture; notice colors in a sunset; people watch.
- Hearing**      Listen to your favorite music and play it over and over again; pay attention to sounds in nature (birds, rain, thunder, traffic); play an instrument or sing; listen to a sound machine.
- Smell**      Put on your favorite lotion; use a scented aftershave or body wash; make cookies or popcorn; smell freshly brewed coffee; go to the park and “smell the roses.”
- Taste**      Eat some of your favorite foods; drink your favorite nonalcoholic beverage; have your favorite flavor of ice cream; really notice the food you eat; eat one thing mindfully; don’t overdo it!
- Touch**      Take a long bath or shower; pet your dog or cat; get a massage; brush your hair; hug or be hugged; put a cold cloth on your head; change into your most comfortable clothes.
- Movement**      Rock yourself gently; stretch; go for a run; do yoga; dance!



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# Practice Exercise: Self-Soothe Skills

Due Date \_\_\_\_\_

Write down at least two specific SELF-SOOTHE Skills to practice during the week when you feel upset:



## SELF-SOOTHE WITH SIX SENSES:

VISION \_\_\_\_\_

HEARING \_\_\_\_\_

SMELL \_\_\_\_\_

TASTE \_\_\_\_\_

TOUCH \_\_\_\_\_

MOVEMENT \_\_\_\_\_

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**Practice Exercise: Self-Soothe Skills** (page 2 of 2)

Briefly describe the stressful situations you were in and the specific skills you used:

1. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

2. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Did using this skill help you to (1) cope with uncomfortable feelings and urges and/or (2) avoid conflict of any kind?

Circle Yes or No.

If YES, please describe how it helped: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

If NO, please describe why you believe it did not help: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

If you did not practice this skill, please explain why: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

## 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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## Crisis Survival Skills: IMPROVE the Moment

### IMPROVE the Moment with:

**Imagery** Imagine very relaxing scenes of a calming, safe place. Imagine things going well; imagine coping well. Imagine painful emotions draining out of you like water out of a pipe.

**Meaning** Find or create some purpose, meaning, or value in the pain. Make lemonade out of lemons.

**Prayer** Open your heart to a supreme being, greater wisdom, or your own Wise Mind. Ask for strength to bear the pain in this moment.

**Relaxation** Try to relax your muscles by tensing and relaxing each large muscle group, starting with the forehead and working down. Download a relaxation audio or video; stretch; take a bath or get a massage.

**One thing in the Moment** Focus your entire attention on what you are doing right now. Keep your mind in the present moment. Be aware of body movements or sensations while you're walking, cleaning, eating.

**Vacation** Give yourself a brief vacation. Get outside, take a short walk, go get your favorite coffee drink or smoothie, read a magazine or newspaper; surf the web; take a 1-hour breather from hard work that must be done. Unplug from all electronic devices.

**Encouragement** Cheerlead yourself. Repeat over and over: "I can stand it," "It won't last forever," "I will make it out of this," "I'm doing the best I can."



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# 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.

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## DISTRESS TOLERANCE HANDOUT 9A

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### 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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## Practice Exercise: IMPROVE the Moment

Due Date \_\_\_\_\_

Write down at least two specific IMPROVE Skills to practice during the week when you feel distressed:

**Imagery** \_\_\_\_\_

**Meaning** \_\_\_\_\_

**Prayer** \_\_\_\_\_

**Relaxation** \_\_\_\_\_

**One Thing in the Moment** \_\_\_\_\_

**Vacation** \_\_\_\_\_

**Encouragement** \_\_\_\_\_

Briefly describe the stressful situation(s) you were in and the specific skills you used: \_\_\_\_\_

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**Practice Exercise: IMPROVE the Moment** *(page 2 of 2)*

Did using the skills help you to (1) cope with uncomfortable feelings and urges and/or (2) avoid conflict of any kind?

Circle YES or NO

If YES, please describe how it helped: \_\_\_\_\_

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If NO, please describe why you believe it did not help: \_\_\_\_\_

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If you did not practice this skill, please explain why: \_\_\_\_\_

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## Crisis Survival Skills: Pros and Cons



Select one crisis (emotionally upsetting situation) where you find it *really* hard to tolerate your distress, avoid destructive behavior, and not act impulsively.

Crisis I am faced with: \_\_\_\_\_

\_\_\_\_\_

Crisis urges: \_\_\_\_\_

\_\_\_\_\_

- An urge can intensify a crisis when it is intense and 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 addictive or harmful behavior or it 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 skillfully and not giving into the urge.

(continued)

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**Crisis Survival Skills: Pros and Cons** (page 2 of 2)

	<b>PROS</b>	<b>CONS</b>
<b>Acting on Crisis Urges</b>	Pros of acting on impulsive urges:	Cons of acting on impulsive urges:
<b>Resisting Crisis Urges</b>	Pros of resisting impulsive urges:	Cons of resisting impulsive urges:

1. Consider short-term and long-term PROS and CONS.
2. Before an overwhelming urge hits:  
Write out your PROS and CONS and carry them with you.
3. When an overwhelming urge hits:  
Review your PROS and CONS and imagine the positive consequences of resisting the urge.  
Imagine (and remember past) negative consequences of giving in to crisis urges.

## Practice Exercise: Pros and Cons

Due Date \_\_\_\_\_

Select one crisis (emotionally upsetting situation) where you find it *really* hard to tolerate your distress, avoid destructive behavior, and not act on your urges.

Crisis I am faced with: \_\_\_\_\_

Crisis urges: \_\_\_\_\_

	PROS	CONS
<b>Acting on Crisis Urges</b>	Pros of acting on impulsive urges:	Cons of acting on impulsive urges:
<b>Resisting Crisis Urges</b>	Pros of resisting impulsive urges:	Cons of resisting impulsive urges:

1. Consider short-term and long-term PROS and CONS.
2. Before an overwhelming urge hits:  
Write out your PROS and CONS and carry them with you.
3. When an overwhelming urge hits:  
Review your PROS and CONS and imagine the positive consequences of resisting the urge.  
Imagine (and remember past) negative consequences of giving in to crisis urges.

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## Crisis Survival Skills: TIPP Skills for Managing Extreme Emotions

### When emotional arousal is very HIGH!!!!!!!

- You are completely caught in Emotion Mind.
- Your brain is not processing information.
- You are emotionally overwhelmed.

“TIPP” your body chemistry to reduce extreme Emotion Mind quickly with:

#### Temperature

- **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; keep water above 50° F. Or, hold a cold pack or ziplock bag with ice water on your eyes and cheeks, or splash cold water on your face. Hold for 30 seconds.

**Caution:** Ice water decreases your heart rate rapidly. Intense exercise will increase heart rate. If you have a heart or medical condition, lowered base heart rate due to medications, take a beta blocker, or have an eating disorder, consult your health care provider before using these skills. Avoid ice water if allergic to the cold.



#### Intense Exercise

- **To calm down your body when it is revved up by emotion.** Engage in intense aerobic exercise, if only for a short while (10–15 minutes). Expend your body’s stored-up physical energy by running, walking fast, jumping rope or jumping jacks, playing basketball, weight lifting, putting on music and dancing. *Don’t* overdo it!

(continued)

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### **Paced Breathing**

- **Slow your pace of breathing way down** (to about 5–7 in and out breaths per minute). Breathe deeply from the abdomen. Breathe *out* more slowly than you breathe *in* (e.g., 4 seconds in and 6 seconds out). Do this for 1–2 minutes to bring down your arousal.

### **Progressive Muscle Relaxation**

- **Tense and relax each muscle group**, head to toe, one muscle group at a time. *Tense* (5 seconds), then let go; *relax* each muscle all the way. *Notice* the tension; *notice* the difference when relaxed.

## Practice Exercise: TIPP Skills

Due Date \_\_\_\_\_

Choose one TIPP skill to practice this week. Check it off now and prepare yourself to use this skill when emotional arousal gets very high.

Rate your emotional arousal before you use the skill: 1–100: \_\_\_\_\_

**TIPP** your body chemistry with:

\_\_\_\_ **T**emperature

Alter your body temperature by holding your breath and placing head in bowl of cold water. Or, splash cold water on your face or place a cold gel mask on your eyes or forehead. Hold for at least 30 seconds. Works best if bent over forward.

\_\_\_\_ **I**ntense exercise

Run in place, do a high-intensity weight circuit, jump, put on music and dance (10–15 minutes). *Don't* overdo it!

\_\_\_\_ **P**aced breathing

Slow down your breath so that you're breathing in for about 4 seconds and out for 5–8 seconds. Do this for 1–2 minutes to bring down your arousal.

\_\_\_\_ **P**rogressive muscle relaxation

Tense and relax each muscle group, head to toe, one muscle group at a time.



Rate your emotional arousal after using the skill: 1–100: \_\_\_\_\_

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## Create Your Crisis Survival Kit for Home, School, or Work

List below 10 “tools” that go into your home crisis survival kit. Choose from your Distract with Wise Mind ACCEPTS skills, your Self-Soothe skills, your IMPROVE skills, and your TIPP skills. Take a shoebox, sturdy bag, or basket and place the relevant items inside: for example, your iPod, a stress ball, your favorite scented lotion or aftershave, picture of your favorite vacation spot, a favorite magazine, a crossword book, herbal tea bags, a favorite piece of candy, a relaxation CD or DVD.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_
9. \_\_\_\_\_
10. \_\_\_\_\_

Create a smaller version of your kit for school or work that fits in a pencil case or lunchbox. Consider items that can be used at your desk: for example, multicolored rubber bands to stretch; paper and pens for doodling; a mini-pack of playdough; a squeeze ball; silly putty; a list of visual stimuli in your class or office that can distract or soothe you; snacks to self-soothe; a list of friends, teachers, counselors, or colleagues you can approach when you have a break.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_

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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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## Accepting Reality: Choices We Can Make

*Five optional ways of responding when a serious problem comes into your life:*

1. Figure out how to solve the problem.
2. Change how you feel about the problem.
3. Accept it.
4. Stay miserable (no skill use).
5. Make things worse (act on your impulsive urges).

*When you can't solve the problem or change your emotions about the problem, try acceptance as a way to reduce your suffering.*

### **Why Bother Accepting Reality?**

- ✓ Rejecting reality does not change reality.
- ✓ Changing reality requires first accepting reality.
- ✓ Rejecting reality turns pain into suffering.
- ✓ Refusing to accept reality can keep you stuck in unhappiness, anger, shame, sadness, bitterness, or other painful emotions.

### **Radical Acceptance**

- ✓ RADICAL ACCEPTANCE is the skill of accepting the things you can't change.
- ✓ RADICAL = complete and total accepting in mind, heart, and body.
- ✓ ACCEPTANCE = seeing reality for what it is, even if you don't like it.
- ✓ ACCEPTANCE can mean to acknowledge, recognize, endure, not give up or give in.
- ✓ It's when you stop fighting reality, stop throwing tantrums about reality, and let go of bitterness. It is the opposite of "Why me?" It **is** "Things are as they are."
- ✓ Life can be worth living, even with painful events in it.

*(continued)*

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**Accepting Reality: Choices We Can Make** (page 2 of 2)

List one important thing that you need to accept in your life *now*: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

List one less important thing you need to accept *this week*: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

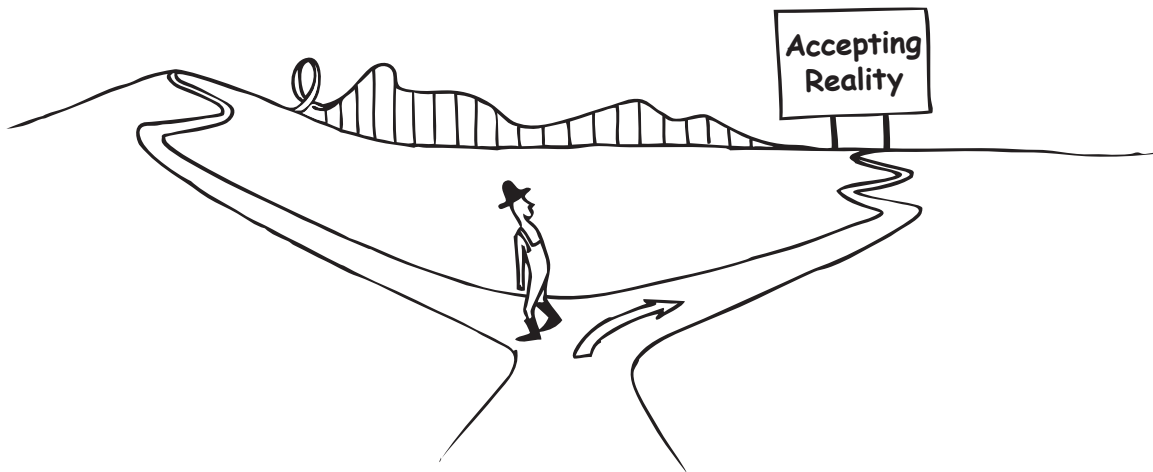
## Accepting Reality: Turning the Mind

- ✓ ACCEPTANCE is a choice. It is like coming to a “fork in the road.” You may have to turn your mind toward the ACCEPTANCE road and away from the REJECTING “Reality Road.”
- ✓ First notice you are not accepting reality (anger, bitterness, “Why me?”)
- ✓ Second, make an inner commitment to ACCEPT.
- ✓ You may have to turn your mind over and over and over again.

### Factors That Interfere with Acceptance

- ✓ Beliefs get in the way: You believe that if you accept your painful situation, you will become weak and just give up (or give in), approve of reality, or accept a life of pain.
- ✓ Emotions get in the way: Intense anger at the person or group that caused the painful event; unbearable sadness; guilt about your own behavior; shame regarding something about you; rage about the injustice of the world.

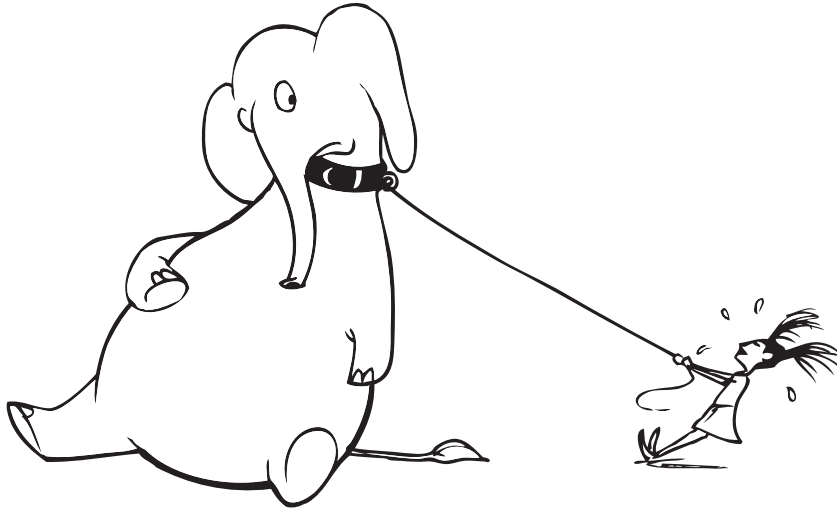
**REMEMBER: ACCEPTANCE DOES NOT MEAN APPROVAL!**



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## Willingness



### WILLFULNESS IS . . .

- Willfulness is refusing to tolerate a situation or giving up.
- Willfulness is trying to change a situation that cannot be changed, or refusing to change something that must be changed.
- Willfulness is “the terrible twos”—“no . . . no . . . no . . .”
- Willfulness is the opposite of “DOING WHAT WORKS”

### REPLACE WILLFULNESS WITH *WILLINGNESS*.

### WILLINGNESS IS . . .

- allowing the world to be what it is and participating in it fully.
- doing just what is needed—no more, no less. It is being effective.
- listening carefully to your Wise Mind and deciding what to do.
- When willfulness doesn’t budge, ask: “What is the threat?”

How can you feel the difference between when you are **willing** and when you are **willful**? Clues that you are being willful: extreme thoughts like “No way!”; muscles tightening.

