

UNIVERSITY OF WASHINGTON  
BEHAVIORAL RESEARCH AND THERAPY CLINICS

**How to Complete the Diary Card: Instructions for Therapists and Clients**

- **Initials/ID #:** Please put either your initial or your id in this location. Your initial are the first letter of your first name and the first letter of your last name. Your ID# is a unique 6-digit randomly generated number.
- **Filled out in session?:** If you fill out the card during the session, circle Y. Otherwise, circle N.
- **How often did you fill out this side?:** In the past week, In the past week did you fill out the card once, two to three times daily. Check the appropriate spot.
- **Started:** Note the first date the card was started, including year (e.g., 07/01/04).
- **Urges to Commit Suicide (0-5):** Rate the intensity with which you experienced urges to commit suicide on a scale from 0 (no urges at all) to 5 (the strongest, most intense urges possible). High scores may indicate either an intense or a pervasive occurrence of urges to commit suicide. Rate the MOST INTENSE or HIGHEST urges experienced on that particular day. For example, if you experienced several instances of urges rated 3/5, but one instance of urges rated 5/5, you would put a “5” in the column for Urges to Commit Suicide.
- **Urges to Use Drugs (0-5):** Rate the intensity with which you experienced urges to use drugs (this includes Alcohol, Over-the-Counter Meds, Prescription Meds, and Street/Illlicit Drugs) on a scale from 0 (no urges at all) to 5 (the strongest, most intense urges possible). High scores may indicate either an intense or a pervasive occurrence of urges to use drugs. Please rate the MOST INTENSE or HIGHEST urges experienced on that particular day. For example, if you experienced several instances of urges rated 3/5, but one instance of urges rated 5/5, you would put a “5” in the column for Urges to Use Drugs.
- **Highest Emotion of the Day (0-5):** Rate the intensity with which you experienced particular emotions on a scale from 0 (no experience of the emotion at all) to 5 (the strongest, most intense experience of the emotion possible). High scores may indicate either an intense or a pervasive occurrence of the emotion. Your rating reflects the MOST INTENSE or HIGHEST experience of the emotion for that particular day. For example, if you experienced several instances of the emotion rated 3/5, but one instance of the emotion rated 5/5, you would put a “5” in the column for that particular emotion.
- **Emotional Misery:** Emotional Misery refers to a subjective emotional state experienced as misery. Emotional Misery may involve a conglomeration of several different unpleasant emotional experiences, such as sadness, despair, depression, fear, etc.
- **Physical Misery:** Physical Misery refers to a physical state experienced as misery. Physical Misery may involve intense or prolonged pain, aches, cramps, symptoms of short-or-long-term physical illnesses (i.e., a cold, the flu), acute injuries, etc.
- **Drugs/Medications:**
  - **“#”:** The number of drugs (as described in the specify column) used on this date (e.g., “3” for 3 beers).
  - **What?:** For **Alcohol**, specify the type of drink (i.e., Beer, Cocktails, Mixed-Drinks, Whiskey, Wine, etc.). For **Illicit Drugs**, specify the type of illicit drug (Valiums, Marijuana, Heroin, Methadone, Methamphetamine, Cocaine, etc.). In the case of prescription drugs, it's acceptable to write “ditto” in subsequent specify boxes, to indicate daily use.
  - **Suboxone:** Specify the number of milligrams of Suboxone taken on that particular day.
  - **Meds as Prescribed.** Write Y (Yes) or N (No) to indicate whether prescribed medications were taken as prescribed.
  - **PRN/Over-The-Counter.** Under the # column, write down the number of prn drugs that were taken on that particular day. Under the **What** column, write down the name of the prn drug(s) that was/were taken on that day.
  - You can use horizontal lines through rows and vertical lines through columns to indicate no use (i.e. if the client didn't use any prescription meds this week, lines down the #, specify, and 0 columns under

Prescription Meds are okay. Or, if you didn't use alcohol, over-the-counter meds, or prescription meds on Wednesday, then a horizontal line may be drawn through the corresponding boxes for Wednesday).

- **Actions**

- **Self-Harm:** Writes Y (Yes) or N (No) to indicate whether you engaged in any self-harm behavior. Self-harm here is the same as “parasuicidal behavior”, or any overt, acute, self-injurious act that, without outside intervention, would result in tissue damage, illness, or death. The act of self-harm must be INTENTIONAL; meaning you intended to inflict tissue damage, illness, or death.
- **Lied, #:** Write down the **number of times** you lied on that particular day. Lying consists of misleading others or knowingly conveying false information on purpose. Lying refers to all overt and covert behaviors that mask telling the truth. It's important to assume a non-judgmental stance in completing this—lying is simply a behavior; people who lie are not “bad” people. Place an \* in this column to signify a lie has been told somewhere on the card for that day.
- **Reinforce:** Place a check in this column to indicate that you actively reinforced yourself, or successfully got others in your social environment to provide reinforcement. The reinforcement should be for effective behavior (i.e., skillful behavior, not using drugs, not self-harming, etc.).
- **Blank Column:** This column may be used to keep a record of any additional behavior.
- **Used Skills:** Circle the number that best corresponds to your experience of using/not using skills.
- **Urge To:** Quit Therapy; Use Drugs; Commit Suicide Coming into Session. Rate the intensity of CURRENT urges to engage in these behaviors, at the beginning of the session, on a scale from 0 (no urges at all) to 5 (the strongest, most intense urges possible).
- **Ability to Self-Regulate/Self-Control: Emotions, Actions, Thoughts:** Rate the extent to which you feel capable of regulating your emotions, behaviors (actions), or thoughts at the beginning of the session, on a scale from 0 (no ability to regulate at all; absolutely no control over thoughts, behaviors, or emotions) to 5 (totally and completely able to regulate thoughts, behaviors, or emotions).
- **Chain Analysis Notes:** In this section, the therapist jots down any important notes based on a chain analysis conducted during the session.
- **Med Changes/Other:** Write down any changes in prescribed medications. These changes may consist of modifications in the dosage (increase or decrease) of the medications (i.e., increase from 5mg to 10mg; a decrease from 20mg to 10mg), the dropping of a medication, or the addition of a new medication.

Dialectical Behavior Therapy Skills Diary Card						Initials			Filled out in Session? Y    N (Circle)		How often did you fill out this side? ____ Daily ____ 2-3x ____ 4-6x ____ Once		Started: Date _____ / _____ / _____					
						ID #												
Circle Start Day	Highest Urge To:			Highest Rating For Each Day		Drugs/Medications						Actions		Emotions		Optional		
Day Of Week	Commit Suicide	Self Harm	Use Drugs	Emotion . Misery	Physical Misery	Joy	Alcohol		Illicit Drugs		Meds. As Prescribed	PRN/Over the Counter	Self Harm	Skills				
	0-5	0-5	0-5	0-5	0-5	0-5	#	What?	#	What?	Y/N	#	What?	Y/N.	0-7			
MON																		
TUE																		
WED																		
THUR																		
FRI																		
SAT																		
SUN																		
Chain Analysis Notes						* USED SKILLS: 0 = Not thought about or used 1 = Thought about, not used, didn't want to 2 = Thought about, not used, wanted to 3 = Tried but couldn't use them 4 = Tried, could do them but they didn't help 5 = Tried, could use them, helped 6 = Didn't try, used them, didn't help 7 = Didn't try, used them, helped												
Med Changes/Other:						Urge to:			Coming into Session (0-5)			Ability to self-regulate/ self-control:			Coming into Session (0-5)			
Quit Therapy									Emotions:									
Use Drugs									Action:									
Commit Suicide									Thoughts:									
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DBT Skills Diary Card							Filled out this side? ____ Daily ____ 2-3x ____ 4-6x ____ Once ____ In session		Check skills; circle days skill was practiced								
MON	TUE	WED	THUR	FRI	SAT	SUN	1. Wise mind										
MON	TUE	WED	THUR	FRI	SAT	SUN	2. Observe										(just notice)
MON	TUE	WED	THUR	FRI	SAT	SUN	3. Describe										(put words on, just the facts)
MON	TUE	WED	THUR	FRI	SAT	SUN	4. Participate										(enter into the experience)
MON	TUE	WED	THUR	FRI	SAT	SUN	5. Non-judgmental										
MON	TUE	WED	THUR	FRI	SAT	SUN	6. One-mindfully										(present moment)
MON	TUE	WED	THUR	FRI	SAT	SUN	7. Effectiveness										(focus on what works)
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MON	TUE	WED	THUR	FRI	SAT	SUN	14. Attend to relationships										
MON	TUE	WED	THUR	FRI	SAT	SUN	15. Describing emotions										
MON	TUE	WED	THUR	FRI	SAT	SUN	16. Opposite-to-emotion action										
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MON	TUE	WED	THUR	FRI	SAT	SUN	23. Pros and Cons										
MON	TUE	WED	THUR	FRI	SAT	SUN	24. Distract /Self-soothe/ Improve the moment										
MON	TUE	WED	THUR	FRI	SAT	SUN	25. Radical Acceptance										
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MON	TUE	WED	THUR	FRI	SAT	SUN	28. Half-smiling										

Mindfulness

Interpersonal Effectiveness

Emotion Regulation

Survival & Acceptance

# Week 1

Pages 5 -13

# **GENERAL HANDOUT 1**

(General Worksheet 1)



## **Goals of Skills Training**

### **GENERAL GOAL**

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

### **SPECIFIC GOALS**

#### **Behaviors to Decrease:**

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

#### **Skills to Increase:**

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

### **PERSONAL GOALS**

#### **Behaviors to Decrease:**

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

#### **Skills to Increase:**

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



## Options for Solving Any Problem

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

**1. SOLVE THE PROBLEM**

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

**2. FEEL BETTER ABOUT THE PROBLEM**

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

**3. TOLERATE THE PROBLEM**

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

**4. STAY MISERABLE**

Or possibly make it worse!

**1. TO PROBLEM-SOLVE:**

Use interpersonal effectiveness skills

Walking the Middle Path (from interpersonal effectiveness skills)

Use problem-solving skills (from emotion regulation skills)

**2. TO FEEL BETTER ABOUT THE PROBLEM:**

Use emotion regulation skills

**3. TO TOLERATE THE PROBLEM:**

Use distress tolerance and mindfulness skills

**4. TO STAY MISERABLE:**

Use *no* skills!



### Guidelines for Skills Training

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

**Other guidelines for this group/notes:**

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### Skills Training Assumptions

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

**1. People are doing the best they can.**

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

**2. People want to improve.**

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

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

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

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

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

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

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

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

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

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

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

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

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

# MINDFULNESS HANDOUT 1



(Mindfulness Worksheet 1)

## Goals of Mindfulness Practice

### REDUCE SUFFERING AND INCREASE HAPPINESS

- Reduce pain, tension, and stress.
- Other: \_\_\_\_\_

### INCREASE CONTROL OF YOUR MIND

- Stop letting your mind be in control of you.
- Other: \_\_\_\_\_

### EXPERIENCE REALITY AS IT IS

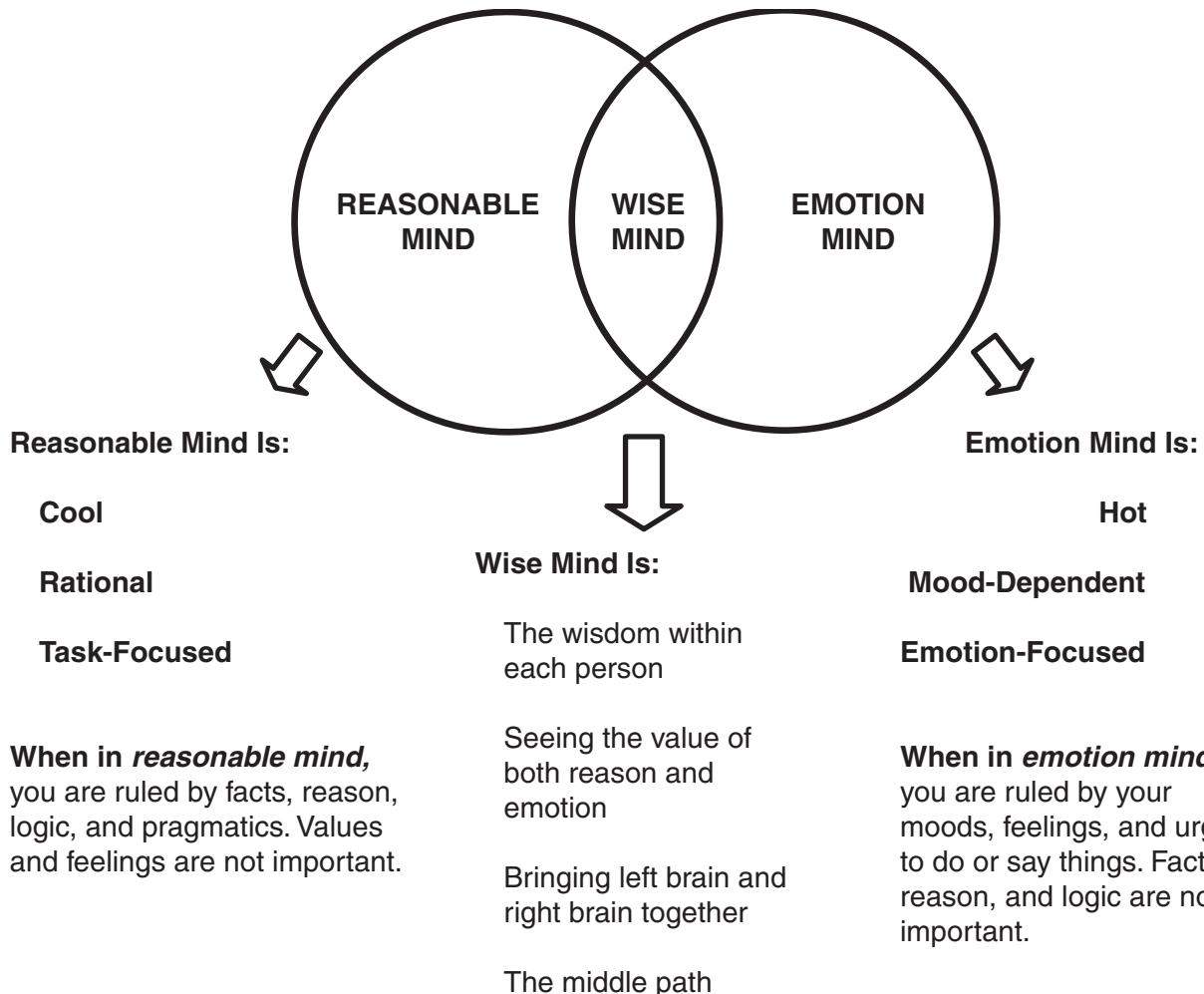
- Live life with your eyes wide open.
- Experience the reality of your . . .
- connection to the universe.
  - essential “goodness.”
  - essential validity.
- Other: \_\_\_\_\_