(continued)

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**Willingness** (page 2 of 2)

Describe a situation when you noticed your **willingness**  
and one in which you noticed your **willfulness**:

Where were you willful? \_\_\_\_\_

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How were you willful (e.g., thoughts, feelings, body sensations)? \_\_\_\_\_

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What happened? \_\_\_\_\_

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Where were you willing? \_\_\_\_\_

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How were you willing (e.g., thoughts, feelings, body sensations)? \_\_\_\_\_

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What happened? \_\_\_\_\_

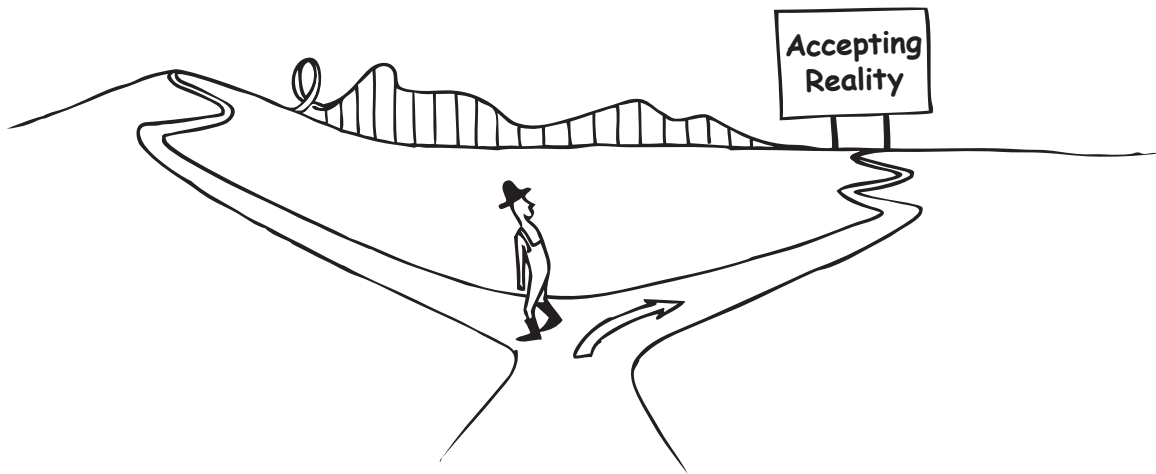
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## Ways to Practice Accepting Reality

1. Acceptance of reality as it is sometimes requires an act of CHOICE.
2. Breathe mindfully to be in the moment and to help develop a more accepting mindset.
3. Accept reality with your face: half-smile.
4. Rehearse in your mind those things that you would do if you really did accept reality *as it is*.
5. Practice willingness.
6. Remember to turn the mind back to accepting Reality Road.



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## Practice Exercise: Accepting Reality

Due Date \_\_\_\_\_

Describe a situation during the week in which you were distressed and there was no way to change the situation right away: \_\_\_\_\_

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Rate your distress from 1 to 10 (with 10 being the worst): \_\_\_\_\_

If you couldn't solve the problem right away or change how you felt about it, what did you choose to do (circle one of the remaining three possibilities)?:

1. ~~Solve the problem.~~
2. ~~Change how you feel about the problem.~~
3. ACCEPT the situation.
4. Stay miserable (refuse to accept situation).
5. Make the situation worse.

If you tried to radically accept the situation, what exactly did you do or say to yourself? \_\_\_\_\_

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Did you notice that you had to "turn your mind" back to radical acceptance? If yes, how? \_\_\_\_\_

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If you chose to stay miserable or make things worse, what did you do? \_\_\_\_\_

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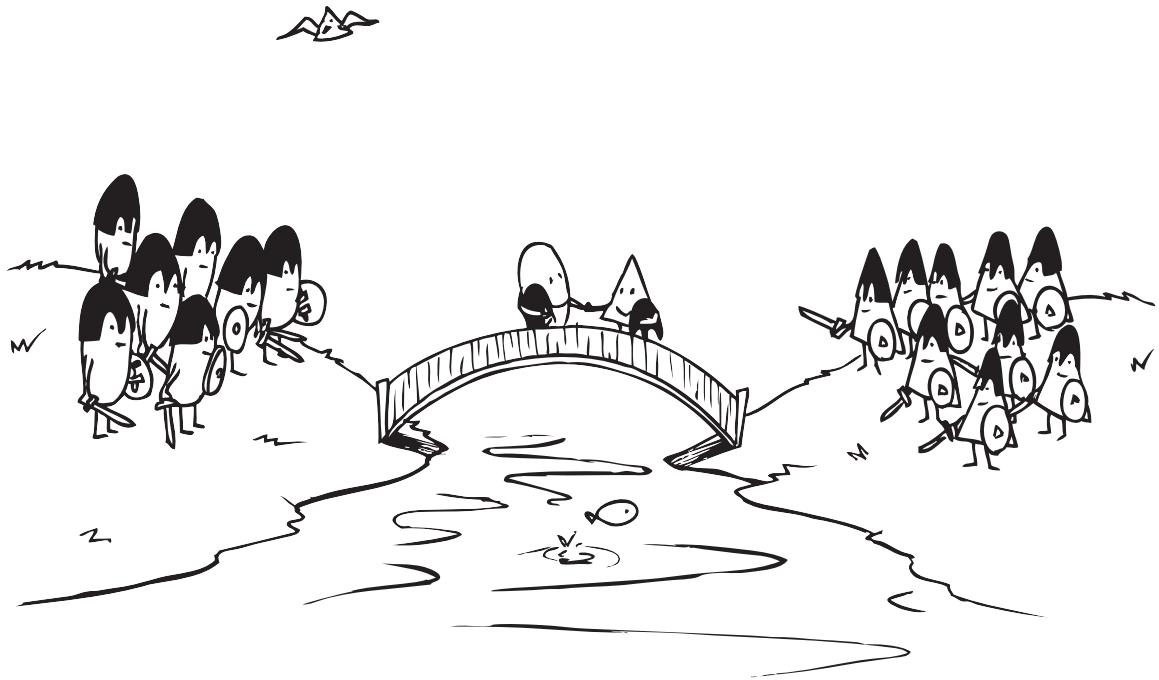
Rate your distress after you turned your mind toward acceptance (rate 0–10, with 10 being the worst distress): \_\_\_\_\_

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# WALKING THE MIDDLE PATH HANDOUTS

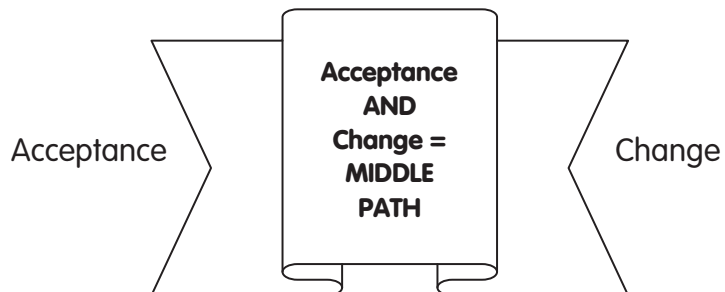




## Dialectics: What Is It?

Dialectics teach us that:

- There is always more than one way to see a situation and more than one way to solve a problem.
- All people have unique qualities and different points of view.
- Change is the only constant.
- Two things that seem like (or are) opposites can both be true.
- *Honor* the truth on both sides of a conflict. This does not mean giving up your values or selling out. Avoid seeing the world in “black-and-white,” “all-or-nothing” ways.



### Examples:

I am doing the best I can **AND** I need to do better, try harder, and be more motivated to change.

I can do this **AND** it's going to be hard. My mom is really strict **AND** she really cares about me. I've got big problems **AND** I can try to solve them. You are tough **AND** you are gentle.

This perspective helps pave the way toward the middle path by helping you:

- Expand your thoughts and ways of considering life situations.
- “Unstick” standoffs and conflicts.
- Be more flexible and approachable.
- Avoid assumptions and blaming.



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## Dialectics “How-to” Guide

### Hints for Thinking and Acting Dialectically:

1. Move to “both–and” thinking and away from “either/or” thinking. Avoid extreme words: *always, never, you make me*. Be descriptive.

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

2. Practice looking at all sides of a situation and all points of view. Be generous and dig deep. Find the kernel of truth in every side by asking “What is being left out?”

Example: “Why does Mom want me to be home at 10:00 P.M.?” “Why does my daughter want to stay out until 2:00 A.M.?”

3. Remember: No one has the absolute truth. Be open to alternatives.

4. Use “I feel . . .” statements, instead of “You are . . .,” “You should . . .,” or “That’s just the way it is” statements.

Example: Say “I feel angry when you say I can’t stay out later just because you said so” instead of, “You never listen and you are always unfair to me.”

5. Accept that different opinions can be valid, even if you do not agree with them.

Example: “I can see your point of view even though I do not agree with it.”

6. Check your assumptions. Do not assume that you know what others are thinking.

Example: “What did you mean when you said . . .?”

7. Do not expect others to know what you are thinking.

Example: “What I am trying to say is. . . .”

(continued)

**Practice:**

Circle the dialectical statements:

1. a. "It is hopeless. I just cannot do it."  
b. "This is easy . . . I've got no problems."  
c. "This is really hard for me and I am going to keep trying."
2. a. "I know I am right about this."  
b. "You are totally wrong about that and I am right."  
c. "I can understand why you feel this way, and I feel different about it."

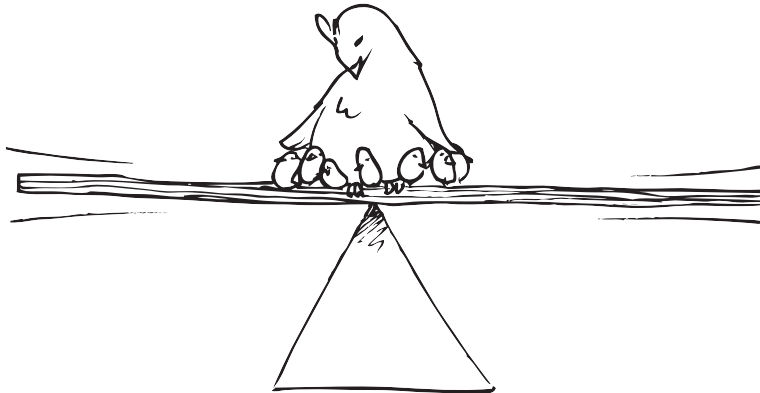
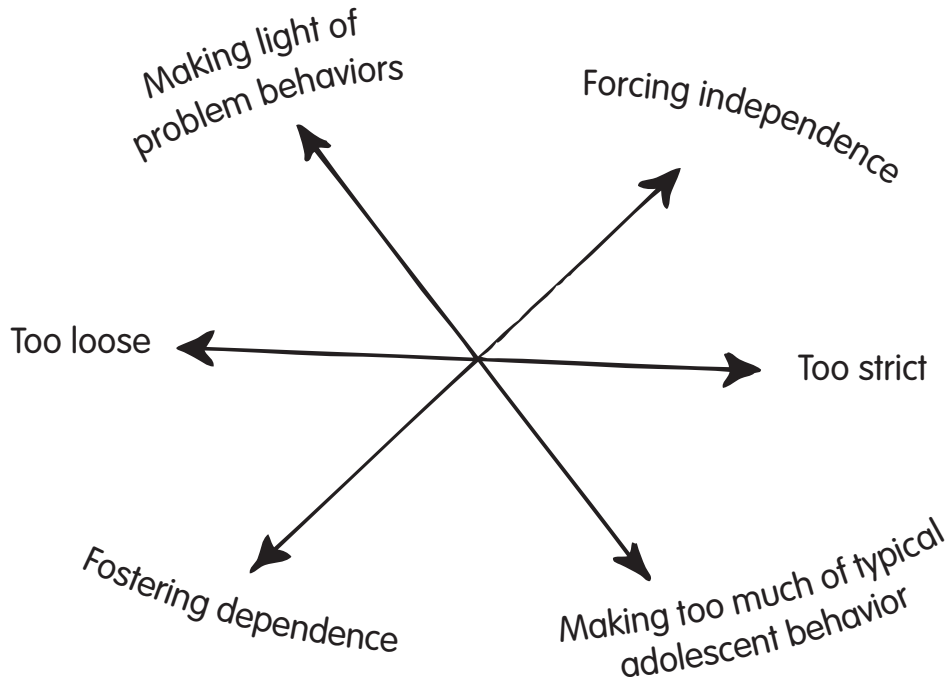
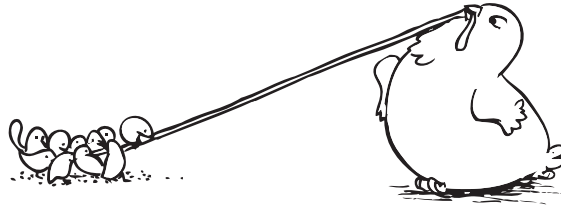
## Thinking Mistakes

1. **ALL-OR-NOTHING, BLACK-AND-WHITE THINKING:** If you're not perfect, you're a total loser. If you don't get everything you want, it feels like you got nothing. If you're having a good day, the whole rest of your life is perfect and you don't need therapy anymore.
2. **CATASTROPHIZING (FORTUNETELLING ERROR):** You predict the future negatively without considering other, more likely outcomes. "I'm definitely going to fail my test," or "If I tell her that, she'll hate me forever."
3. **MIND READING:** You believe you know what other people are thinking even without asking. "He clearly doesn't think I will do a good job."
4. **OVERGENERALIZATION:** You make a sweeping, negative conclusion that goes far beyond the current situation. "Since I felt uncomfortable in my first day of class, I know that I won't be able to enjoy the rest of the year."
5. **MENTAL FILTER:** You develop selective hearing and vision and only hear and see the one negative thing and ignore the many positive things. "Because my supervisor gave me one low rating on my evaluation (that also had many higher ratings), it means I'm doing a terrible job."
6. **DISQUALIFYING THE POSITIVE:** You tell yourself that the positive experiences, actions, or qualities do not count. "I did well in that one basketball game because I just got lucky."
7. **EMOTIONAL REASONING:** You start thinking your emotions are fact. "I feel . . . ; therefore, it is. I feel like she hates me; therefore, she does." "I feel stupid; therefore I am stupid." "I dread school, so it's a bad idea to go."
8. **"SHOULD" STATEMENTS:** You "should" on yourself or someone else by having a fixed idea of how you or others should behave, and you overestimate how bad it will be if these expectations are not met. "It's terrible that I made a mistake; I should always do my best." "You shouldn't be so upset."
9. **LABELING:** Overgeneralization is taken a step further by the use of extreme language to describe things. "I spilled my milk. I am SUCH A LOSER!" "My therapist didn't call me right back; she is the most uncaring, heartless therapist ever!"
10. **PERSONALIZATION:** You see yourself as the cause for things you have absolutely no control over or the target of stuff that may have absolutely nothing to do with you. "My parents divorced because of me." "The receptionist was short with me because I did something wrong."

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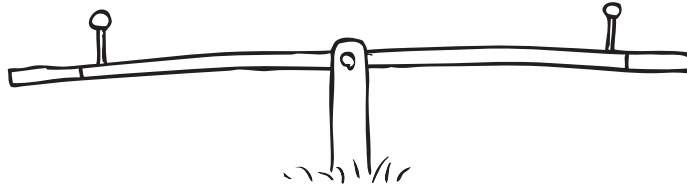
## Dialectical Dilemmas



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## Dialectical Dilemmas: How Does the Dilemma Apply to You?

Too loose



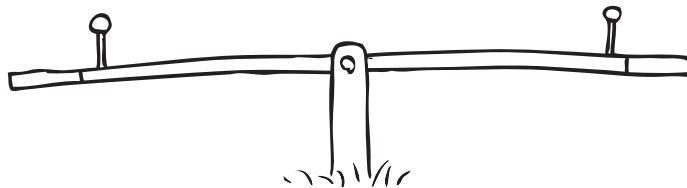
Too strict

Have clear rules and enforce them consistently

**AND AT THE SAME TIME**

Be willing to negotiate on some issues and don't overuse consequences

Making light  
of problem  
behaviors



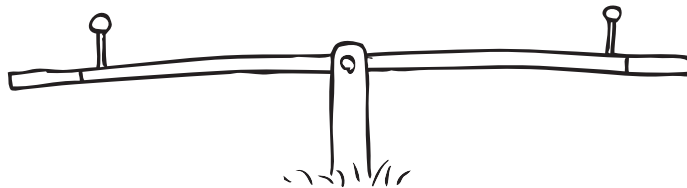
Making too  
much of typical  
adolescent  
behavior

Recognize when a behavior "crosses the line" and get help for that behavior

**AND AT THE SAME TIME**

Recognize which behaviors are part of typical adolescent development

Forcing  
independence



Fostering  
dependence

Give your adolescent guidance, support, and coaching to help figure out how to be responsible

**AND AT THE SAME TIME**

SLOWLY give your adolescent greater amounts of freedom and independence while continuing to encourage an appropriate amount of reliance on others

Place an "X" on each continuum to note where you are, a "Y" where your family member is, and a "Z" for a second family member.

**What do you need to do to think and act more dialectically?**

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## What's Typical for Adolescents and What's Cause for Concern?

### Typical

1. Increased moodiness
2. Increased self-consciousness, of feeling "on stage," increased focus on body image
3. Increased dawdling
4. Increased parent-adolescent conflict
5. Experimentation with drugs, alcohol, or cigarettes
6. Increased sense of invulnerability (may lead to increased sensation seeking or risk taking)
7. Stressful transitions to middle and high school
8. Increased argumentativeness, idealism, and criticism; being opinionated

### Not Typical: Cause for Concern

- Intense, painful, long-lasting moods; risky mood-dependent behavior, major depression, or panic attacks; self-injury or suicidal thinking
- Social phobia or withdrawal; perfectionism and unrealistic standards; bingeing, purging, or restricted eating; obsessive about or neglectful of hygiene
- Multiple distractions to point of not being able to complete homework or projects, lack of focus that interferes with daily work or tasks, regularly late for appointments
- Verbal or physical aggression, running away
- Substance abuse, selling drugs, substance-using peer group
- Multiple accidents; encounters with firearms; excessive risk taking (e.g., subway surfing, driving drunk or texting while driving), getting arrested
- School refusal; bullying or being bullied; lack of connection to school or peers; school truancy, failure, or dropout
- Rebellious questioning of social rules and conventions; causing trouble with family members, teachers, or others who attempt to assert authority over the adolescent

*(continued)*

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**What's Typical for Adolescents and What's Cause for Concern?** (page 2 of 2)

**Typical**

9. Increased sexual maturation; sexual interest or experimentation
10. Becoming stressed by everyday decision making
11. Increased desire for privacy
12. Strong interest in technology; social media
13. Messy room
14. Sleep cycle shifts later (urge to be a "night owl" and to sleep late on weekends)

**Not Typical: Cause for Concern**

- Sexual promiscuity, multiple partners, unsafe sexual practices, pregnancy
- Becoming paralyzed with indecision
- Isolation from family; breakdown of communication, routine lying, and hiding things
- Many hours per day spent on computer, on high-risk or triggering websites; casually meeting partners online; revealing too much (e.g., "sexting," overly personal posts on Facebook, Tumblr, Instagram, in blog)
- Old, rotting food; teen not able to find basic necessities; dirty clothes covering floor chronically
- Often up nearly all night; sleeps almost all day on weekends; routinely late (or missing school) because of sleep schedule

## Practice Exercise: Thinking and Acting Dialectically

Due Date \_\_\_\_\_

Identify a time this week when you did *not* think or act dialectically.

**Example 1:** Briefly describe the situation (who, what, when) \_\_\_\_\_

\_\_\_\_\_

How did you think or act in this situation? \_\_\_\_\_

\_\_\_\_\_

Are you thinking in extremes (e.g., all or nothing or catastrophizing)? Examples: \_\_\_\_\_

\_\_\_\_\_

What is a more dialectical thought (or action) about the situation? \_\_\_\_\_

\_\_\_\_\_

What was the outcome? \_\_\_\_\_

\_\_\_\_\_

Identify a time this week when you *did* think or act dialectically.

**Example 2:** Briefly describe the situation (who, what, when) \_\_\_\_\_

\_\_\_\_\_

How did you think or act in this situation? \_\_\_\_\_

\_\_\_\_\_

What was the outcome? \_\_\_\_\_

\_\_\_\_\_

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## Validation

**VALIDATION** communicates to another person that his or her feelings, thoughts, and actions **make sense** and are understandable to you in a particular situation.

**SELF-VALIDATION** involves perceiving your *own* feelings, thoughts, and actions as making sense, accurate, and acceptable in a particular situation.

**INVALIDATION** communicates (intentionally or not, through words or actions) that another person's feelings, thoughts, and actions in a particular situation make no sense, are "manipulative," or "stupid," or an "overreaction," or not worthy of your time, interest, or respect.

### Remember: Validation ≠ Agreement

Validation *does not* necessarily mean that you like or agree with what the other person is doing, saying, or feeling. It means that you understand where they are coming from.

### WHY VALIDATE?

- Validation improves relationships!!!!
- It can deescalate conflict and intense emotions.
- Validation can show that:
  - We are listening.
  - We understand.
  - We are being nonjudgmental.
  - We care about the relationship.
  - We can disagree without having a big conflict.

### WHAT TO VALIDATE?

- Feelings, thoughts, and behaviors in ourselves or others

Validate the valid, not the invalid. You can still validate the feeling *without* validating the behavior. For example: Validate someone feeling upset about a low test grade even though you know he or she didn't study, but *don't* validate the lack of studying that led to the low grade.

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## How Can We Validate Others?

1. Actively listen. Make eye contact and stay focused.
2. Be mindful of your verbal and nonverbal reactions in order to avoid invalidation (e.g., rolling eyes, sucking teeth, heavy sighing, walking away, making light of serious things, or saying, for example, "That's stupid, don't be sad," "I don't care what you say," "Whatever!").
3. Observe what the other person is feeling in the moment. Look for a word that describes the feeling.
4. Reflect the feeling back without judgment. The goal is to communicate that you *understand* how the other person feels (e.g., "It makes sense that you're angry"; "I understand that you are having a tough time right now").

For *self-validation*: "I have a right to feel sad." Avoid "Yes, but . . ." thinking. Instead, think about what your best friend in Wise Mind would say to you.

5. Show tolerance! Look for how the feelings, thoughts, or actions make sense given the other's (or your own) history and current situation, even if you don't approve of the behavior, emotion, or action itself.
6. Respond in a way that shows that you are taking the person seriously (with or without words); for example, "That sounds awful." If someone is crying, give a tissue or a hug. You may ask, "What do you need right now? For me to just listen or to help you problem-solve?"

## How Can We Validate Ourselves?

How can I validate myself?

1. Actively listen and pay attention to yourself: Be mindful of your thoughts, feelings, and behaviors.
2. Describe your feelings without passing judgment: “Wow, I’m really angry right now!” or “It makes sense that I’m a little nervous.”
3. Respond in a way that shows that you take yourself seriously: Accept that it is OK to have your emotion(s) (e.g., “It’s OK to feel sad sometimes”).
4. Acknowledge that the emotion may make sense in the situation. Show tolerance for yourself and your emotions (e.g., “It makes sense that I’m not able to focus very well with all of the stress I am under”).
5. Do not judge your own emotion (or yourself).
6. Use interpersonal effectiveness skills for self-respect to be fair to yourself, not apologize for feeling how you feel, stick up for yourself, and stay true to your values (FAST).

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## Practice Exercise: Validation of Self and Others

Due Date \_\_\_\_\_

List *one* self-invalidating statement and *two* self-validating statements:

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

List *one* invalidating statement to others and *two* validating statements to others:

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

Choose a situation during the week in which you used validation skills with someone else or yourself.

**Situation:** \_\_\_\_\_

\_\_\_\_\_

Who did you validate? \_\_\_\_\_

What *exactly* did you do or say to validate yourself or that person? \_\_\_\_\_

\_\_\_\_\_

What was the outcome? \_\_\_\_\_

\_\_\_\_\_

How did you feel afterward? \_\_\_\_\_

\_\_\_\_\_

Would you say or do something differently next time? What? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

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## Behavior Change



Behavior change skills are strategies used to *increase* behaviors we want and to *reduce* behaviors we don't want (in ourselves and others).

### BEHAVIORS TO INCREASE

Remember to be specific and measurable.

#### SELF:

**What behaviors would you like to increase in yourself** (e.g., exercising, saving money, going to school, doing homework)? \_\_\_\_\_

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#### OTHERS:

**What behaviors would you like to increase in someone else** (e.g., spending more time with you, listening to you, making eye contact, putting dirty dishes in the sink)? \_\_\_\_\_

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(continued)

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**Behavior Change** (page 2 of 2)

**BEHAVIORS TO DECREASE**

**SELF:**

**What behaviors would you like to decrease in yourself** (e.g., overeating, cigarette smoking, cutting, blurting out impulsively, arguing back, running away, fighting, skipping classes, lying in bed during the day)? \_\_\_\_\_

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**OTHERS:**

**What behaviors would you like to decrease in someone else** (e.g., nagging, breaking curfew, running away, yelling, avoiding school, invalidation, playing videogames, staying up past bedtime)? \_\_\_\_\_

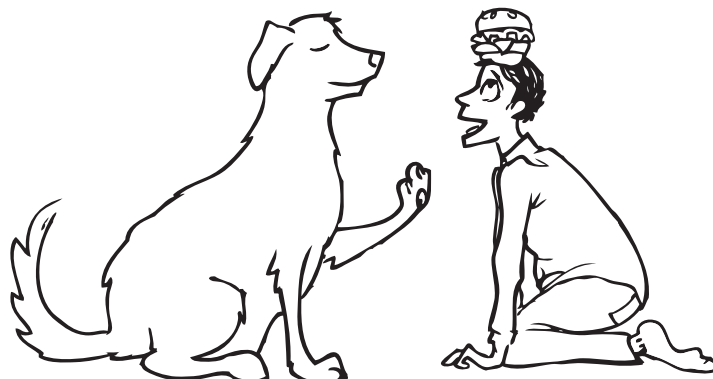
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## Ways to Increase Behaviors



**Reinforcers** are *consequences* that result in an *increase* in a behavior. They provide information to a person about what you want them to do.

- **Positive reinforcement:** Increases the frequency of a behavior by providing a “rewarding” consequence. (e.g., labeled praise; a genuine compliment; an A on an exam).

*HINT: Timing is very important. Give the reward immediately and choose motivating reinforcers! Don't forget to reinforce yourself!*

*Examples:* \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

- **Negative reinforcement:** Increases the frequency of a behavior by removing something negative; it's *relief* from something unpleasant.

*Examples:* Why take an aspirin when you have a headache? It *relieves* the headache and that makes you more likely to take aspirin next time you have a headache (aversive stimulus). Aspirin taking is negatively reinforced.

If your mom is nagging you, you are more likely to clean your room in order to stop the nagging. If you have intense negative emotions, and a harmful behavior provides temporary relief, you are more likely to repeat the harmful behavior. Remember, you are learning skills to manage this better!

*(continued)*

## Ways to Increase Behaviors (page 2 of 2)

*Examples* of negative reinforcements that are *not* harmful (e.g., positive ways to soothe yourself, leaving painful situations): \_\_\_\_\_

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- **Shaping:** Reinforcing small steps that lead toward the ultimate goal (e.g., going from A to Z in 26 steps, each step rewarded).

*Example:* A teenager is anxious about going to school and doesn't usually go. She might be encouraged to go for 1 hour on Monday, 2 hours on Tuesday, and so on, until she's able to stay for a whole day, ultimately leading up to staying every day, all week long. Reinforce each step!

## Practice Exercise: Positive Reinforcement

Due Date \_\_\_\_\_

1. Look for opportunities (since they are occurring all of the time) to positively reinforce yourself and someone else. First, simply notice or acknowledge something positive that occurred (positive tracking).

What is something positive that *you* did this week? \_\_\_\_\_

What is something positive that your *family member* did this week? \_\_\_\_\_

2. Using a different example, identify a specific behavior you wanted to increase and the reinforcer you used to help increase it. Remember, you can reinforce even a small step in the right direction (shaping)!

A. For yourself:

Behavior: \_\_\_\_\_

Reinforcer: \_\_\_\_\_

B. Someone else: \_\_\_\_\_

Behavior: \_\_\_\_\_

Reinforcer: \_\_\_\_\_

3. Describe the situation(s) when you used reinforcement:

A. For yourself: \_\_\_\_\_

B. Someone else: \_\_\_\_\_

4. What was the outcome? What did you observe?

A. For yourself: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

B. Someone else: \_\_\_\_\_

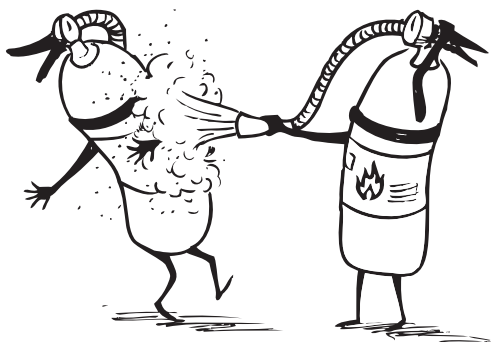
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## Ways to Decrease or Stop Behaviors



**Extinction:** Reduces a behavior by *withholding* previous reinforcement. When attention is reinforcing, ignore the unwanted behavior. Make sure you reinforce a desirable replacement behavior.

- If a parent ignores a child's tantrum, the child will eventually stop tantruming.
- Beware of the **behavioral burst**, a temporary increase in the behavior you are trying to extinguish. DON'T GIVE UP or forget to orient the person in whom you are beginning to extinguish a particular behavior!
- Beware of **intermittent reinforcement**: Behavior that is reinforced only occasionally is the hardest behavior to extinguish (e.g., never give candy to stop a tantrum after you've ignored episodes).

**Punishment:** A *consequence* that results in a *decrease* in behavior. It tells another person what you don't want him or her to do. **Use sparingly because:**

- Punishment does not teach new behavior.
- Punishment can lead to resentment and a feeling of demoralization.
- Punishment may lead to self-punishment.

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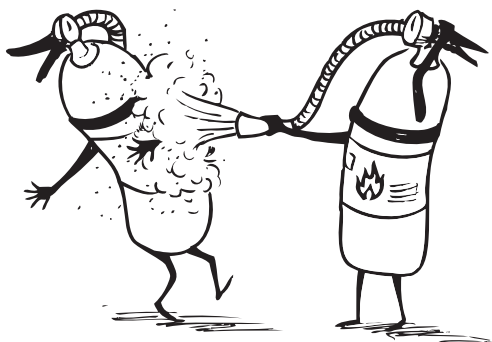
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**To use punishment effectively:**

- First, reinforce desired behaviors to **prevent** undesired ones.
- Communicate **clear rules and expectations**.
- Have a menu of possible punishments ready in advance.
- Pair a negative consequence with **reinforcement of desired behavior**.
- Be specific, time limited, and make the punishment fit the crime (e.g., if you're out past curfew 1 hour, your curfew is 1 hour earlier next time).
- Ask yourself, is **Wise Mind** dictating the consequence?
- Apply the punishing consequence immediately or . . .
- Allow natural consequences (e.g., you failed the test because you stayed up all night and were too tired to focus in school).

## Practice Exercise: Extinction and Punishment



### Extinction

Practice ignoring what peers or family members do that is annoying or provocative.

*Important Note 1:* Don't use with behaviors that are dangerous!

*Important Note 2:* If provocative behaviors include bullying or pressuring you to do something that goes against your values, ignoring (extinction) might not be enough. You may need to tell a trusted authority figure and ask for help!

Briefly describe the situation and what you ignored. How did it work out? \_\_\_\_\_

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### Punishing Consequences: Use Sparingly or as Last Resort

Parents:

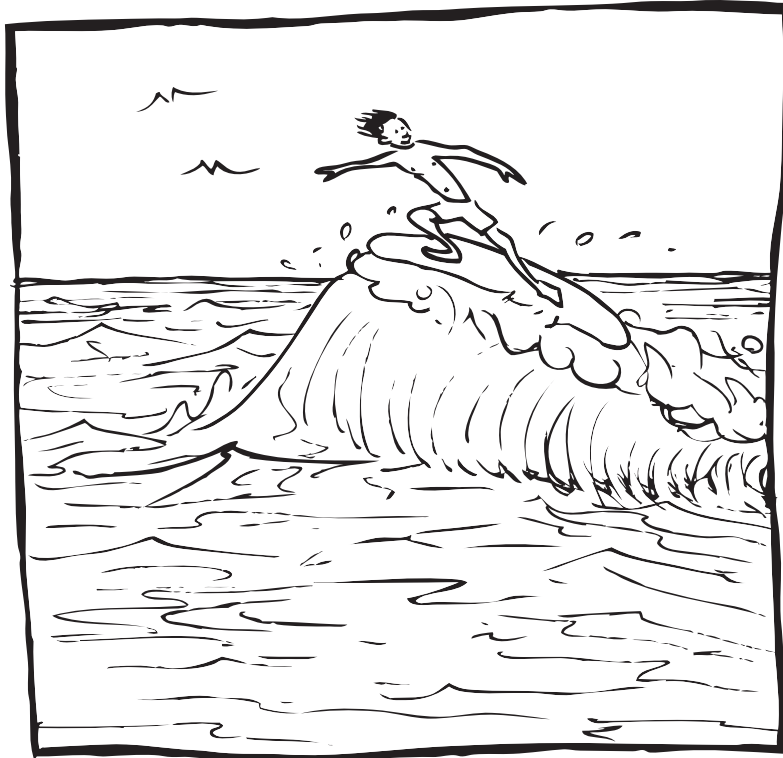
List three Wise Mind–based short-term consequences you can apply when other methods of behavior change haven't worked:

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

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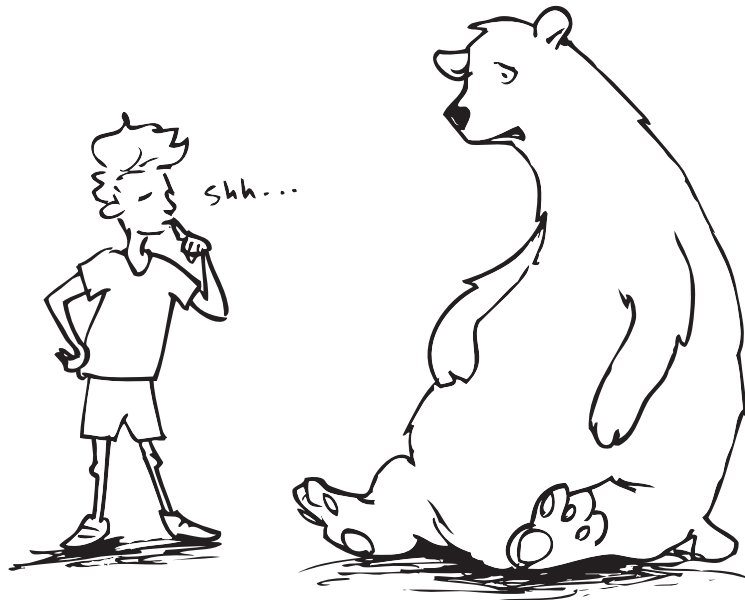


# EMOTION REGULATION HANDOUTS





## Taking Charge of Your Emotions: Why Bother?



### Taking charge of your emotions is important because:

Adolescents often have intense emotions that are difficult to manage, such as anger, shame, depression, or anxiety.