## MINDFULNESS HANDOUT 3

(Mindfulness Worksheet 3)

### Wise Mind: States of Mind



## Ideas for Practicing Wise Mind

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

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

*(continued on next page)*

## MINDFULNESS HANDOUT 3A (p. 2 of 2)

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

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	0-5	0-5	0-5	0-5	0-5	0-5	#	What?	#	What?	Y/N	#	What?	Y/N.	0-7			
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Med Changes/Other:							Urge to:		Coming into Session (0-5)		Ability to self-regulate/ self-control:				Coming into Session (0-5)			
Quit Therapy				Emotions:														
Use Drugs				Action:														
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 Mindfulness  
Interpersonal Effectiveness  
Emotion Regulation  
Survival & Acceptance

# Week 2

Pages 15 - 26



## MINDFULNESS HANDOUT 4

(Mindfulness Worksheets 2–2c, 4–4b)

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

#### OBSERVE

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

#### DESCRIBE

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

#### PARTICIPATE

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

## MINDFULNESS HANDOUT 4A (p. 1 of 4)

(Mindfulness Worksheets 2–2c, 4–4b)

### Ideas for Practicing Observing

#### BY COMING BACK TO YOUR SENSES

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

##### Observe with your eyes:

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

##### Observe sounds:

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

##### Observe smells around you:

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

##### Observe taste and the act of eating:

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

##### Observe urges to do something:

When you are feeling an urge to do something impulsive,

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

*(continued on next page)*

## MINDFULNESS HANDOUT 4A (p. 2 of 4)

---

### Observe sensations of touch on your skin:

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

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

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

(continued on next page)

## MINDFULNESS HANDOUT 4A (p. 3 of 4)

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### Observe thoughts coming in and out of your mind:

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

### Imagine that your mind is a:

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

### Observe by expanding awareness:

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

(continued on next page)

## MINDFULNESS HANDOUT 4A (p. 4 of 4)

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### Open your mind to your senses:

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

## MINDFULNESS HANDOUT 4B

---

(Mindfulness Worksheets 2–2c, 4–4b)

### Ideas for Practicing Describing

#### Practice describing what you see outside of yourself:

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

#### Practice describing thoughts and feelings:

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

#### Practice describing your breathing:

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

## MINDFULNESS HANDOUT 4C

(Mindfulness Worksheets 2–2c, 4–4b)

### Ideas for Practicing Participating

#### Participate with awareness of connection to the universe:

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

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

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



## MINDFULNESS HANDOUT 5

(Mindfulness Worksheets 2–2c, 5–5c)

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

#### NONJUDGMENTALLY

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

#### ONE-MINDFULLY

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

#### EFFECTIVELY

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

## MINDFULNESS HANDOUT 5A

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(Mindfulness Worksheets 2–2c, 5–5c)

### Ideas for Practicing Nonjudgmentalness

#### Leaving out comparisons, judgments, and assumptions:

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

#### Tips for replacing judgment by stating the facts:

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

## MINDFULNESS HANDOUT 5B

(Mindfulness Worksheets 2–2c, 5–5c)

### Ideas for Practicing One-Mindfulness

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

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## MINDFULNESS HANDOUT 5C

(Mindfulness Worksheets 2–2c, 5–5c)

### Ideas for Practicing Effectiveness

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

Dialectical Behavior Therapy Skills Diary Card						Initials			Filled out in Session? Y    N    (Circle)			How often did you fill out this side? ____ Daily ____ 2-3x ____ 4-6x ____ Once			Started: Date _____ / _____ / _____		
						ID #											
Circle Start Day	Highest Urge To:			Highest Rating For Each Day			Drugs/Medications						Actions		Emotions	Optional	
Day Of Week	Commit Suicide	Self Harm	Use Drugs	Emotion . Misery	Physical Misery	Joy	Alcohol		Illicit Drugs		Meds. As Prescribed	PRN/Over the Counter		Self Harm	Skills		
	0-5	0-5	0-5	0-5	0-5	0-5	#	What?	#	What?	Y/N	#	What?	Y/N.	0-7		
MON																	
TUE																	
WED																	
THUR																	
FRI																	
SAT																	
SUN																	
Chain Analysis Notes							* USED SKILLS: 0 = Not thought about or used      4 = Tried, could do them but they didn't help 1 = Thought about, not used, didn't want to      5 = Tried, could use them, helped 2 = Thought about, not used, wanted to      6 = Didn't try, used them, didn't help 3 = Tried but couldn't use them      7 = Didn't try, used them, helped										
							Urge to:			Coming into Session (0-5)			Ability to self-regulate/ self-control:			Coming into Session (0-5)	
Med Changes/Other:							Quit Therapy			Emotions:							
							Use Drugs			Action:							
							Commit Suicide			Thoughts:							