Difficulties controlling these emotions often lead to problematic behaviors that affect you and those around you.

Problematic behaviors are often ineffective solutions to intensely painful emotions.

## Goals of Emotion Regulation Skills Training

### I. Understand the emotions that you experience.

- Identify (observe and describe/name) emotions.
- Know what emotions do for you (are your emotions working for or against you in this moment?).

### II. Reduce emotional vulnerability and stop unwanted emotions from starting in the first place.

- Increase positive emotions.
- Decrease vulnerability to Emotion Mind.

### III. Decrease the frequency of unwanted emotions.

### IV. Decrease emotional suffering; stop or reduce unwanted emotions once they start.

- Let go of painful emotions using *mindfulness*.
- Change emotions through *opposite action*.

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## Short List of Emotions

LOVE HATE FEAR JOY shame Guilt ANXIETY  
loneliness  
ANGER Excited FRUSTRATION sadness shyness envy  
BOREDOM SURPRISE! embarrassed  
CONFUSED CURIOUS PRIDE SUSPICIOUS HAPPY  
Rage INTEREST DEPRESSED WORRY IRRITABLE PANIC  
Jealous optimistic hopeless Disgust hurt  
sympathy DISAPPOINTED Content Calm

Other names for emotions I frequently have:

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
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## What Good Are Emotions?

### Emotions Give Us Information.

- Emotions provide us with a signal that something is happening (e.g., “I feel nervous standing alone in this dark alley”).
- Sometimes our emotions communicate by “gut feeling” or intuition. This can be helpful if our emotions get us to check out the facts.
- It’s a problem when we treat emotions as if they are facts about the world. For example: “If I am afraid, there must be a threat,” or “I love him, so he must be good for me.”
- We need to be mindful that emotions are *not* facts. Therefore, it is important to check the facts about the situation.



### Emotions Communicate to, and Influence, Others.

- Facial expressions, body posture, and voice tone say a lot about how you’re feeling. They communicate emotions to others (e.g., your sad face may cause someone to ask you if you are OK and to give you support).
- Whether you realize it or not, your emotions—expressed by words, face, or body language—influence how other people respond to you.



### Emotions Motivate and Prepare Us for Action.

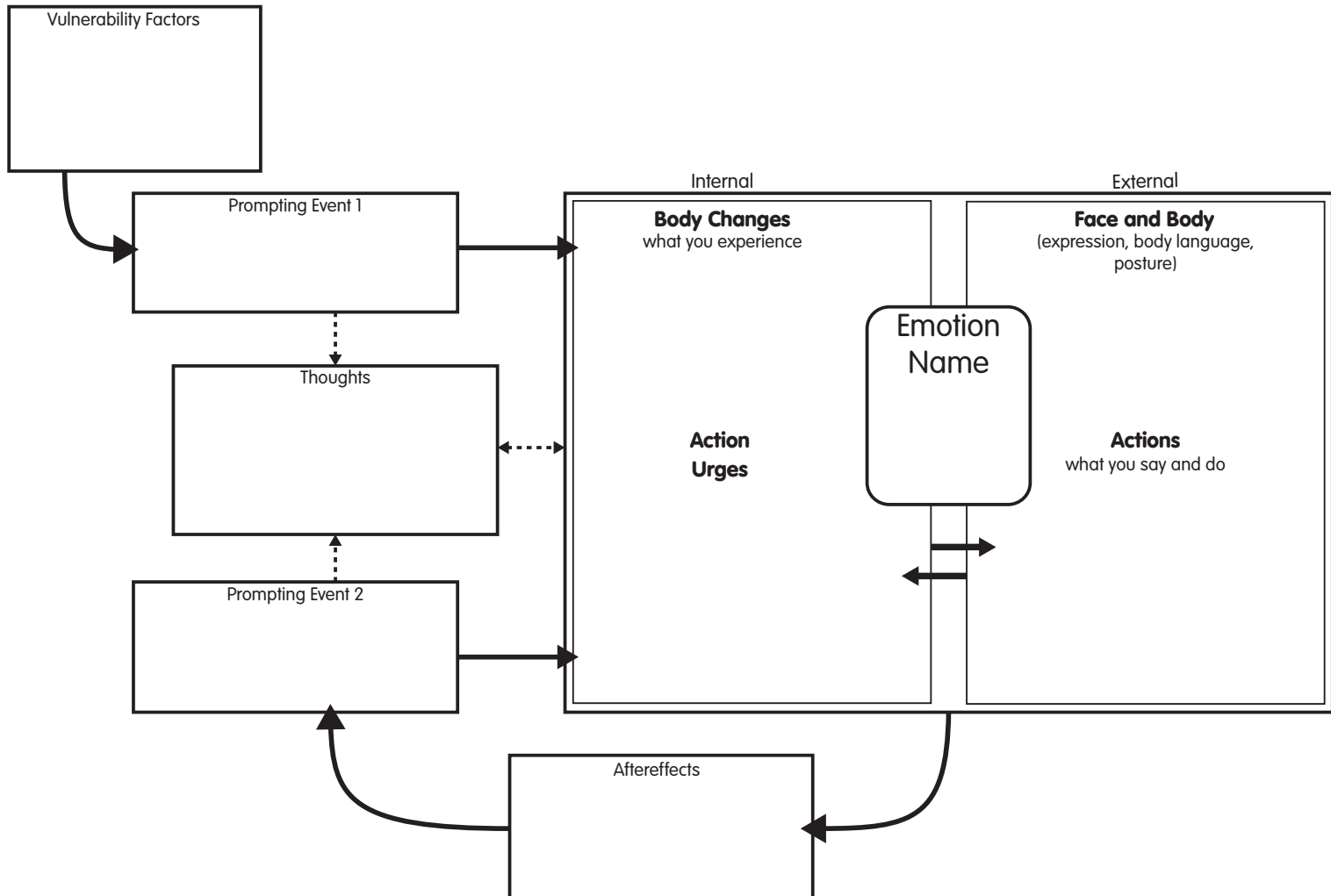
- The action urge connected to specific emotions is often “hardwired.” For example, when we hear a loud horn beep suddenly, we startle.
- Emotions save time in getting us to act in important situations. Our nervous system activates us (e.g., we instantly jump out of the way of an oncoming car). We don’t have to think everything through.
- Strong emotions can help us overcome obstacles—in our mind and in the environment.



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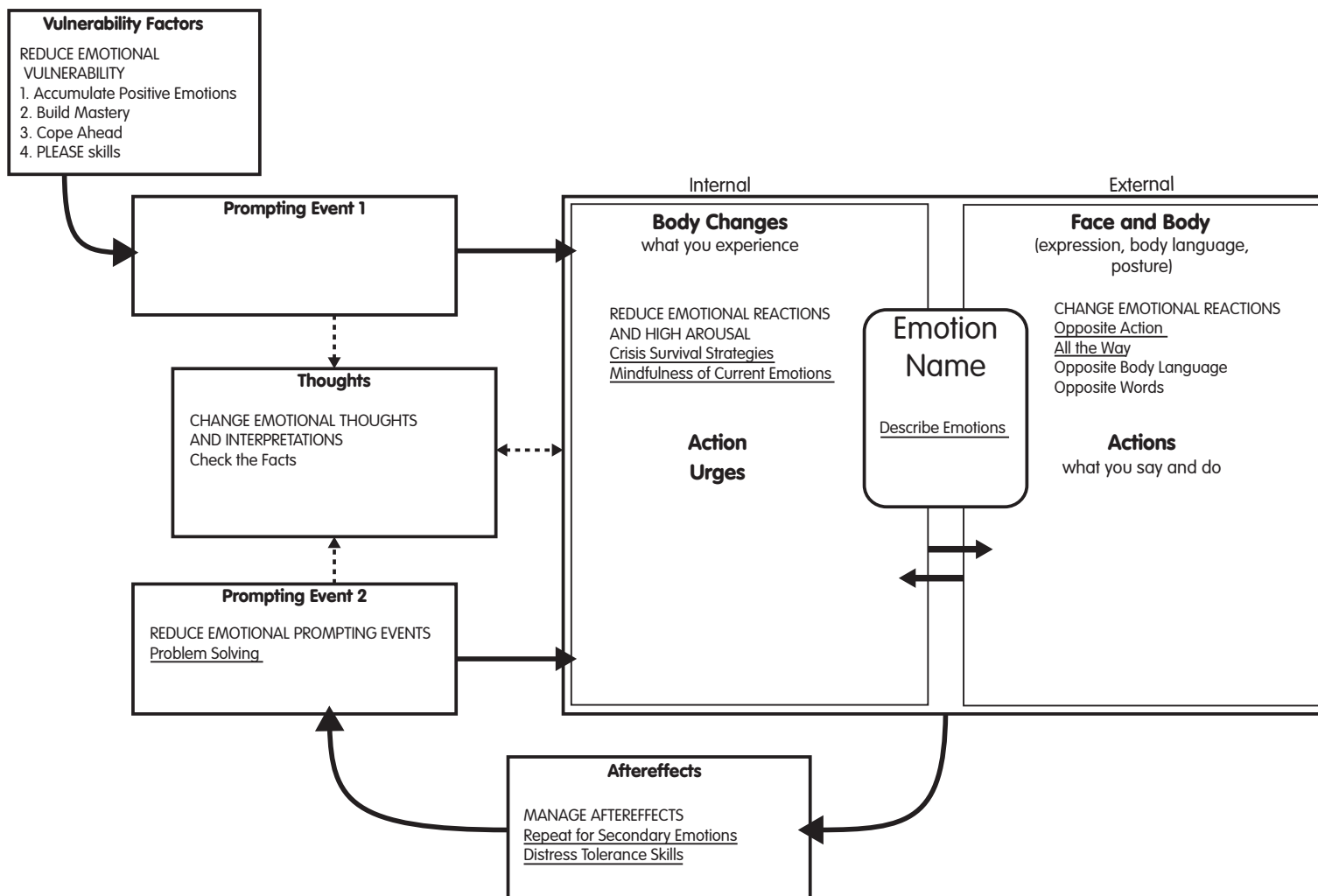
# A Model of Emotions



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# A Model of Emotions with Skills

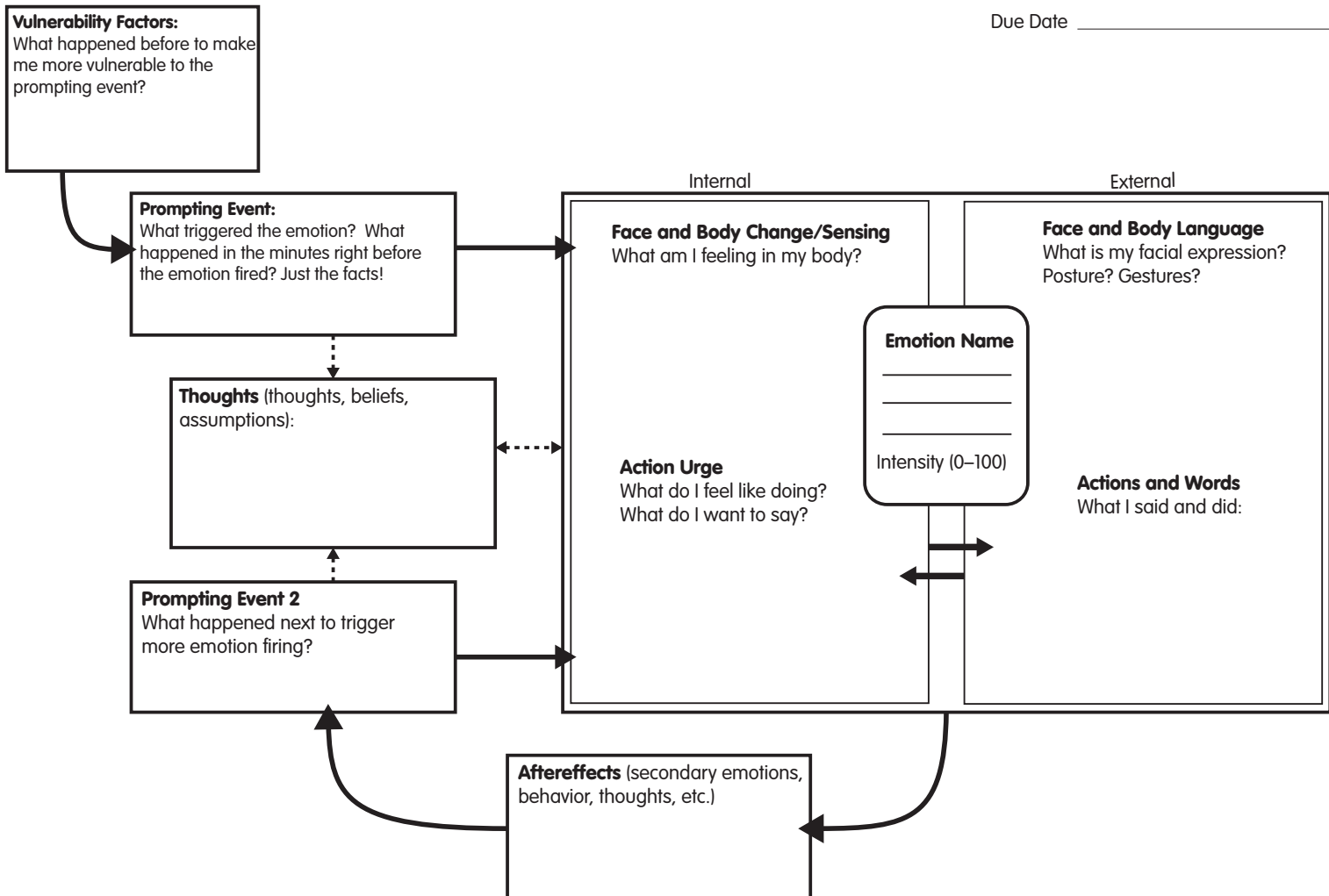


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## Practice Exercise: Observe and Describe an Emotion

Due Date \_\_\_\_\_



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## ABC PLEASE Overview

How to **increase** positive emotions  
and  
**reduce** vulnerability to Emotional Mind

**A**ccumulating positive experiences

**B**uild mastery

**C**ope ahead of time with emotional situations

Treat **P**hysical **L** illness

Balance **E**ating

**A**void mood-altering drugs

Balance **S**leep

Get **E**xercise



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## ACCUMULATING Positive Experiences—Short Term (To Build a Dam between You and the Sea of Emotional Dyscontrol)

### In the Short Term:

Do pleasant things that are possible right now.

- Increase pleasant activities that lead to positive emotions.
- Do one thing each day from the Pleasant Activities List. Also consider the Parent-Teen Shared Pleasant Activities List.
- Be mindful of positive experiences.

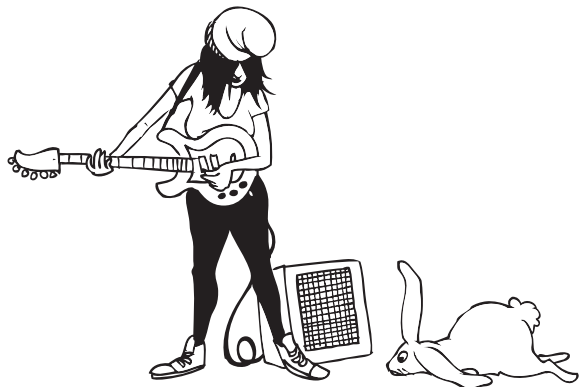


### Be Mindful of Positive Experiences:

- Focus your attention on positive events while they are happening.
- Refocus your attention when your mind wanders to the negative.
- Participate fully in the experience.

### Be Unmindful of Worries:

- Don't destroy positive experiences by thinking about when they will end.
- Don't think about whether you deserve this positive experience.
- Don't think about how much more might be expected of you now.



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## Pleasant Activities List



1. Soaking in the bathtub
2. Thinking about how it will be when school ends
3. Going out with friends
4. Relaxing
5. Going to a movie
6. Going running
7. Listening to music
8. Lying in the sun (with sunscreen)
9. Reading
10. Saving money
11. Planning the future
12. Dancing
13. Fixing or cleaning things around the house
14. Having a quiet night
15. Cooking good food
16. Taking care of your pets
17. Going swimming
18. Writing
19. Drawing or doodling
20. Playing sports (list: \_\_\_\_\_)
21. Going to a party
22. Talking with friends
23. Working out
24. Singing
25. Going ice skating
26. Going to a beach
27. Playing a musical instrument
28. Traveling
29. Making a gift for someone
30. Downloading music or new apps
31. Watching sports on TV
32. Going out to dinner
33. Baking
34. Planning a party for someone
35. Buying clothes
36. Getting a haircut or styling your hair
37. Enjoying a cup of hot chocolate, coffee, or tea
38. Kissing
39. Going to hear live music
40. Getting a manicure or pedicure
41. Spending some time with little kids
42. Going for a bike ride
43. Going sledding in a snowstorm
44. Getting a massage

(continued)

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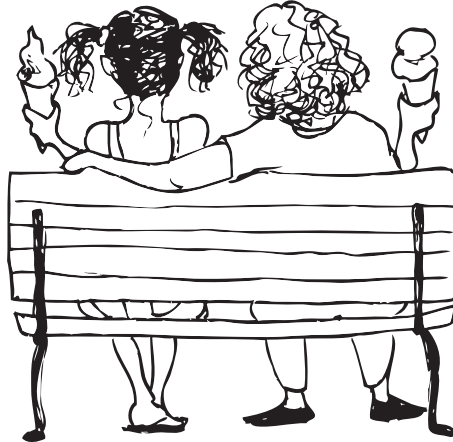
**Pleasant Activities List** (page 2 of 2)

- |  |   |                                      |
|--|---|--------------------------------------|
| 45. E-mailing or texting friends                               | lessons (sports, dance, music, martial arts)              | 72. Figuring out your favorite scent |
| 46. Writing in a diary or journal                              | 59. Bowling   | 73. Buying yourself a little treat   |
| 47. Looking at photos  | 60. Fantasizing about life getting better                 | 74. Noticing a storm coming          |
| 48. Dressing up however you like                               | 61. Saying "I love you"                                   | 75. Building furniture or carpentry  |
| 49. Playing videogames   | 62. Writing a poem, song, or rap                          | <b>Add Your Own!</b>                 |
| 50. Walking around where you live                              | 63. Thinking about a friend's good qualities              | 76. _____                            |
| 51. Noticing birds or trees (something in nature)              | 64. Putting on makeup                                     | _____                                |
| 52. Surfing the Internet                                       | 65. Making a smoothie and drinking it slowly              | 77. _____                            |
| 53. Surprising someone with a favor                            | 66. Putting on your favorite piece of clothing            | _____                                |
| 54. Completing something you will feel great about             | 67. Playing a game  | 78. _____                            |
| 55. Shooting pool or playing ping-pong                         | 68. Writing a story                                       | _____                                |
| 56. Contacting a relative with whom you have been out of touch | 69. Instant messaging someone                             | 79. _____                            |
| 57. Tweeting, posting online                                   | 70. Watching reruns on TV                                 | 80. _____                            |
| 58. Thinking about taking                                      | 71. Making a card and giving it to someone you care about | _____                                |

## Parent–Teen Shared Pleasant Activities List

**Instructions:** Check off the activities on this list that you would enjoy doing with your parent/teen. Then compare lists (or fill this out together) and select a few activities that you can enjoy together—aim for at least 3 per week.

\*Also, remember to respect each other’s need for privacy and alone time.



- |   |  |  |
|---|--|--|
| 1. Going bicycling                        | 13. Bowling                                    | 24. Having a barbecue                                |
| 2. Going for coffee                       | 14. Playing golf                               | 25. Going camping                                    |
| 3. Going out for ice cream/<br>yogurt     | 15. Going for a drive                          | 26. Listening to music you<br>both like              |
| 4. Cooking or baking                      | 16. Fixing up part of your<br>home             | 27. Going to a show, game,<br>or concert             |
| 5. Getting a manicure                     | 17. Doing a crossword<br>puzzle                | 28. Watching a favorite TV<br>show or movie together |
| 6. Going for a massage                    | 18. Skiing, ice skating                        | 29. Going for a walk/run                             |
| 7. Walking by the beach                   | 19. Having some quiet<br>reading time together | 30. Getting your hair or<br>makeup done together     |
| 8. Planning a vacation                    | 20. Going to a café/out to<br>eat              | 31. Talking about when you<br>were little            |
| 9. Going shopping                         | 21. Going to an amusement<br>park              | 32. Visiting relatives or<br>friends together        |
| 10. Watching a ballgame                   | 22. Going to a museum                          |  |
| 11. Doing yard work/<br>gardening         | 23. Playing catch                              |  |
| 12. Playing with pets,<br>walking the dog |  |  |

(continued)

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**Parent-Teen Shared Pleasant Activities List** (page 2 of 2)

- 33. Doing community service/volunteer work
- 34. Shopping for a gift
- 35. Talking about your day
- 36. Playing videogames
- 37. Playing board games or cards
- 38. Looking thru photos
- 39. Going to a park
- 40. Working out/going to the gym
- 41. Take a yoga/exercise class
- 42. Playing music/jamming together

- 43. Talking about future plans together
- 44. Planning a surprise for someone
- 45. Joking around/being silly
- 46. Doing a creative hobby together (e.g., painting, drawing, knitting, scrapbooking, model building)
- 47. Taking an art class
- 48. Looking at/showing your favorite website
- 49. Teaching the other one something new (e.g., in technology, photography)
- 50. Telling family stories

**Add Your Own!**

- 51. \_\_\_\_\_  
\_\_\_\_\_
- 52. \_\_\_\_\_  
\_\_\_\_\_
- 53. \_\_\_\_\_  
\_\_\_\_\_
- 54. \_\_\_\_\_  
\_\_\_\_\_
- 55. \_\_\_\_\_  
\_\_\_\_\_

## ACCUMULATING Positive Experiences—Long Term (To Build a Life Worth Living)

### In the Long Term:

Make changes in your life so that positive events will occur more often. Build a life worth living. Check “Wise Mind” Values and Priorities List.

Work toward goals based on your values:

- Identify *one* goal (e.g., graduate from high school).
- List small steps toward goals (e.g., get out of bed, go to first class).
- Take first step (e.g., buy an alarm clock or set cell phone alarm).

1. Goal: \_\_\_\_\_  
\_\_\_\_\_

2. Some steps toward my goal: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

3. What’s a simple first step I can take? \_\_\_\_\_  
\_\_\_\_\_

Pay attention to relationships:

- Repair old, create new, work on current relationships, and end destructive relationships.

What can I do this week to work on a relationship? \_\_\_\_\_  
\_\_\_\_\_

Avoid avoiding:

- Avoiding makes problems build up and increases vulnerability to Emotion Mind. Return that call, schedule that doctor’s appointment, face that work, discuss that problem.
- Avoid giving up.

What have I been avoiding? \_\_\_\_\_  
\_\_\_\_\_

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## Wise Mind Values and Priorities List

Mark the items that are important to you:

- **Contribute** (e.g., be generous, help people in need, make sacrifices for others, volunteer, service to society).
- **Attend to relationships** (e.g., build new relationships, work on current relationships, repair old relationships, end destructive relationships, treat others well).
- **Be part of a group** (e.g., be social, have close friends, have people to do things with, feel sense of belonging).
- **Build character** (e.g., have integrity, be honest, be loyal, stand up for my beliefs, keep my word, be respectful, be courageous in facing and living life, keep growing as a human being).
- **Be responsible** (e.g., get my work done, earn money, take care of myself more and more, be reliable).
- **Achieve things** (e.g., get good grades, work hard, be financially secure).
- **Learn** (e.g., seek knowledge and information, read, study).
- **Have fun** (e.g., enjoy what I do, laugh, go out and have a good time, relax).
- **Focus on family** (e.g., see family often, keep family relationships strong, do things for family, respect family traditions).
- **Be a leader** (e.g., be seen by others as successful; be in charge of something like a club, team, or committee; be respected by others; be accepted).
- **Be healthy** (e.g., be physically fit, exercise, eat and sleep well, see my doctors when needed, practice yoga).
- **Strive for moderation** (e.g., avoid excesses and achieve balance).
- Other \_\_\_\_\_

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## Building Mastery and Coping Ahead

### **B**UILD MASTERY

1. Do at least one thing each day to feel competent and in control of your life. The idea is to challenge yourself a little, get better at something, or cross something off your "to-do" list. Examples: Put together a piece of furniture, practice your instrument, get one HW assignment done, start a project.

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.

### **C**OPE AHEAD OF TIME WITH EMOTIONAL SITUATIONS

**Rehearse a plan ahead of time so that you are prepared when there is a threat.**

1. **Describe** a situation that is likely to create negative emotions.
  - Be specific in describing the situation. **Check the facts!**
  - Name the emotions you are likely to experience in the situation.
2. **Decide** what DBT skills (including **problem-solving**) you want to use in the situation.
  - Be specific. Write them out: \_\_\_\_\_
3. **Imagine the situation** in your mind as vividly as possible.
  - Imagine yourself *in* the situation *now*.
4. **Rehearse coping effectively in your mind.**
  - Rehearse exactly what you could do to cope effectively in your mind.
  - Rehearse your actions, your thoughts, what you say, and how to say it.
  - *Troubleshoot*: Rehearse coping with problems that might arise.

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## PLEASE Skills

Treat **P**hysical **L** illness:

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

Balance **E**ating:

Don't eat too much or too little. Stay away from foods that may make you overly emotional.

**A**void mood-altering drugs:

Stay off nonprescribed drugs such as marijuana, other street drugs, and alcohol.

Balance **S**leep:

Try to get the amount of sleep that helps you feel rested. Stay on a regular schedule in order to develop good sleep habits.

Get **E**xercise:

Do some sort of exercise every day, including walking. Start small and build on it!



Exercise!



Eat healthy foods!

Get rest!

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## FOOD and Your MOOD

**Step 1: Observe how certain foods affect your mood (both negatively and positively).**

***Negative examples:***

- Soda and sugary snacks might make you feel tired and irritable.
- Heavy, fatty foods (e.g., french fries, potato chips, fried chicken, greasy foods) might make you feel sluggish.
- Caffeine might make you feel jittery and more anxious and interfere with your sleep.

***Positive examples:***

- Complex carbohydrates and fiber (e.g., sweet potatoes, whole wheat pasta, oatmeal, whole-grain cereals, salads) give you slow and steady energy.
- Proteins (e.g., lean meats and poultry, beans, nuts, fish, eggs) also provide your body with steady energy that helps you stay active and strong both physically and mentally.
- Dairy foods (e.g., low-fat milks, cheeses, yogurts) have protein and calcium, which help with energy and bone strength.
- Fruits and vegetables provide you energy, boost your health, and give you a sweet or crunchy treat without zapping your energy or making you feel guilty.
- Once you know what foods make up a balanced diet, you can determine what changes might be needed.

**Step 2: Notice whether you are eating too much or too little.**

**Step 3: Start thinking about changes.**

How can you begin to increase the amount of healthy foods you eat? Keep track of your food choices in a food diary every day so you see your progress!

*(continued)*

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**Step 4: Start small.**

Don't try to make dramatic changes to your diet all at once. You may feel overwhelmed, which might set yourself up to fail. Start slowly and gradually to change your habits.

For example:

- Cut down on processed foods and add more fresh foods.
- Add more fruits and vegetables to meals and have them for snacks.
- Add lettuce, tomato, cucumber, and onion to sandwiches.
- Add fruit to cereal.

**Step 5: Notice the effects of eating well on your mood.**

## BEST Ways to Get REST: 12 Tips for Better Sleep

Maintaining a balanced sleep pattern will decrease your emotional vulnerability.

1. **Stick to a schedule** and don't sleep late on weekends. If you sleep late on Saturday and Sunday morning, you will disrupt your sleep pattern. Instead, go to bed and get up at about the same time every day.
2. **Establish a bedtime routine.** This might include shutting off screens (TV, computer, cell phone), changing into comfy PJs, sipping herbal tea, lowering bright lights and reducing noise, and reading.
3. **Don't eat or drink a lot before bed.** Eat a light dinner at least 2 hours before sleeping. If you drink too many liquids before bed, you'll wake up repeatedly for trips to the bathroom. Watch out for spicy foods, which may cause heartburn and interfere with sleep.
4. **Avoid caffeine and nicotine.** Both are stimulants and can keep you awake. Caffeine should be avoided for 8 hours before your desired bedtime.
5. **Exercise.** If you're trying to sleep better, the best time to exercise is in the morning or afternoon. A program of regular physical activity enhances the quality of your sleep.
6. **Keep your room cool.** Turn the temperature in the room down, as this mimics the natural drop in your body's temperature during sleep. Use an air conditioner or a fan to keep the room cool. If you get cold, add more layers. If you are hot, remove some layers.
7. **Sleep primarily at night.** Daytime naps steal hours from your nighttime sleep. Limit daytime sleep to less than 1 hour, no later than 3:00 P.M.
8. **Keep it dark, quiet, and NO SCREENS.** Use shades, blinds, and turn off lights. Silence helps you sleep better. Turn off the radio and TV. Use earplugs. Use a fan, a white noise machine, or some other source of constant, soothing, background noise to mask sounds you can't control. No laptops, iPads, phones, or screens for at least 1 hour before bedtime.

*(continued)*

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## **BEST Ways to Get REST: 12 Tips for Better Sleep** *(page 2 of 2)*

9. **Use your bed only for sleep.** Make your bed comfortable and appealing. Use only for sleep—not for studying or watching TV. Go to bed when you feel tired and turn out the lights. If you don't fall asleep in 30 minutes, get up and do something else relaxing like reading books or magazines—NO SCREENS! Go back to bed when you are tired. Don't stress out! This will make it harder to fall asleep.
10. **Soak and sack out.** Taking a hot shower or bath before bed helps relax tense muscles.
11. **Don't rely on sleeping pills.** If they are prescribed to you, use them only under a doctor's close supervision. Make sure the pills won't interact with other medications!
12. **Don't catastrophize.** Tell yourself "It's OK; I'll fall asleep eventually."

## Practice Exercise: Build Mastery, Cope Ahead, and PLEASE Skills

Due Date \_\_\_\_\_

### **Building Mastery:**

List two ways that you built mastery this week.

1. \_\_\_\_\_
2. \_\_\_\_\_

### **Coping Ahead of Time with Emotional Situations:**

Describe your plan to effectively manage a future emotional situation. Include skills you will use.

---

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### **Check off two PLEASE Skills to practice during the week:**

\_\_\_\_ Treat **P**hysical **L** illness

\_\_\_\_ Balance **E**ating

\_\_\_\_ **A**void mood-altering drugs

\_\_\_\_ Balance **S**leep

\_\_\_\_ Get **E**xercise

Describe specifically what you did to practice your PLEASE Skills. \_\_\_\_\_

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Did you notice a difference in your mood? \_\_\_\_\_

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# The Wave Skill: Mindfulness of Current Emotions



## EXPERIENCE YOUR EMOTION

- Observe your feeling.
- Step back and just notice it.
- Get unstuck.
- Experience it as a WAVE, coming and going.
- Don't try to GET RID of it or PUSH it away.
- And don't try to HOLD ON to it.

## PRACTICE MINDFULNESS OF EMOTIONAL BODY SENSATIONS

- Notice WHERE in your body you are feeling emotional sensations.
- Experience the SENSATIONS as fully as you can.

## REMEMBER: YOU ARE NOT YOUR EMOTION

- You don't need to ACT on the feeling.
- Remember times when you have felt differently.

## DON'T JUDGE YOUR EMOTION

- Radically accept it as part of you.
- Invite it home for dinner; name the emotion.
- Practice *willingness* to experience the emotion.

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# 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.

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## Check the Facts and Problem Solving

These two skills can be used as part of Cope Ahead, or as independent emotion regulation skills to help reduce/change intense emotions regarding situations that have already occurred or are ongoing.

1. DESCRIBE the problem situation.
2. CHECK THE FACTS! (Check all the facts; sort them from interpretations.)
  - a. Are you interpreting the situation correctly? Are there other possible interpretations?
  - b. Are you thinking in extremes (all-or-nothing, catastrophic thinking?)
  - c. What is the probability of the worst happening?
  - d. Even if the worst were to happen, could you imagine coping well with it?
  - e. If you are still faced with a big problem, then start the steps below.
3. IDENTIFY your GOAL in solving the problem.
  - a. Identify what needs to happen or change for you to feel OK.
  - b. Keep it simple; keep it something that can actually happen.
4. BRAINSTORM lots of solutions.
  - a. Think of as many solutions as you can. Ask for suggestions from people you trust.
  - b. Do not be critical of any ideas at first (wait for Step 5 to evaluate ideas).
5. CHOOSE a solution that is likely to work.
  - a. If unsure, choose two or three solutions that look good.
  - b. Do pros and cons to compare the solutions. Choose the best to try first.
6. Put the solution into ACTION.
  - a. ACT: Try out the solution.
  - b. Take the first step, and then the second . . .
7. EVALUATE outcomes.
  - a. Did it work? YEAH! Reward yourself!
  - b. It didn't work? Reward yourself for trying and DON'T GIVE UP!
  - c. Try a new solution.