DBT Skills Diary Card							Filled out this side? <input type="checkbox"/> Daily <input type="checkbox"/> 2-3x <input type="checkbox"/> 4-6x <input type="checkbox"/> Once <input type="checkbox"/> In session	Check skills; circle days skill was practiced
MON	TUE	WED	THUR	FRI	SAT	SUN	1. Wise mind	
MON	TUE	WED	THUR	FRI	SAT	SUN	2. Observe	(just notice)
MON	TUE	WED	THUR	FRI	SAT	SUN	3. Describe	(put words on, just the facts)
MON	TUE	WED	THUR	FRI	SAT	SUN	4. Participate	(enter into the experience)
MON	TUE	WED	THUR	FRI	SAT	SUN	5. Non-judgmental	
MON	TUE	WED	THUR	FRI	SAT	SUN	6. One-mindfully	(present moment)
MON	TUE	WED	THUR	FRI	SAT	SUN	7. Effectiveness	(focus on what works)
MON	TUE	WED	THUR	FRI	SAT	SUN	8. Figure out interpersonal goals)	
MON	TUE	WED	THUR	FRI	SAT	SUN	9. DEAR	( Describe, Express, Assert, Reinforce)
MON	TUE	WED	THUR	FRI	SAT	SUN	10. MAN –Mindful	(Broken Record, Ignore Attacks)
MON	TUE	WED	THUR	FRI	SAT	SUN	11. MAN	(Appear confident, Negotiate)
MON	TUE	WED	THUR	FRI	SAT	SUN	12. GIVE	(Gentle, Interested, Validate, Easy manner)
MON	TUE	WED	THUR	FRI	SAT	SUN	13. FAST	( Fair, no-Apologies, Stick to values, Truthful)
MON	TUE	WED	THUR	FRI	SAT	SUN	14. Attend to relationships	
MON	TUE	WED	THUR	FRI	SAT	SUN	15. Describing emotions	
MON	TUE	WED	THUR	FRI	SAT	SUN	16. Opposite-to-emotion action	
MON	TUE	WED	THUR	FRI	SAT	SUN	17. Problem solving	
MON	TUE	WED	THUR	FRI	SAT	SUN	18., Accumulate positives	(Positive events or Valued Actions)
MON	TUE	WED	THUR	FRI	SAT	SUN	19. Build mastery, Cope ahead	
MON	TUE	WED	THUR	FRI	SAT	SUN	20. PLEASE	(PhysicaL ills, Eating, Avoid drugs, Sleep, Exercise)
MON	TUE	WED	THUR	FRI	SAT	SUN	21. Mindfulness of Current Emotion	
MON	TUE	WED	THUR	FRI	SAT	SUN	22. TIP	(Temperature, ice or heat/ Intense exercise/Progressive relax)
MON	TUE	WED	THUR	FRI	SAT	SUN	23. Pros and Cons	
MON	TUE	WED	THUR	FRI	SAT	SUN	24. Distract /Self-soothe/ Improve the moment	
MON	TUE	WED	THUR	FRI	SAT	SUN	25. Radical Acceptance	
MON	TUE	WED	THUR	FRI	SAT	SUN	26. Willingness	
MON	TUE	WED	THUR	FRI	SAT	SUN	27. Mindfulness of current thoughts	
MON	TUE	WED	THUR	FRI	SAT	SUN	28. Half-smiling	

# Week 3

Pages 28 - 31

# **INTERPERSONAL EFFECTIVENESS HANDOUT 1**

(Interpersonal Effectiveness Worksheet 1)



## **Goals of Interpersonal Effectiveness**

### **BE SKILLFUL IN GETTING WHAT YOU WANT AND NEED FROM OTHERS**

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

### **BUILD RELATIONSHIPS AND END DESTRUCTIVE ONES**

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

### **WALK THE MIDDLE PATH**

- Create and maintain balance in relationships.
- Balance acceptance and change in relationships.
- Other: \_\_\_\_\_



### Factors in the Way of Interpersonal Effectiveness

#### YOU DON'T HAVE THE INTERPERSONAL SKILLS YOU NEED

#### **YOU DON'T KNOW WHAT YOU WANT**

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

#### **YOUR EMOTIONS ARE GETTING IN THE WAY**

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

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

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

#### **OTHER PEOPLE ARE GETTING IN YOUR WAY**

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

#### **YOUR THOUGHTS AND BELIEFS ARE GETTING IN THE WAY**

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

## **INTERPERSONAL EFFECTIVENESS HANDOUT 2A**

---

(Interpersonal Effectiveness Worksheet 2)

### **Myths in the Way of Interpersonal Effectiveness**

#### **Myths in the Way of Objectives Effectiveness**

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

Other myth: \_\_\_\_\_

Other myth: \_\_\_\_\_

#### **Myths in the Way of Relationship and Self-Respect Effectiveness**

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

Other myth: \_\_\_\_\_

Other myth: \_\_\_\_\_

Dialectical Behavior Therapy Skills Diary Card						Initials			Filled out in Session? Y    N (Circle)		How often did you fill out this side? ____ Daily ____ 2-3x ____ 4-6x ____ Once		Started: Date _____ / _____ / _____					
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Circle Start Day	Highest Urge To:		Highest Rating For Each Day		Drugs/Medications						Actions		Emotions		Optional			
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TUE																		
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MON	TUE	WED	THUR	FRI	SAT	SUN	28. Half-smiling										

 Mindfulness  
Interpersonal Effectiveness  
Emotion Regulation  
Survival & Acceptance

# Week 4

Pages 33 - 35

## INTERPERSONAL EFFECTIVENESS HANDOUT 4



(Interpersonal Effectiveness Worksheet 3)

### Clarifying Goals in Interpersonal Situations

#### OBJECTIVES EFFECTIVENESS: Getting What You Want from Another Person

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

#### Questions

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

#### RELATIONSHIP EFFECTIVENESS: Keeping and Improving the Relationship

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

#### Questions

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

#### SELF-RESPECT EFFECTIVENESS: Keeping or Improving Self-Respect

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

#### Questions

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

# INTERPERSONAL EFFECTIVENESS WORKSHEET 3

(Interpersonal Effectiveness Handout 4)

## Clarifying Priorities in Interpersonal Situations

Due Date: \_\_\_\_\_ Name: \_\_\_\_\_ Week Starting: \_\_\_\_\_

Use this sheet to figure out your goals and priorities in any situation that creates a problem for you. Examples include situations where (1) your rights or wishes are not being respected; (2) you want someone to do or change something or give you something; (3) you want or need to say no or resist pressure to do something; (4) you want to get your position or point of view taken seriously; (5) there is conflict with another person; or (6) you want to improve your relationship with someone.

Observe and describe in writing as close in time to the situation as possible. 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?  
What is it about this situation that is a problem for me?  
Remember to **check the facts!**

### My wants and desires in this situation:

Objectives: What **specific results** do I want? What do I want this person to do, stop or accept?

Relationship: How do I want the other person to feel and think about me **because of how I handle the interaction** (whether or not I get what I want from the other person)?

Self-Respect: How do I want to feel or think about myself **because of how I handle the interaction** (whether or not I get what I want from the other person)?