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## Opposite Action to Change Emotions

Emotions come with specific ACTION URGES that push us to act in certain ways.

Often we escape the pain of the emotion in harmful ways.

These are common URGES associated with a sample of emotions:

FEAR → Escaping or avoiding

ANGER → Attacking

SADNESS → Withdrawing, becoming passive, isolating

SHAME → Hiding, avoiding, withdrawing, saving face by attacking others

GUILT → Overpromise that you will not commit the offense again, disclaim all responsibility, hiding, lowering head, begging forgiveness

JEALOUSY → Verbal accusations, attempt to control, acting suspicious

LOVE → Saying “I love you,” making effort to spend time with the person, doing what the other person wants and needs, and giving affection

**ACTING OPPOSITE = act opposite to the action urge when the emotion is doing more harm than good (see Emotion Regulation Handout 4, “What Good Are Emotions?”).**

EMOTION-----**OPPOSITE ACTION**

**Fear/Anxiety-----APPROACH**

- Approach events, places, tasks, activities, people you are afraid of, over and over; confront.
- Do things to increase a sense of control and mastery over fears.

**Anger-----GENTLY AVOID**

- Gently avoid the person you are angry with (rather than attacking).
- Take a time out and breathe in and out deeply and slowly.
- Be kind rather than mean or attacking. (Try to have sympathy or empathy for the other person.)

**Sadness-----GET ACTIVE**

- Approach, don't avoid.
- Build mastery and increase pleasant activities.

(continued)

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## Opposite Action to Change Emotions (page 2 of 3)

### EMOTION-----OPPOSITE ACTION

**Shame**-----**FACE THE MUSIC** (when your behavior violates your moral values or something shameful has been revealed about you and the shame fits the facts):

- Apologize and repair the harm when possible.
- Try to avoid making same mistake in the future and accept consequences.
- Forgive yourself and let it go.

**GO PUBLIC** (when your behavior DOES NOT violate your moral values and the shame does NOT fit the facts):

- You continue to participate fully in social interactions, hold your head high, keep your voice steady, and make eye contact.
- Go public with your personal characteristics or your behavior (with people who won't reject you).
- Repeat the behavior that sets off shame over and over (without hiding it from those who won't reject you).

**Guilt**-----**FACE THE MUSIC** (when your behavior violates your moral values, hurts feelings of significant others, and the guilt fits the facts):

- Experience the guilt.
- You ask, but don't beg, for forgiveness and accept the consequences.
- You repair the transgression and work to prevent it from happening again.

**DON'T APOLOGIZE OR TRY TO MAKE UP FOR IT** (when your behavior DOES NOT violate your moral values and the guilt does NOT fit the facts):

- Change your body posture, look innocent and proud, head up, puff up your chest, maintain eye contact, keep voice steady and clear.

**Jealousy**-----**LET GO OF CONTROLLING OTHERS' ACTIONS** (when it does not fit the facts or is not effective):

- Stop spying or snooping.
- Relax your face and body.

**Love**-----**STOP EXPRESSING LOVE** (when it does not fit the facts or is not effective, e.g., the relationship is truly over, not accessible, or abusive):

- Avoid the person and distract yourself from thoughts of the person.
- Remind yourself of why love is not justified and rehearse the "cons" of loving this person.
- Avoid contact with things that remind you of the person (e.g., pictures).

*(continued)*

## Opposite Action to Change Emotions (page 3 of 3)

### OPPOSITE ACTION WORKS BEST WHEN:

1. **The emotion does NOT FIT THE FACTS.**

- An emotion does *not fit the facts* when:
  - The emotion does *not fit the facts* of the actual situation (e.g., terror in response to speaking in public)

or

- The emotion, its intensity, or its duration are *not effective* for your goals in the situation (e.g., you feel angry at your math teacher, but three periods later you're still fuming and can't focus on science).

2. **The opposite action is done ALL THE WAY.**

- Opposite behavior
- Opposite words and thinking
- Opposite facial expression, voice tone, and posture

### OPPOSITE ACTION REQUIRES THESE seven STEPS:

1. Figure out the emotion you are feeling.
2. What is the action URGE that goes with the emotion?
3. Ask yourself: Does the emotion fit the facts in the situation? If yes, will acting on the emotion's urge be effective?
4. Ask yourself: Do I want to change the emotion?
5. If yes, figure out the OPPOSITE ACTION.
6. Do the opposite action—ALL THE WAY!
7. Repeat acting in the opposite way until the emotion goes down enough for you to notice.

## Practice Exercise: Opposite Action

Due Date \_\_\_\_\_

Ask yourself the following questions as a guide to OPPOSITE ACTION:

**Observe** and **Describe** the emotion.

What is the current emotion you want to change?

What is your action urge?

Do the opposite action ALL THE WAY.

How did you feel after acting opposite to your emotion?

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## Problem Solving: Handout 15

### Finding Solutions: Improve Motivation

#### Check Your “VITALS”

These skills are helpful for getting yourself to “approach not avoid” or to do anything you don’t want to do.

**V = Validate** the “I don’t want to”. Validate your current situation and vulnerabilities. Substitute this for harsh and punitive methods of self-motivation.

Then try a “Pros and Cons” of procrastinating or doing the behavior.

**I = Imagine** yourself doing the behavior peacefully and productively (imaginal practice). Research has shown this to be very effective in decreasing resistance and improving performance.

**T = Take Small Steps.** Break the behavior down into the smallest steps you can. When you do that, break each of those steps in half. The idea is to make each small step easy enough to do that it doesn’t feel like a big obstacle. This is an example of “shaping.”

- The “Swiss Cheese” method: Do anything at all that is remotely related to the task you want to accomplish. Gradually take larger chunks or holes in the task until it’s easier to do.
- “Worst First” approach: Identify the most difficult part of the task and break that into smallest steps.
- “5-Minute plan” Take a task you have been putting off and work for just five minutes at some step. Once you finish five minutes, you can decide to do another five.

**A = Applaud Yourself.** This is the skill of self-encouragement or cheerleading. Whenever you take even a small step toward your goal, acknowledge it and validate that you are doing a new behavior and moving toward your long-term goals. No step is too small to applaud!

**L = Lighten your load.** This is a maintenance skill so things don’t pile up. Return library book when due so you don’t get a fine. Buy smoke detectors so you don’t worry about fire, etc...

**S = Sweeten the Pot.** Add something during or just after the behavior that will be reinforcing for you. Reward yourself, (even a small reward) for taking the step.

## Problem Solving: Homework 4 Check Your VITALS

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Think of a “dreaded task” you are unmotivated to do to complete this homework. Explain using each step of VITALS to increase motivation:

A. What was your “dreaded task”?

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1) Validate:

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2) Imagination:

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3) Take small steps:

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4) Applaud self:

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5) Lighten the load:

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6) Sweeten the pot:

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# INTERPERSONAL EFFECTIVENESS HANDOUTS





## What Is Your Goal and Priority?

### **Keeping and maintaining healthy relationships (GIVE Skills)**

Question: How do I want the other person to feel about me?

*Example:* If I care about the person or if the person has authority over me, act in a way that keeps the person respecting and liking me.

### **Getting somebody to do what you want (DEAR MAN Skills)**

Question: What do I want? What do I need? How do I get it?  
How do I effectively say “no”?

*Example:* How do I ask for something, resolve a problem, or have people take me seriously?

### **Maintaining Your Self-Respect (FAST Skills)**

Question: How do I want to feel about myself after the interaction?

*Example:* What are my values? Act in a way that makes me feel positive about myself.

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## What Stops You from Achieving Your Goals?

### I. Lack of skill

You actually *don't know* what to say or how to act.

### II. Worry thoughts

You have the skill, but your worry thoughts interfere with your doing or saying what you want.

- Worries about bad consequences:
  - "They won't like me"; "He will break up with me."
- Worries about whether you deserve to get what you want:
  - "I'm such a bad person, I don't deserve this."
- Worries about being ineffective and calling yourself names:
  - "I won't do it right"; "I'm such a loser."

### III. Emotions

You have the skill, but your emotions (anger, fear, shame, sadness) make you unable to do or say what you want. Emotion Mind, instead of skills, controls what you say and do.

### IV. Can't decide

You have the skills, but you *can't decide* what you really want: asking for too much versus not asking for anything; saying "no" to everything versus giving in to everything.

### V. Environment

You have the skill, but the environment gets in the way:

- Other people are too powerful (sometimes despite your best efforts).
- Other people may have some reason for not liking you if you get what you want.
- Other people won't give you what you need unless you sacrifice your self-respect.

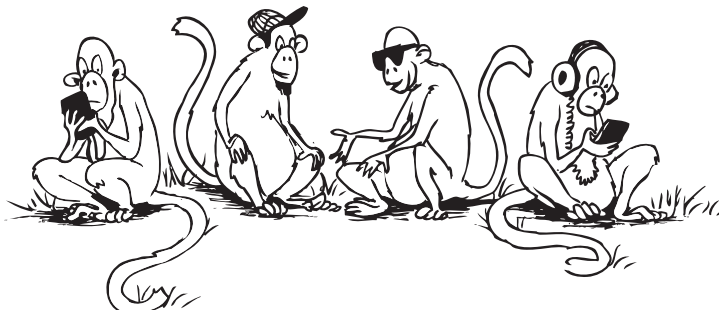
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## Building and Maintaining Positive Relationships: GIVE Skills

Remember **GIVE**:

(be) **G**entle  
(act) **I**nterested  
**V**alidate  
(use an) **E**asy manner



- (be) **G**entle: Be nice and respectful!  
Don't attack, use threats, or cast judgments.  
Be aware of your tone of voice.
- (act) **I**nterested: LISTEN and act interested in what the other person is saying.  
Don't interrupt or talk over him or her.  
Don't make faces.  
Maintain good eye contact.
- V**alidate: Show that you understand the other person's feelings or opinions.  
Be nonjudgmental out loud.  
"I can understand how you feel *and* . . ."  
"I realize this is hard . . ."  
"I see you are busy, *and* . . ."  
"That must have felt . . ."
- (use an) **E**asy manner: SMILE.  
Use humor.  
Use nonthreatening body language.  
Leave your attitude at the door.

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## Practice Exercise: GIVE Skills

Due Date \_\_\_\_\_

Choose two situations during the week in which you used your GIVE skills and describe how.

Remember **GIVE** . . .

(be) **G**entle

(act) **I**nterested

**V**alidate

(use an) **E**asy manner

### SITUATION 1:

With whom are you trying to keep a good relationship? \_\_\_\_\_

What was the situation in which you chose to use your GIVE skills? \_\_\_\_\_

\_\_\_\_\_

What was the outcome? \_\_\_\_\_

\_\_\_\_\_

How did you feel after using your skills? \_\_\_\_\_

\_\_\_\_\_

### SITUATION 2:

With whom are you trying to keep a good relationship? \_\_\_\_\_

What was the situation in which you chose to use your GIVE skills? \_\_\_\_\_

\_\_\_\_\_

What was the outcome? \_\_\_\_\_

\_\_\_\_\_

How did you feel after using your skills? \_\_\_\_\_

\_\_\_\_\_

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

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

## Getting Someone to Do What You Want: DEAR MAN Skills

Remember **DEAR MAN**:

<u>D</u> escribe	<u>M</u> indful
<u>E</u> xpress	<u>A</u> ppear Confident
<u>A</u> ssert	<u>N</u> egotiate
<u>R</u> einforce	

**Describe:** Describe the situation. Stick to the facts. “The last three weekends, I have noticed you coming home after curfew.”

**Express:** Express your feelings using “I” statements (“I feel . . .,” “I would like . . .”). Stay away from “you should . . .”; instead, say, “When you come home late, *I feel*/worried about you.”

**Assert:** Ask for what you want or say “no” clearly. Remember, the other person cannot read your mind. “*I would like* you to come home by curfew.”

**Reinforce:** Reward (reinforce) the person ahead of time by explaining the positive effects of getting what you want. “I would be able to trust you more and give you more privileges if you stuck to our curfew agreement.”

**Mindful:** Keep your focus on what you want, avoiding distractions. Come back to your assertion over and over, like a “broken record.” Ignore attacks. “I know the other kids stay out later than you, *and* I would still like you to do your best to meet your curfew.”

**Appear Confident:** Make (and maintain) eye contact. Use a confident tone of voice—do not whisper, mumble, or give up and say “Whatever.”

**Negotiate:** Be willing to **GIVE TO GET**. Ask for the other person’s input. Offer alternative solutions to the problem. Know when to “agree to disagree” and walk away. “If you can do this for the next 2 weeks, then I will feel comfortable letting you stay out later for the party.”

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## Practice Exercise: DEAR MAN Skills

Due Date \_\_\_\_\_

Choose one situation during the week in which you used your DEAR MAN skills and describe below.

What happened? (Who did what? What led up to what? What is the problem?) \_\_\_\_\_

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What did you want (e.g., asking for something, saying "no," being taken seriously)?

Be specific: \_\_\_\_\_

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**DEAR MAN Skills used (write down *exactly* how you used each one):**

**Describe** (describe the situation; just the facts): \_\_\_\_\_

\_\_\_\_\_

**Express** (feelings): \_\_\_\_\_

**Assert:** \_\_\_\_\_

**Reward:** \_\_\_\_\_

**Mindful:** \_\_\_\_\_

**Appear confident:** \_\_\_\_\_

**Negotiate:** \_\_\_\_\_

**What was the result of using your DEAR MAN skills?** \_\_\_\_\_

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### 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."

## Maintaining Your Self-Respect: FAST Skills

Remember **FAST**:

- (be) **F**air
- (no) **A**pologies  
**S**tick to values
- (be) **T**ruthful



- (be) **F**air: Be fair to *yourself* and to the *other* person.
- (no) **A**pologies: Don't *over*apologize for your behavior, for making a request, or for being you.  
(If you wronged someone, don't *under*apologize.)
- S**tick to values: Stick to your own values and opinions.  
Don't sell out to get what you want, to fit in, or to avoid saying "no."  
(Refer to Emotion Regulation Handout 13, "Wise Mind Values and Priorities List.")
- (be) **T**ruthful: Don't lie.  
Don't act helpless when you are not.  
Don't make up excuses or exaggerate.

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## Worry Thoughts and Wise Mind Self-Statements

Turn negative thoughts into realistic ones.

1. Why bother asking? It won't make a difference anyway.

WISE MIND STATEMENT: \_\_\_\_\_

2. If I ask for something, she'll think I'm stupid.

WISE MIND STATEMENT: \_\_\_\_\_

3. I can't take it if he's [she's] upset with me.

WISE MIND STATEMENT: \_\_\_\_\_

4. If I say "no," they won't like me or want to hang out with me anymore.

WISE MIND STATEMENT: \_\_\_\_\_

5. If I say "no," they'll be really angry at me.

WISE MIND STATEMENT: \_\_\_\_\_

6. If I make a request or ask for help, I will look weak.

WISE MIND STATEMENT: \_\_\_\_\_

### Examples of Wise Mind Self-Statements:

1. "Just because I didn't get what I wanted last time does not mean that if I ask skillfully this time that I won't get it."
2. "I can handle it if I don't get what I want or need."
3. "It takes a strong person to admit that he [she] needs help from someone else and then ask for it."
4. "If I say 'no' to people and they get angry, it doesn't mean I should have said 'yes.'"
5. "I can deal with it if he [she] is annoyed with me."

Others? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

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## Practice Exercise: FAST Skills

Due Date \_\_\_\_\_

Choose two situations during the week in which you used your FAST skills and describe below.

Remember **FAST** . . .

- (be) Fair
- (no) Apologies
- S**tick to values
- (be) Truthful

### SITUATION 1:

In what way are you trying to maintain your self-respect? \_\_\_\_\_

What was the situation in which you chose to use your FAST skills and how did you use them? \_\_\_\_\_

What was the outcome? \_\_\_\_\_

How did you feel after you used your skills? \_\_\_\_\_

### SITUATION 2:

In what way are you trying to maintain your self-respect? \_\_\_\_\_

What was the situation in which you chose to use your FAST skills and how did you use them? \_\_\_\_\_

What was the outcome? \_\_\_\_\_

How did you feel after you used your skills? \_\_\_\_\_

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## Factors to Consider in Asking for What You Want (or Saying “No” to an Unwanted Request)



- 1. Priorities:** Objectives very important? (Is it important to get what I want?)  
Relationship shaky? On good terms?  
Self-respect on the line?
- 2. Capability:** Is the person able to give me what I want? (Or do I have what the person wants?)
- 3. Timeliness:** Is this a good time to ask? Is the person in the mood to listen or able to pay attention to me? (Is this a bad time to say “no”?)
- 4. Preparation:** Do I know all the facts I need to know? Am I clear about what I want?  
(Am I clear on the facts that I am using to explain why I am saying “no”?)
- 5. Relationship:** Is what I want appropriate to the current relationship? (Is what the person is asking me appropriate to our current relationship?)
- 6. Give and take:** Has the other person helped me in the past? Have I overused his [her] help? (Have I helped the other person in the past? Has he [she] overused my help?)

Which of the above do you need to pay more attention to? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

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## **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)

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

Other factors: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## INTERPERSONAL EFFECTIVENESS WORKSHEET 6 (p. 1 of 2)

(Interpersonal Effectiveness Handout 8)

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

Due Date: \_\_\_\_\_ Name: \_\_\_\_\_ Week Starting: \_\_\_\_\_

To figure out how strongly to ask for something or how strongly to say no, read the instructions below. Circle the dimes you put in the bank, and then add them up. Then go back over the list and see if some items are much more important than others. Check Wise Mind before acting, if some items are much more important than others.

<b>Decide how strongly to ask for something.</b>		<b>Decide how strongly to say no.</b>	
Put a dime in the bank for each of the questions that get a yes answer. The more money you have, the stronger you ask. If you have a dollar, then ask very strongly. If you don't have any money in the bank, then don't ask; don't even hint.		Put a dime in the bank for each of the questions that get a no answer. The more money you have, the stronger you say no. If you have a dollar, then say no very strongly. If you don't have any money in the bank, then do it without even being asked.	
10¢	Is this person able to give or do what I want?	<b>Capability</b>	Can I give the person what is wanted?
10¢	Is getting my objective more important than my relationship with this person?	<b>Priorities</b>	Is my relationship more important than saying no?
10¢	Will asking help me feel competent and self-respecting?	<b>Self-respect</b>	Will saying no make me feel bad about myself?
10¢	Is the person required by law or moral code to do or give me what I want?	<b>Rights</b>	Am I required by law or moral code to give or do what is wanted, or does saying no violate this person's rights?
10¢	Am I responsible for telling the person what to do?	<b>Authority</b>	Is the other person responsible for telling me what to do?
10¢	Is what I want appropriate for this relationship? (Is it right to ask for what I want?)	<b>Relationship</b>	Is what the person is requesting of me appropriate to my relationship with this person?
10¢	Is asking important to a long-term goal?	<b>Goals</b>	In the long term, will I regret saying no?
10¢	Do I give as much as I get with this person?	<b>Give and take</b>	Do I owe this person a favor? (Does the person do a lot for me?)
10¢	Do I know what I want and have the facts I need to support my request?	<b>Homework</b>	Do I know what I am saying no to? (Is the other person clear about what is being asked for?)
10¢	Is this a good time to ask? (Is the person in the right mood?)	<b>Timing</b>	Should I wait a while before saying no?
\$	<b>Total value of asking</b> (Adjusted ± ___ for Wise Mind)	<b>Total value of saying no</b>	(Adjusted ± ___ for Wise Mind)
			\$

*(continued on next page)*

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**Directions: Discuss the scenarios and determine what factors need to be considered. There may be more than one reasonable response. What does your wisemind say?**

1) You need a ride to school, and your brother can drive you. The problem is he has been grounded from using the car. What factors need to be considered prior to asking?

2) You have a deadline coming up at school/work, and have a family wedding 2 states away this weekend, so you need to take a day off school/work to get there. When you go to talk with your boss/teacher you hear them talking loudly on the phone. They hang up quickly when you step up to the door. Do you ask your teacher/boss for the time off? What are the factors to consider?

3) Your best friend stood you up for dinner - this happened 2 weeks ago, and you never got an explanation for what happened and now it has happened again! You feel angry and hurt. What factors do you need to consider before talking to your friend?

4) You found out you owe the library \$500 in overdue book fines. You talk to the librarian about it, and they say, 'Wow, I'd destroy my library card if I were you' and walks off. What factors should have been considered prior to seeking help with the bill?

5) Your parents gave you permission to drive to school ONLY. A friend runs up to you at the end of school, crying and really scared and tells you she missed the bus, and her 5-year-old sister is now going to be home alone when she gets home from school unless your friend gets a ride home which will take you 10 minutes out of your way. She asks you for a ride home. What factors do you need to consider before answering?

## Practice Exercise: Factors to Consider in Asking or Saying "No"

Due Date \_\_\_\_\_

Choose a situation during the week in which it was hard to determine whether to ask for something or to say "no," or how *strong* your request or your "no" should be.

Did you consider each of the factors below? Check off which ones applied. If the factor applied, what was the circumstance, and did considering it lead you to still ask for what you wanted or say "no" to what someone else wanted? Did it make your request or your "no" stronger or weaker?

<input type="checkbox"/>	<u>Describe Circumstance</u>
<input type="checkbox"/> <b>Priorities</b>	_____ _____
<input type="checkbox"/> <b>Capability</b>	_____ _____
<input type="checkbox"/> <b>Timeliness</b>	_____ _____
<input type="checkbox"/> <b>Preparation</b>	_____ _____
<input type="checkbox"/> <b>Relationship</b>	_____ _____
<input type="checkbox"/> <b>Give and take</b>	_____ _____

So, what did you decide to do, and how did it work out? \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

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## Practice Exercise: Using Skills at the Same Time

Due Date \_\_\_\_\_

Choose a situation during the week that required more than one interpersonal effectiveness skill.

Describe situation: \_\_\_\_\_

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What were my priorities? (Check all that apply.)

\_\_\_\_ Build/maintain relationship

\_\_\_\_ Get what I want, say "no," or be taken seriously

\_\_\_\_ Build/maintain self-respect

What I said or did and how I did so (check and describe):

\_\_\_\_ Gentle

\_\_\_\_ Describe

\_\_\_\_ Fair

\_\_\_\_ Interested

\_\_\_\_ Express

\_\_\_\_ No apologies

\_\_\_\_ Validate

\_\_\_\_ Assert

\_\_\_\_ Stick to values

\_\_\_\_ Easy manner

\_\_\_\_ Reinforce

\_\_\_\_ Truthful

\_\_\_\_ Mindful

\_\_\_\_ Appear confident

\_\_\_\_ Negotiate

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## THINK Skills

When you want to make peace, reduce conflict, and reduce anger, **THINK** about it differently.

We often make interpretations or assumptions about others that fuel our Emotion Minds and can make the situation worse. So . . .

What's the situation? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

How are your interpretations about the other person fueling your Emotion Mind? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Now try these steps to THINK about it differently:

**Think** . . . about it from the other person's perspective.

**Have empathy** What might he or she be feeling or thinking?

**Interpretations** Can you think of more than one possible interpretation or explanation for the other's behavior? List other possible reasons for the behavior; come up with at least *one benign reason*:

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Notice** . . . ways the other person has been trying to make things better, to help, or to show he or she cares. Or, notice how the other person may be struggling with his or her own stress or problems.

Use **Kindness** Can you use kindness and be gentle when you approach the other person?

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## Practice Exercise: THINK Skills

**THINK** about it differently:

With whom did you want to make peace/reduce conflict/reduce anger? \_\_\_\_\_

Briefly, what was the situation? \_\_\_\_\_

How were your interpretations or assumptions about the other person fueling your Emotion Mind or making things worse? \_\_\_\_\_

**Indicate which steps you used and HOW you used them to THINK about it differently:**

**Think** about it from the other person's perspective—what was his or her perspective?

\_\_\_\_\_  
\_\_\_\_\_

**Have** empathy—what might he or she have been feeling or thinking? \_\_\_\_\_

\_\_\_\_\_

**Interpretations**—were you able to think of more than one possible interpretation or explanation for the other's behavior? List other possible reasons for the behavior; did you come up with at least *one benign reason*?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Notice:** What are ways the other person had been trying to make things better, to help, or to show he or she cared? \_\_\_\_\_

\_\_\_\_\_

Or, how was the other person struggling with his or her own stress or problems? \_\_\_\_\_

\_\_\_\_\_

Did you use **Kindness** and were you gentle when you approached the other person? \_\_\_\_\_

\_\_\_\_\_

What was the outcome? \_\_\_\_\_

\_\_\_\_\_

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## **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:**

# INTERPERSONAL EFFECTIVENESS WORKSHEET 7 (p. 1 of 2)

(Interpersonal Effectiveness Handout 9)

## Troubleshooting Interpersonal Effectiveness Skills

Due Date: \_\_\_\_\_ Name: \_\_\_\_\_ Week Starting: \_\_\_\_\_

Fill out this sheet whenever you practice your interpersonal skills and whenever you have an opportunity to practice, even if you don't (or almost don't) do anything to practice. Write on the back of this sheet if you need more room.

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

- 1** 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?
  - Did I follow the skill instructions to the letter?
- Not sure:**
- Wrote out what I wanted to say first.
  - Reread the instructions.
  - Got coaching from someone I trust.
  - Practiced with a friend or in front of a mirror.
- Did it work the next time?**  Yes (Fabulous)  No (Continue)  Didn't try again
- Yes:**

### Do I know what I really want in this interaction?

- 2** Ask:
- Am I undecided about what I really want in this interaction?
  - Am I ambivalent about my priorities?
  - Am I having trouble balancing:
    - Asking for too much versus not asking for anything?
    - Saying no to everything versus giving in to everything?
  - Is fear or shame getting in the way of knowing what I really want?
- Not sure:**
- Did pros and cons to compare different objectives.
  - Used emotion regulation skills to reduce fear and shame.
- Did this help?**  Yes (Fabulous)  No (Continue)  Didn't try again
- Yes:**

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

- 3** Ask:
- Is "now, now, now" winning out over getting what I really want?
  - Is emotion mind controlling what I say and do instead of Wise Mind?
- Yes:**
- Did a pros and cons comparing short-term to long-term goals.
  - Waited until another time when I'm not in emotion mind.
- Did this help?**  Yes (Fabulous)  No (Continue)  Didn't try again
- No:**

*(continued on next page)*

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

**4** Ask:

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

**Yes:**

- Tried *TIP* skills.
- Used self-soothing crisis survival skills before the interaction to get myself calm.
- Did mindfulness of current emotions (Emotion Regulation Handout 22).
- Refocused attention completely on the present objective.

*Did this help?*  Yes (Fabulous)  No (Continue)  Didn't try again

**No:**

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

**5** Ask:

- Are thoughts about bad consequences blocking my action?  
"They won't like me," "She will think I am stupid."
- Are thoughts about whether I deserve to get what I want in my way?  
"I am such a bad person I don't deserve this."
- Am I calling myself names that stop me from doing anything?  
"I won't do it right," "I'll probably fall apart," "I'm so stupid."
- Am I believing myths about interpersonal effectiveness?  
"If I make a request, this will show that I am a very weak person," "Only wimps have values."

**Yes:**

- Challenged myths.
- Checked the facts.
- Did opposite action all the way.

*Did this help?*  Yes (Fabulous)  No (Continue)  Didn't try again

**No:**

**Is the environment more powerful than my skills?**

**6** Ask:

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

**Yes:**

- Tried problem solving.
- Found a powerful ally.
- Practiced radical acceptance.

*Did this help?*  Yes (Fabulous)  No (Continue)  Didn't try again

**No:**

## 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.

**(continued on next page)**

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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 WORKSHEET 8

(Interpersonal Effectiveness Handout 11)

## Finding and Getting People to Like You

Due Date: \_\_\_\_\_ Name: \_\_\_\_\_ Week Starting: \_\_\_\_\_

Fill out this sheet whenever you practice finding friends and whenever you have an opportunity to practice, even if you don't (or almost don't) do anything to practice. Write on the back of this sheet if you need more room.

List two ways you could (or do) make casual but regular contact with people.

1. \_\_\_\_\_
2. \_\_\_\_\_

List two ways you could find (or have found) people whose attitudes are similar to yours.

1. \_\_\_\_\_
2. \_\_\_\_\_

List two ways you could get in conversations (or have been in them) where you could ask a question, give an answer, give a compliment, or express liking to others.

1. \_\_\_\_\_
2. \_\_\_\_\_

List times you have been near a group conversation you could practice joining (or how you could find one).

1. \_\_\_\_\_
2. \_\_\_\_\_

Check the facts and be sure you have listed all of your opportunities to find potential friends. Add more ideas if necessary or ask your current friends or family for ideas.

---

**Describe one thing you have done to make a new friend and get someone to like you.**

\_\_\_\_\_  
\_\_\_\_\_

**Check off and describe each skill that you used.**

\_\_\_ Proximity      \_\_\_ Similarity      \_\_\_ Conversation skills      \_\_\_ Expressed liking

\_\_\_\_\_  
\_\_\_\_\_

**Describe any efforts you made to join a conversational group.** \_\_\_\_\_

\_\_\_\_\_

**Describe any efforts you made to use your conversation skills with others.** \_\_\_\_\_

\_\_\_\_\_

**How effective was the interaction?** \_\_\_\_\_

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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.

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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 WORKSHEET 12

(Interpersonal Effectiveness Handouts 17, 18)

## Validating Others

Due Date: \_\_\_\_\_ Name: \_\_\_\_\_ Week Starting: \_\_\_\_\_

Fill out this sheet whenever you practice your validation skills and whenever you have an opportunity to practice even if you don't (or almost don't) do anything to practice. Write on the back of this sheet if you need more room.

Check off types of validation that you practiced (on purpose) with others:

- |   |  |
|---|--|
| <input type="checkbox"/> 1. Paid attention.   | <input type="checkbox"/> 4. Expressed how what was felt, done, or said made sense, given the causes. |
| <input type="checkbox"/> 2. Reflected back what was said or done, remaining open to correction. | <input type="checkbox"/> 5. Acknowledged and acted on what was valid.                                |
| <input type="checkbox"/> 3. Was sensitive to what was unsaid.                                   | <input type="checkbox"/> 6. Acted authentically and as an equal.                                     |

List one invalidating and two validating statements made to others.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

Describe a situation where you were nonjudgmental of someone in the past week.

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Describe a situation where you used validation in the past week.

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Who was the person you validated? \_\_\_\_\_

What exactly did you do or say to validate the person? \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

What was the outcome? \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

How did you feel afterward? \_\_\_\_\_

Would you say or do something differently next time? If so, what? \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

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# INTERPERSONAL EFFECTIVENESS WORKSHEET 13

(Interpersonal Effectiveness Handout 19)

## Self-Validation and Self-Respect

Due Date: \_\_\_\_\_ Name: \_\_\_\_\_ Week Starting: \_\_\_\_\_

Fill out this sheet whenever you practice your self-validation skills and whenever you have an opportunity to practice even if you don't (or almost don't) do anything to practice. Write on the back of this sheet if you need more room.

**List one self-invalidating and two self-validating statements you made.**

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

**Describe a situation where you felt invalidated in the past week:** \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

**Check each strategy you used during the week:**

- Checked *all* the facts to see if my responses are valid or invalid.
- Checked it out with someone I could trust to validate the valid.
- Acknowledged when my responses didn't make sense and were not valid.
- Worked to change invalid thinking, comments, or actions. (Stopped blaming.)
- Dropped judgmental self-statements. (Practiced opposite action.)
- Reminded myself that all behavior is caused and that I am doing my best.
- Was compassionate toward myself. Practiced self-soothing.
- Admitted that it hurts to be invalidated by others, even if they are right.
- Acknowledged when my reactions make sense and are valid in a situation.
- Remembered that being invalidated, even when my response is actually valid, is rarely a complete catastrophe.
- Described my experiences and actions in a supportive environment.
- Grieved traumatic invalidation in my life and the harm it has created.
- Practiced radical acceptance of the invalidating person(s) in my life.
- What was the outcome?** \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

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# INTERPERSONAL EFFECTIVENESS WORKSHEET 9

(Interpersonal Effectiveness Handout 12)

## Mindfulness of Others

Due Date: \_\_\_\_\_ Name: \_\_\_\_\_ Week Starting: \_\_\_\_\_

Fill out this sheet whenever you practice mindfulness of others and whenever you have an opportunity to practice even if you don't (or almost don't) do anything to practice. Write on the back of this sheet if you need more room.

Check off any of the following that you practiced:

- Paid attention with interest and curiosity to others around me.
- Let go of a focus on myself, and focused on the people I was with.
- Noticed judgmental thoughts about others and let them go.
- Stayed in the present (instead of planning what I would say next) and listened.
- Put my entire attention on the other person and did not multitask.
- Gave up clinging to being right.
- Other: \_\_\_\_\_
  
- Described in a matter-of-fact way what I observed.
- Replaced judgmental descriptions with descriptive words.
- Described what I observed, instead of making assumptions and interpretations of others.
- Avoided questioning others' motives.
- Other: \_\_\_\_\_
  
- Threw myself into interactions with others.
- Went with the flow, rather than trying to control everything.
- Became one with the conversation I was in.
- Other: \_\_\_\_\_

Describe a situation where you practiced mindfulness of others in the last week. \_\_\_\_\_

Who was the person you were with? \_\_\_\_\_

How exactly did you practice mindfulness? \_\_\_\_\_

What was the outcome? \_\_\_\_\_

How did you feel afterward? \_\_\_\_\_

Did being mindful make a difference? If so, what? \_\_\_\_\_

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## 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.**

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

#### 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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# INTERPERSONAL EFFECTIVENESS WORKSHEET 14

(Interpersonal Effectiveness Handouts 20, 22)

## Changing Behavior with Reinforcement

Due Date: \_\_\_\_\_ Name: \_\_\_\_\_ Week Starting: \_\_\_\_\_

Fill out this sheet whenever you try to increase your own or someone else's behavior with reinforcement. Look for opportunities (since they occur all the time) to reinforce behavior. Write on the back of this sheet if you need more room.