**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 make it hard to be effective in this situation:

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Mindfulness

Interpersonal Effectiveness

Emotion Regulation

Survival & Acceptance

# Week 5

Pages 37 - 41



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

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

Describe  
Express  
Assert  
Reinforce  
(Stay) Mindful  
Appear Confident  
Negotiate

**D**  
**e**scribe

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

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

**E**  
**x**press

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

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

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

**A**  
**s**sert

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

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

**R**  
**e**inforce

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

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

Remember also to reward desired behavior after the fact.

**(continued on next page)**

## **INTERPERSONAL EFFECTIVENESS HANDOUT 5** (p. 2 of 2)

(Stay)

# Mindful

Keep your focus ON YOUR GOALS.

Maintain your position. Don't be distracted. Don't get off the topic.

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

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

**"I would still like a call."**

A

## **A**ppear confident

Appear EFFECTIVE and competent.

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

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

No saying, “I’m not sure,” etc.

N

# Negotiate

Be willing to GIVE TO GET.

Offer and ask for other solutions to the problem.

## Reduce your request.

Say no, but offer to do something else or to solve the problem another way.  
Focus on what will work.

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

Turn the tables: Turn the problem over to the other person.

Ask for other solutions.

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

## Other ideas:

## INTERPERSONAL EFFECTIVENESS HANDOUT 5A

---

### **Applying DEAR MAN Skills to a Difficult Current Interaction**

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

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

#### **Apply DEAR MAN Skills**

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

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

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

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

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

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

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

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

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

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

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

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

## INTERPERSONAL EFFECTIVENESS WORKSHEET 4

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(Interpersonal Effectiveness Handouts 5, 6, 7)

### Writing Out Interpersonal Effectiveness Scripts

Due Date: \_\_\_\_\_ Name: \_\_\_\_\_ Week Starting: \_\_\_\_\_

Fill out this sheet before you practice your DEAR MAN, GIVE FAST interpersonal skills. Practice saying your “lines” out loud, and also in your mind. Use the “cope ahead” skills (Emotion Regulation Handout 19). 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):

---

#### SCRIPT IDEAS for DEAR MAN, GIVE FAST

1. **Describe** situation.
2. **Express** feelings/opinions.
3. **Assert** request (or say no) directly (circle the part you will use later in “broken record” to stay Mindful if you need it).
4. **Reinforcing** comments to make.
5. **Mindful and Appearing** confident comments to make (if needed).
6. **Negotiating** comments to make, plus turn-the-table comments (if needed).
7. **Validating** comments.
8. **Easy manner** comments.

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

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MON	TUE	WED	THUR	FRI	SAT	SUN	20. PLEASE										(Physical ills, Eating, Avoid drugs, Sleep, Exercise)
MON	TUE	WED	THUR	FRI	SAT	SUN	21. Mindfulness of Current Emotion										
MON	TUE	WED	THUR	FRI	SAT	SUN	22. TIP										(Temperature, ice or heat/ Intense exercise/Progressive relax)
MON	TUE	WED	THUR	FRI	SAT	SUN	23. Pros and Cons										
MON	TUE	WED	THUR	FRI	SAT	SUN	24. Distract /Self-soothe/ Improve the moment										
MON	TUE	WED	THUR	FRI	SAT	SUN	25. Radical Acceptance										
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MON	TUE	WED	THUR	FRI	SAT	SUN	27. Mindfulness of current thoughts										
MON	TUE	WED	THUR	FRI	SAT	SUN	28. Half-smiling										

Mindfulness

Interpersonal Effectiveness

Emotion Regulation

Survival & Acceptance

# Week 6

Pages 43 - 46

# INTERPERSONAL EFFECTIVENESS HANDOUT 6



(Interpersonal Effectiveness Worksheets 4, 5)

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

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

(Be) Gentle

(Act) Interested

Validate

(Use an) Easy manner

(Be)

**G**entle

BE NICE and respectful.

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

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

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

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

(Act)

**I**nterested

LISTEN and APPEAR INTERESTED in the other person.

Listen to the other person’s point of view.

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

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

**V**alidate

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

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

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

(Use an)

**E**asy manner

Use a little humor.

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

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

Leave your attitude at the door.

Other ideas:

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## **INTERPERSONAL EFFECTIVENESS HANDOUT 6A**

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

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

# INTERPERSONAL EFFECTIVENESS 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? \_\_\_\_\_

Mindful? \_\_\_\_\_

Expressed feelings/opinions? \_\_\_\_\_

Broken record? \_\_\_\_\_

Asserted? \_\_\_\_\_

Ignored attacks? \_\_\_\_\_

Reinforced? \_\_\_\_\_

Appeared confident? \_\_\_\_\_

**GIVE** (Keeping the relationship):

Gentle? \_\_\_\_\_

Interested? \_\_\_\_\_

No threats? \_\_\_\_\_

Validated? \_\_\_\_\_

No attacks? \_\_\_\_\_

Easy manner? \_\_\_\_\_

No judgments? \_\_\_\_\_

**FAST** (Keeping my respect for myself):

Fair? \_\_\_\_\_

Stuck to values? \_\_\_\_\_

(No) Apologies? \_\_\_\_\_

Truthful? \_\_\_\_\_

**How effective was the interaction?** \_\_\_\_\_

Dialectical Behavior Therapy Skills Diary Card						Initials			Filled out in Session? Y    N (Circle)		How often did you fill out this side? ____ Daily ____ 2-3x ____ 4-6x ____ Once		Started: Date _____ / _____ / _____					
						ID #												
Circle Start Day	Highest Urge To:			Highest Rating For Each Day		Drugs/Medications						Actions		Emotions		Optional		
Day Of Week	Commit Suicide	Self Harm	Use Drugs	Emotion . Misery	Physical Misery	Joy	Alcohol		Illicit Drugs		Meds. As Prescribed	PRN/Over the Counter	Self Harm	Skills				
	0-5	0-5	0-5	0-5	0-5	0-5	#	What?	#	What?	Y/N	#	What?	Y/N.	0-7			
MON																		
TUE																		
WED																		
THUR																		
FRI																		
SAT																		
SUN																		
Chain Analysis Notes							* USED SKILLS: 0 = Not thought about or used 1 = Thought about, not used, didn't want to 2 = Thought about, not used, wanted to 3 = Tried but couldn't use them 4 = Tried, could do them but they didn't help 5 = Tried, could use them, helped 6 = Didn't try, used them, didn't help 7 = Didn't try, used them, helped											
Med Changes/Other:							Urge to:		Coming into Session (0-5)		Ability to self-regulate/ self-control:				Coming into Session (0-5)			
Quit Therapy				Emotions:														
Use Drugs				Action:														
Commit Suicide				Thoughts:														
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DBT Skills Diary Card							Filled out this side? ____ Daily ____ 2-3x ____ 4-6x ____ Once ____ In session		Check skills; circle days skill was practiced								
MON	TUE	WED	THUR	FRI	SAT	SUN	1. Wise mind										
MON	TUE	WED	THUR	FRI	SAT	SUN	2. Observe										(just notice)
MON	TUE	WED	THUR	FRI	SAT	SUN	3. Describe										(put words on, just the facts)
MON	TUE	WED	THUR	FRI	SAT	SUN	4. Participate										(enter into the experience)
MON	TUE	WED	THUR	FRI	SAT	SUN	5. Non-judgmental										
MON	TUE	WED	THUR	FRI	SAT	SUN	6. One-mindfully										(present moment)
MON	TUE	WED	THUR	FRI	SAT	SUN	7. Effectiveness										(focus on what works)
MON	TUE	WED	THUR	FRI	SAT	SUN	8. Figure out interpersonal goals)										
MON	TUE	WED	THUR	FRI	SAT	SUN	9. DEAR										( Describe, Express, Assert, Reinforce)
MON	TUE	WED	THUR	FRI	SAT	SUN	10. MAN -Mindful										(Broken Record, Ignore Attacks)
MON	TUE	WED	THUR	FRI	SAT	SUN	11. MAN										(Appear confident, Negotiate)
MON	TUE	WED	THUR	FRI	SAT	SUN	12. GIVE										(Gentle, Interested, Validate, Easy manner)
MON	TUE	WED	THUR	FRI	SAT	SUN	13. FAST										( Fair, no-Apologies, Stick to values, Truthful)
MON	TUE	WED	THUR	FRI	SAT	SUN	14. Attend to relationships										
MON	TUE	WED	THUR	FRI	SAT	SUN	15. Describing emotions										
MON	TUE	WED	THUR	FRI	SAT	SUN	16. Opposite-to-emotion action										
MON	TUE	WED	THUR	FRI	SAT	SUN	17. Problem solving										
MON	TUE	WED	THUR	FRI	SAT	SUN	18., Accumulate positives										(Positive events or Valued Actions)
MON	TUE	WED	THUR	FRI	SAT	SUN	19. Build mastery, Cope ahead										
MON	TUE	WED	THUR	FRI	SAT	SUN	20. PLEASE										(Physical ills, Eating, Avoid drugs, Sleep, Exercise)
MON	TUE	WED	THUR	FRI	SAT	SUN	21. Mindfulness of Current Emotion										
MON	TUE	WED	THUR	FRI	SAT	SUN	22. TIP										(Temperature, ice or heat/ Intense exercise/Progressive relax)
MON	TUE	WED	THUR	FRI	SAT	SUN	23. Pros and Cons										
MON	TUE	WED	THUR	FRI	SAT	SUN	24. Distract /Self-soothe/ Improve the moment										
MON	TUE	WED	THUR	FRI	SAT	SUN	25. Radical Acceptance										
MON	TUE	WED	THUR	FRI	SAT	SUN	26. Willingness										
MON	TUE	WED	THUR	FRI	SAT	SUN	27. Mindfulness of current thoughts										
MON	TUE	WED	THUR	FRI	SAT	SUN	28. Half-smiling										

Mindfulness

Interpersonal Effectiveness

Emotion Regulation

Survival & Acceptance

# Week 7

Pages 48 - 50

# INTERPERSONAL EFFECTIVENESS HANDOUT 7



(Interpersonal Effectiveness Worksheets 4, 5)

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

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

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

(Be)  
**F**air

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

(No)  
**A**pologies

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

**S**tick to values

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

(Be)  
**T**ruthful

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

Other ideas:

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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? \_\_\_\_\_

Mindful? \_\_\_\_\_

Expressed feelings/opinions? \_\_\_\_\_

Broken record? \_\_\_\_\_

Asserted? \_\_\_\_\_

Ignored attacks? \_\_\_\_\_

Reinforced? \_\_\_\_\_

Appeared confident? \_\_\_\_\_

**GIVE** (Keeping the relationship):

Gentle? \_\_\_\_\_

Interested? \_\_\_\_\_

No threats? \_\_\_\_\_

Validated? \_\_\_\_\_

No attacks? \_\_\_\_\_

Easy manner? \_\_\_\_\_

No judgments? \_\_\_\_\_

**FAST** (Keeping my respect for myself):

Fair? \_\_\_\_\_

Stuck to values? \_\_\_\_\_

(No) Apologies? \_\_\_\_\_

Truthful? \_\_\_\_\_

**How effective was the interaction?** \_\_\_\_\_

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MON	TUE	WED	THUR	FRI	SAT	SUN	28. Half-smiling										

Mindfulness

Interpersonal Effectiveness

Emotion Regulation

Survival & Acceptance

# Week 8

Pages 52 - 59

## 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: \_\_\_\_\_

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## Troubleshooting: When What You Are Doing Isn't Working

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

Review what has already been tried.

**1**

- 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?

**Do I know what I really want in this interaction?**

Ask:

**2**

- 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?

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

Ask:

**3**

- 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 HANDOUT 13

(Interpersonal Effectiveness Worksheet 10)

## Ending Relationships

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

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

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

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

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

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

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

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

# INTERPERSONAL EFFECTIVENESS WORKSHEET 10

(p. 1 of 2)

(Interpersonal Effectiveness Handout 13)

## Ending Relationships

Due Date: \_\_\_\_\_ Name: \_\_\_\_\_ Week Starting: \_\_\_\_\_

Fill out this sheet to outline how to end an unwanted relationship when the relationship is not abusive. **If it is abusive, first call a local domestic violence hotline or the National Domestic Violence Hotline (1-800-799-7233).** Write on the back of this sheet if you need more room.

**Relationship problem:** Describe how the relationship is destructive or interfering with your life.

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**List Wise Mind pros and cons** for ending the relationship.

Pros: \_\_\_\_\_  
\_\_\_\_\_

Cons: \_\_\_\_\_  
\_\_\_\_\_

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### Script Ideas for DEAR MAN, GIVE FAST to End a Relationship

1. **Describe** the relationship situation, or the problem that is the core reason you want to end the relationship.
  
2. **Express** feelings/opinions about why the relationship needs to end for you.
  
3. **Assert** in your decision to end the relationship directly (circle the part you will use later in “broken record” to stay mindful if you need it).
  
4. **Reinforcing** comments to make about positive outcomes for both of you once the relationship is ended.

**(continued on next page)**

## **INTERPERSONAL EFFECTIVENESS WORKSHEET 10** (p. 2 of 2)

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5. **Mindful** and **Appearing confident** comments to make about how and when to end (if needed).
  
  
  
  
  
  
6. **Negotiating** comments to make, plus **turn-the-table** comments to avoid getting off track and responding to insults or diversions (if needed).
  