### 1. In advance, identify the behavior you want to increase and the reinforcer you will use.

a. For yourself:

Behavior to increase: \_\_\_\_\_

Reinforcer: \_\_\_\_\_

b. For someone else:

Behavior to increase: \_\_\_\_\_

Reinforcer: \_\_\_\_\_

### 2. Describe the situation(s) where you used reinforcement.

a. For yourself: \_\_\_\_\_

b. For someone else: \_\_\_\_\_

### 3. What was the outcome? What did you observe?

a. For yourself: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

b. For someone else: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

### 4. How did you feel afterward? \_\_\_\_\_

\_\_\_\_\_

### 5. Would you say or do something differently next time? If so, what? \_\_\_\_\_

\_\_\_\_\_

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# INTERPERSONAL EFFECTIVENESS WORKSHEET 15

(Interpersonal Effectiveness Handouts 21–22)

## Changing Behavior by Extinguishing or Punishing It

Due Date: \_\_\_\_\_ Name: \_\_\_\_\_ Week Starting: \_\_\_\_\_

Fill out this sheet whenever you try to increase your own or someone else's behavior with reinforcement. Look for opportunities (since they occur all the time) to reinforce behavior. Write on the back of this sheet if you need more room.

**1. In advance, identify the behavior you want to decrease, and decide whether you will extinguish it by eliminating a reinforcer or stop it with punishment.** (Skip the one you are not using.)

If you are using punishment, identify the consequence. Also decide the new alternative behavior to reinforce, and the reinforcer to use to increase it to replace the behavior you are decreasing.

a. For yourself:

Behavior to decrease: \_\_\_\_\_

Reinforcer to remove: \_\_\_\_\_

Punishing consequence to add: \_\_\_\_\_

New behavior and reinforcer: \_\_\_\_\_

b. For someone else:

Behavior to decrease: \_\_\_\_\_

Reinforcer to remove: \_\_\_\_\_

Punishing consequence to add: \_\_\_\_\_

New behavior and reinforcer: \_\_\_\_\_

**2. Describe the situation(s) where you used extinction or punishment.** (Circle which you use.)

a. For yourself: \_\_\_\_\_

b. For someone else: \_\_\_\_\_

**3. What was the outcome? What did you observe?**

a. For yourself: \_\_\_\_\_

\_\_\_\_\_

b. For someone else: \_\_\_\_\_

\_\_\_\_\_

**4. How did you feel afterward?** \_\_\_\_\_

\_\_\_\_\_

**5. Would you do something differently next time? If so, what?** \_\_\_\_\_

\_\_\_\_\_

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# INTERPERSONAL EFFECTIVENESS WORKSHEET 5

(Interpersonal Effectiveness Handouts 5, 6, 7)

## Tracking Interpersonal Effectiveness Skills Use

Due Date: \_\_\_\_\_ Name: \_\_\_\_\_ Week Starting: \_\_\_\_\_

Fill out this sheet whenever you practice your interpersonal skills and whenever you have an opportunity to practice, even if you don't (or almost don't) do anything to practice. Write on the back of this sheet if you need more room.

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

OBJECTIVES IN SITUATION (What results I want):

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

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

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

\_\_\_ OBJECTIVES

\_\_\_ RELATIONSHIP

\_\_\_ SELF-RESPECT

**Imbalances and CONFLICTS IN PRIORITIES** that made it hard to be effective in this situation:

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

**DEAR MAN** (Getting what I want):

\_\_\_ Described situation? \_\_\_\_\_

\_\_\_ Expressed feelings/opinions? \_\_\_\_\_

\_\_\_ Asserted? \_\_\_\_\_

\_\_\_ Reinforced? \_\_\_\_\_

\_\_\_ Mindful? \_\_\_\_\_

\_\_\_ Broken record? \_\_\_\_\_

\_\_\_ Ignored attacks? \_\_\_\_\_

\_\_\_ Appeared confident? \_\_\_\_\_

\_\_\_ Negotiated? \_\_\_\_\_

**GIVE** (Keeping the relationship):

\_\_\_ Gentle? \_\_\_\_\_

\_\_\_ No threats? \_\_\_\_\_

\_\_\_ No attacks? \_\_\_\_\_

\_\_\_ No judgments? \_\_\_\_\_

\_\_\_ Interested? \_\_\_\_\_

\_\_\_ Validated? \_\_\_\_\_

\_\_\_ Easy manner? \_\_\_\_\_

**FAST** (Keeping my respect for myself):

\_\_\_ Fair? \_\_\_\_\_

\_\_\_ (No) Apologies? \_\_\_\_\_

\_\_\_ Stuck to values? \_\_\_\_\_

\_\_\_ Truthful? \_\_\_\_\_

**How effective was the interaction?** \_\_\_\_\_

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## 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 WORKSHEET 15

(Emotion Regulation Handouts 21, 22)

## Mindfulness of Current Emotions

Due Date: \_\_\_\_\_ Name: \_\_\_\_\_ Week Starting: \_\_\_\_\_

**EMOTION NAME:** \_\_\_\_\_ **INTENSITY (0–100) Before:** \_\_\_\_\_ **After:** \_\_\_\_\_

Describe situation that prompts emotion. (Fill out Steps 1 and 2 on Emotion Regulation Worksheet 5, if necessary.)

When emotional intensity is extreme, go to **CRISIS SURVIVAL SKILLS first** and fill out Distress Tolerance Worksheets 2–6. With any emotion, high or low, practice radical acceptance with **MINDFULNESS OF CURRENT EMOTIONS**.

Check off any of the following that you did:

- Stepped back and just noticed the emotions I was experiencing.
- Experienced the emotion as waves, coming and going on the beach.
- Let go of judgments about my emotions.
- Noticed where in my body I was feeling the emotional sensations.
  
- Paid attention to the physical sensations of the emotions as much as I could.
- Observed how long it took the emotion to go away.
- Reminded myself that being critical of emotions does not work.
- Practiced willingness to have unwelcome emotions.
- Imagined my emotions as clouds in the sky, coming and going.
- Just noticed the action urge that went with my emotion.
  
- Got myself to avoid acting on my emotion.
- Reminded myself of times when I have felt different.
- Practiced radically accepting my emotion.
- Tried to love my emotions.

Other: \_\_\_\_\_

Comments and descriptions of experiences:

# EMOTION REGULATION WORKSHEET 16

(Emotion Regulation Handout 24)

## Troubleshooting Emotion Regulation Skills

Due Date: \_\_\_\_\_ Name: \_\_\_\_\_ Week Starting: \_\_\_\_\_

When you just can't get your skills to work, try doing this worksheet to see if you can figure out what is going wrong. Check off each box in order, follow the directions and keep going until you find a solution.

**EMOTION NAME:** \_\_\_\_\_ **INTENSITY (0–100) Before:** \_\_\_\_\_ **After:** \_\_\_\_\_

List the skill you were trying to use that did not seem to help: \_\_\_\_\_

### 1. Am I biologically more vulnerable?

- NO:** Go to next question.
- NOT SURE:** Review the PLEASE skills. (See *Emotion Regulation Handout 20.*)
- YES:** Work on PLEASE skills. (See *Emotion Regulation Worksheet 14.*) Consider medication.  
*Did this help?*  **No** (Go to next question)  **Yes (Fabulous)**  **Didn't do it**

### 2. Did I use the skill correctly? Check out the instructions.

- YES:** Go to next question.
- NOT SURE:** Reread the instructions or get coaching. TRY AGAIN.  
*Did this help?*  **No** (Go to next question)  **Yes (Fabulous)**  **Didn't do it**

### 3. Are my emotions being reinforced (and maybe I don't really want to change them)?

- NO:** Go to next question.
- NOT SURE:** Review Emotion Regulation Handout 3/Worksheets 2, 2a.
- YES:** Do a PROS and CONS for changing emotions. (See *Emotion Regulation Worksheet 1.*)  
*Did this help?*  **No** (Go to next question)  **Yes (Fabulous)**  **Didn't do it**

### 4. Am I putting in the time and effort that emotion regulation takes?

- YES:** Continue practicing.
- NO:** Practice radical acceptance and willingness. (See *Distress Tolerance Handouts 11b and 13.*)  
Practice participating and effectiveness. (See *Mindfulness Handouts 4 and 5.*)  
Use problem solving to find the time to work on skills. (See *Emotion Regulation Worksheet 8.*)  
*Did this help?*  **No** (Go to next question)  **Yes (Fabulous)**  **Didn't do it**

### 5. Are my emotions too extreme right now for skills? Am I going around in so many circles that I have fallen into the emotional sea of dyscontrol?

- NO:** Go to next question.
- YES:** If possible *now*, solve the problem. (See *Emotion Regulation Handout 12, Worksheet 9.*)  
If not possible, *attend to physical sensations.* (See *Emotion Regulation Handout 22.*)  
If too extreme for skills, go to TIP skills. (See *Distress Tolerance Handout 5.*)  
*Did this help?*  **No** (Go to next question)  **Yes (Fabulous)**  **Didn't do it**

### 6. Are myths about emotions and emotion regulation getting in my way?

- NO.**
- YES:** Practice nonjudgmentalness. Check the facts and challenge the myths.  
*Did this help?*  **No**  **Yes (Fabulous)**  **Didn't do it**

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## STOP Skill



**S**<sub>top</sub>

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**<sub>ake a step back</sub>

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**<sub>bserve</sub>

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**<sub>roceed mindfully</sub>

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?

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# DISTRESS TOLERANCE WORKSHEET 2

(Distress Tolerance Handout 4)

## Practicing the STOP Skill

Due Date: \_\_\_\_\_ Name: \_\_\_\_\_ Week Starting: \_\_\_\_\_

Describe two crisis situations that happened to you. Then describe your use of the STOP skill.

**CRISIS EVENT 1:** Rate level of distress (0–100) Before: \_\_\_\_\_ After: \_\_\_\_\_

**Prompting event** for my distress (who, what, when, where): What triggered the state of crisis?

Behavior you are trying to stop: \_\_\_\_\_

- Stop**
- Take a step back**
- Observe**
- Proceed mindfully**

At left, check the steps you used, and describe what you did here:

Describe the outcome of using skills:

Circle a number to indicate how effective the skill was in helping you tolerate the distress and cope with the situation (keeping you from doing something to make the situation worse). Use the following scale:

*I still couldn't stand  
the situation, even  
for one more minute.*

1

2

*I was able to cope somewhat,  
at least for a little while.  
It helped somewhat.*

3

4

*I could use skills,  
tolerated distress, and  
resisted problem urges.*

5

**CRISIS EVENT 2:** Rate level of distress (0–100) Before: \_\_\_\_\_ After: \_\_\_\_\_

**Prompting event** for my distress (who, what, when, where): What triggered the state of crisis?

Behavior you are trying to stop: \_\_\_\_\_

- Stop**
- Take a step back**
- Observe**
- Proceed mindfully**

At left, check the steps you used, and describe what you did here:

Describe the outcome of using the skills:

Circle effectiveness of the skill:

*I still couldn't stand  
the situation, even  
for one more minute.*

1

2

*I was able to cope somewhat,  
at least for a little while.  
It helped somewhat.*

3

4

*I could use skills,  
tolerated distress, and  
resisted problem urges.*

5

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## DISTRESS TOLERANCE WORKSHEET 2A

(Distress Tolerance Handout 4)

### Practicing the STOP Skill

Due Date: \_\_\_\_\_ Name: \_\_\_\_\_ Week Starting: \_\_\_\_\_

Describe situations that happened to you where you used the STOP skill. Then describe how you used the STOP skill. Try to find a situation each day where you can practice your STOP skill.

Day	Crisis situation	How did you practice this skill?	Behavior stopped?	Rate before/after skill use			Conclusions or questions about this skills practice
				Your level of distress tolerance (0 = I can't stand it; 5 = I can definitely survive)	Emotion		
					Negative emotion intensity (0–100)	Positive emotion intensity (0–100)	
				/	/	/	
				/	/	/	
				/	/	/	
				/	/	/	
				/	/	/	
				/	/	/	
				/	/	/	

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## Half-Smiling and Willing Hands

### Accepting reality with your body.

#### HALF-SMILING

- 1st.** Relax your face from the top of your head down to your chin and jaw. Let go of each facial muscle (forehead, eyes, and brows; cheeks, mouth, and tongue; teeth slightly apart). If you have difficulty, try tensing your facial muscles and then letting go.  
A tense smile is a grin (and might tell your brain you are hiding or masking your real feelings).
- 2nd.** Let both *corners of your lips* go slightly up, just so you can feel them. It is not necessary for others to see it. A half-smile is slightly upturned lips with a relaxed face.
- 3rd.** Try to adopt a serene facial expression.  
Remember, your face communicates to your brain; your body connects to your mind.

#### WILLING HANDS

- Standing:** Drop your arms down from your shoulders; keep them straight or bent slightly at the elbows. With hands unclenched, turn your hands outward, with thumbs out to your sides, palms up, and fingers relaxed.
- Sitting:** Place your hands on your lap or your thighs. With hands unclenched, turn your hands outward, with palms up and fingers relaxed.
- Lying down:** Arms by your side, hands unclenched, turn your palms up with fingers relaxed.

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

# DISTRESS TOLERANCE WORKSHEET 11

(Distress Tolerance Handouts 14, 14a)

## Half-Smiling and Willing Hands

Due Date: \_\_\_\_\_ Name: \_\_\_\_\_ Week Starting: \_\_\_\_\_

Describe your practice with half-smiling and willing hands this past week. Practice each day at least once. Practice both when you are not emotionally distressed and when you are distressed.

Check off any of the following exercises that you did.

- |  |   |
|--|---|
| <input type="checkbox"/> 1. Half-smiled when I first woke up in the morning.               | <input type="checkbox"/> 8. Half-smiled with willing hands when my feelings were hurt.              |
| <input type="checkbox"/> 2. Half-smiled during my free moments.                            | <input type="checkbox"/> 9. Half-smiled with willing hands when I did not want to accept something. |
| <input type="checkbox"/> 3. Half-smiled with willing hands while I was listening to music. | <input type="checkbox"/> 10. Half-smiled with willing hands when I started getting really angry.    |
| <input type="checkbox"/> 4. Half-smiled with willing hands when I was irritated.           | <input type="checkbox"/> 11. Half-smiled when I had negative thoughts.                              |
| <input type="checkbox"/> 5. Half-smiled in a lying-down position.                          | <input type="checkbox"/> 12. Half-smiled when I couldn't sleep.                                     |
| <input type="checkbox"/> 6. Half-smiled in a sitting position.                             | <input type="checkbox"/> 13. Half-smiled with another person.                                       |
| <input type="checkbox"/> 7. Half-smiled when I was walking down the street.                | <input type="checkbox"/> 14. Other: _____   |

Describe practicing half-smiling and willing hands.

1. Situation: \_\_\_\_\_

Describe strategies you used or give numbers from above: \_\_\_\_\_

Circle how effective this was at helping you be more mindful and less reactive:

1                      2                      3                      4                      5  
*Not effective*                      *Somewhat effective*                      *Very effective*

2. Situation: \_\_\_\_\_

Describe strategies you used or give numbers from above: \_\_\_\_\_

Circle how effective this was at helping you be more mindful and less reactive:

1                      2                      3                      4                      5  
*Not effective*                      *Somewhat effective*                      *Very effective*

3. Situation: \_\_\_\_\_

Describe strategies you used or give numbers from above: \_\_\_\_\_

Circle how effective this was at helping you be more mindful and less reactive:

1                      2                      3                      4                      5  
*Not effective*                      *Somewhat effective*                      *Very effective*

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# DISTRESS TOLERANCE WORKSHEET 11A

(Distress Tolerance Handouts 14, 14a)

## Practicing Half-Smiling and Willing Hands

Due Date: \_\_\_\_\_ Name: \_\_\_\_\_ Week Starting: \_\_\_\_\_

Practice half-smiling/willing hands twice each day. Describe what you did to practice, and what you were trying to accept. (See Distress Tolerance Worksheet 11 for ideas.)

What did you do to practice allowing your thoughts?	What were you having trouble accepting (if any)?	How much time passed in doing this skill?	Rate before/after skill use			Conclusions or questions about this skills practice
			Acceptance (0 = none at all; 5 = I am at peace with this)	Emotion		
				Negative emotion intensity (0–100)	Positive emotion intensity (0–100)	
Mon			/	/	/	
			/	/	/	
Tues			/	/	/	
			/	/	/	
Wed			/	/	/	
			/	/	/	
Thurs			/	/	/	
			/	/	/	
Fri			/	/	/	
			/	/	/	
Sat			/	/	/	
			/	/	/	
Sun			/	/	/	
			/	/	/	

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

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