  
  
  
  
  
7. **Validating** comments about the other person's wishes, feelings, or history of the relationship.
  
  
  
  
  
  
8. **Easy manner** comments.
  
  
  
  
  
  
9. **Fair** comments.

---

Check off **opposite actions for love** you have been doing:

- 1. Reminded myself why love is not justified.
- 2. Did the opposite of loving urges.
- 3. Avoided contact with reminders of loved one.
- 4. Other: \_\_\_\_\_

Dialectical Behavior Therapy Skills Diary Card						Initials			Filled out in Session? Y    N (Circle)		How often did you fill out this side? ____ Daily ____ 2-3x ____ 4-6x ____ Once		Started: Date _____ / _____ / _____					
						ID #												
Circle Start Day	Highest Urge To:		Highest Rating For Each Day		Drugs/Medications						Actions		Emotions		Optional			
Day Of Week	Commit Suicide	Self Harm	Use Drugs	Emotion . Misery	Physical Misery	Joy	Alcohol		Illicit Drugs		Meds. As Prescribed	PRN/Over the Counter	Self Harm	Skills				
	0-5	0-5	0-5	0-5	0-5	0-5	#	What?	#	What?	Y/N	#	What?	Y/N.	0-7			
MON																		
TUE																		
WED																		
THUR																		
FRI																		
SAT																		
SUN																		
Chain Analysis Notes						* USED SKILLS: 0 = Not thought about or used 1 = Thought about, not used, didn't want to 2 = Thought about, not used, wanted to 3 = Tried but couldn't use them 4 = Tried, could do them but they didn't help 5 = Tried, could use them, helped 6 = Didn't try, used them, didn't help 7 = Didn't try, used them, helped												
Med Changes/Other:						Urge to:		Coming into Session (0-5)		Ability to self-regulate/ self-control:			Coming into Session (0-5)					
Quit Therapy				Emotions:														
Use Drugs				Action:														
Commit Suicide				Thoughts:														
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DBT Skills Diary Card							Filled out this side? ____ Daily ____ 2-3x ____ 4-6x ____ Once ____ In session		Check skills; circle days skill was practiced								
MON	TUE	WED	THUR	FRI	SAT	SUN	1. Wise mind										
MON	TUE	WED	THUR	FRI	SAT	SUN	2. Observe										(just notice)
MON	TUE	WED	THUR	FRI	SAT	SUN	3. Describe										(put words on, just the facts)
MON	TUE	WED	THUR	FRI	SAT	SUN	4. Participate										(enter into the experience)
MON	TUE	WED	THUR	FRI	SAT	SUN	5. Non-judgmental										
MON	TUE	WED	THUR	FRI	SAT	SUN	6. One-mindfully										(present moment)
MON	TUE	WED	THUR	FRI	SAT	SUN	7. Effectiveness										(focus on what works)
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MON	TUE	WED	THUR	FRI	SAT	SUN	12. GIVE										(Gentle, Interested, Validate, Easy manner)
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MON	TUE	WED	THUR	FRI	SAT	SUN	14. Attend to relationships										
MON	TUE	WED	THUR	FRI	SAT	SUN	15. Describing emotions										
MON	TUE	WED	THUR	FRI	SAT	SUN	16. Opposite-to-emotion action										
MON	TUE	WED	THUR	FRI	SAT	SUN	17. Problem solving										
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MON	TUE	WED	THUR	FRI	SAT	SUN	23. Pros and Cons										
MON	TUE	WED	THUR	FRI	SAT	SUN	24. Distract /Self-soothe/ Improve the moment										
MON	TUE	WED	THUR	FRI	SAT	SUN	25. Radical Acceptance										
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MON	TUE	WED	THUR	FRI	SAT	SUN	28. Half-smiling										

Mindfulness

Interpersonal Effectiveness

Emotion Regulation

Survival & Acceptance

# Week 9

Pages 61 - 69

# **GENERAL HANDOUT 1**

(General Worksheet 1)



## **Goals of Skills Training**

### **GENERAL GOAL**

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

### **SPECIFIC GOALS**

#### **Behaviors to Decrease:**

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

#### **Skills to Increase:**

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

### **PERSONAL GOALS**

#### **Behaviors to Decrease:**

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

#### **Skills to Increase:**

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



## Options for Solving Any Problem

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

**1. SOLVE THE PROBLEM**

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

**2. FEEL BETTER ABOUT THE PROBLEM**

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

**3. TOLERATE THE PROBLEM**

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

**4. STAY MISERABLE**

Or possibly make it worse!

**1. TO PROBLEM-SOLVE:**

Use interpersonal effectiveness skills

Walking the Middle Path (from interpersonal effectiveness skills)

Use problem-solving skills (from emotion regulation skills)

**2. TO FEEL BETTER ABOUT THE PROBLEM:**

Use emotion regulation skills

**3. TO TOLERATE THE PROBLEM:**

Use distress tolerance and mindfulness skills

**4. TO STAY MISERABLE:**

Use *no* skills!



### Guidelines for Skills Training

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

**Other guidelines for this group/notes:**

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### Skills Training Assumptions

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

**1. People are doing the best they can.**

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

**2. People want to improve.**

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

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

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

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

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

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

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

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

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

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

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

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

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



## MINDFULNESS HANDOUT 1

(Mindfulness Worksheet 1)

### Goals of Mindfulness Practice

#### REDUCE SUFFERING AND INCREASE HAPPINESS

- Reduce pain, tension, and stress.
- Other: \_\_\_\_\_

#### INCREASE CONTROL OF YOUR MIND

- Stop letting your mind be in control of you.
- Other: \_\_\_\_\_

#### EXPERIENCE REALITY AS IT IS

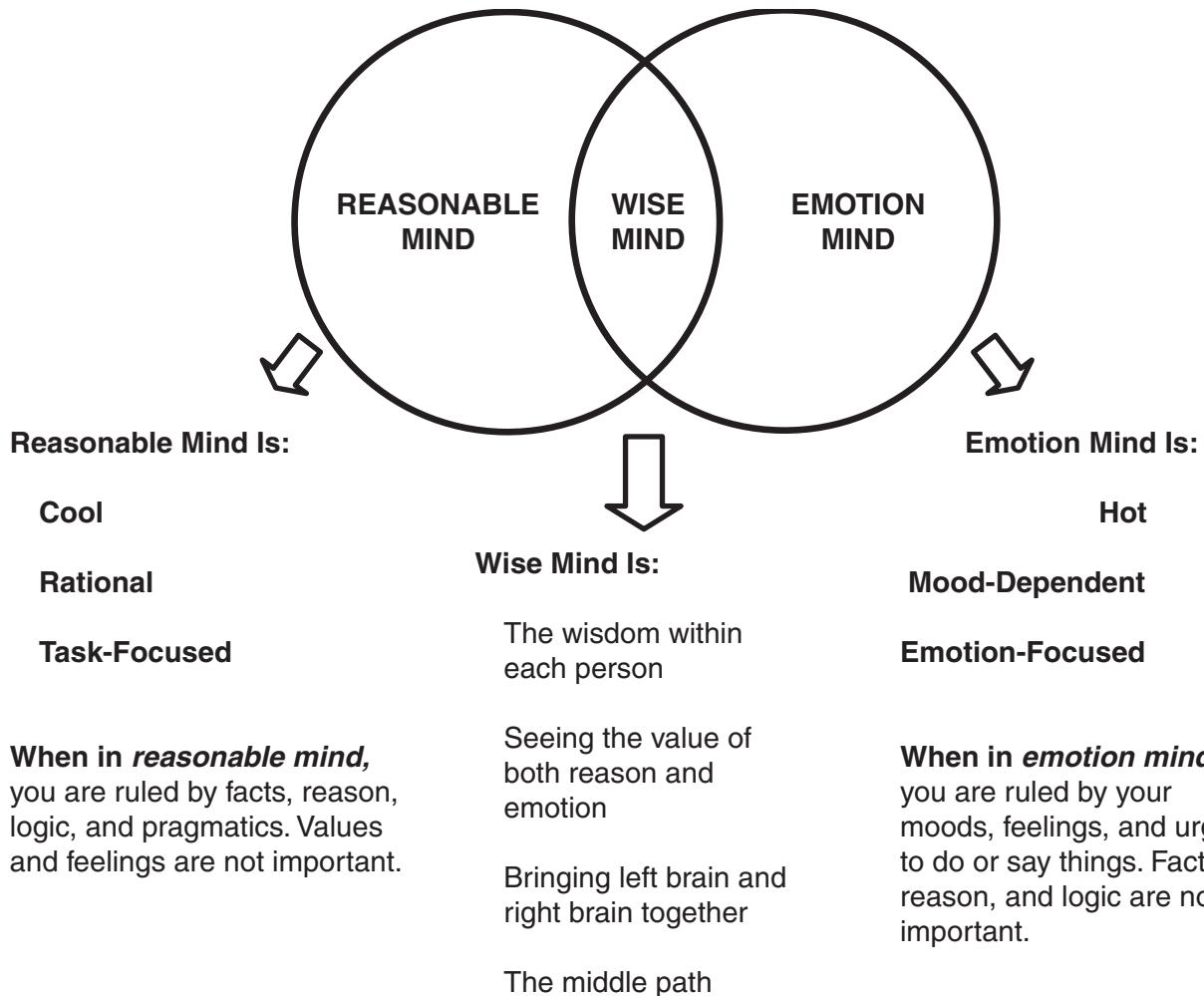
- Live life with your eyes wide open.
- Experience the reality of your . . .
- connection to the universe.
  - essential “goodness.”
  - essential validity.
- Other: \_\_\_\_\_



## MINDFULNESS HANDOUT 3

(Mindfulness Worksheet 3)

### Wise Mind: States of Mind



## Ideas for Practicing Wise Mind

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

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

*(continued on next page)*

## MINDFULNESS HANDOUT 3A (p. 2 of 2)

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

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Mindfulness

Interpersonal Effectiveness

Emotion Regulation

Survival & Acceptance

# Week 10

Pages 71 - 82



## MINDFULNESS HANDOUT 4

(Mindfulness Worksheets 2–2c, 4–4b)

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

#### OBSERVE

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

#### DESCRIBE

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

#### PARTICIPATE

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

## MINDFULNESS HANDOUT 4A (p. 1 of 4)

(Mindfulness Worksheets 2–2c, 4–4b)

### Ideas for Practicing Observing

#### BY COMING BACK TO YOUR SENSES

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

##### Observe with your eyes:

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

##### Observe sounds:

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

##### Observe smells around you:

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

##### Observe taste and the act of eating:

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

##### Observe urges to do something:

When you are feeling an urge to do something impulsive,

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

*(continued on next page)*

## MINDFULNESS HANDOUT 4A (p. 2 of 4)

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### Observe sensations of touch on your skin:

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

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

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

(continued on next page)

## MINDFULNESS HANDOUT 4A (p. 3 of 4)

---

### Observe thoughts coming in and out of your mind:

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

### Imagine that your mind is a:

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

### Observe by expanding awareness:

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

(continued on next page)

## MINDFULNESS HANDOUT 4A (p. 4 of 4)

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### Open your mind to your senses:

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

## MINDFULNESS HANDOUT 4B

---

(Mindfulness Worksheets 2–2c, 4–4b)

### Ideas for Practicing Describing

#### Practice describing what you see outside of yourself:

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

#### Practice describing thoughts and feelings:

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

#### Practice describing your breathing:

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

## MINDFULNESS HANDOUT 4C

(Mindfulness Worksheets 2–2c, 4–4b)

### Ideas for Practicing Participating

#### Participate with awareness of connection to the universe:

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

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

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



## MINDFULNESS HANDOUT 5

(Mindfulness Worksheets 2–2c, 5–5c)

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

#### NONJUDGMENTALLY

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

#### ONE-MINDFULLY

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

#### EFFECTIVELY

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

## MINDFULNESS HANDOUT 5A

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(Mindfulness Worksheets 2–2c, 5–5c)

### Ideas for Practicing Nonjudgmentalness

#### Leaving out comparisons, judgments, and assumptions:

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

#### Tips for replacing judgment by stating the facts:

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

## MINDFULNESS HANDOUT 5B

(Mindfulness Worksheets 2–2c, 5–5c)

### Ideas for Practicing One-Mindfulness

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

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## MINDFULNESS HANDOUT 5C

## (Mindfulness Worksheets 2–2c, 5–5c)

# Ideas for Practicing Effectiveness

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

Dialectical Behavior Therapy Skills Diary Card						Initials			Filled out in Session? Y    N (Circle)		How often did you fill out this side? ____ Daily ____ 2-3x ____ 4-6x ____ Once		Started: Date _____ / _____ / _____					
						ID #												
Circle Start Day	Highest Urge To:		Highest Rating For Each Day		Drugs/Medications						Actions		Emotions		Optional			
Day Of Week	Commit Suicide	Self Harm	Use Drugs	Emotion . Misery	Physical Misery	Joy	Alcohol		Illicit Drugs		Meds. As Prescribed	PRN/Over the Counter	Self Harm	Skills				
	0-5	0-5	0-5	0-5	0-5	0-5	#	What?	#	What?	Y/N	#	What?	Y/N.	0-7			
MON																		
TUE																		
WED																		
THUR																		
FRI																		
SAT																		
SUN																		
Chain Analysis Notes						* USED SKILLS: 0 = Not thought about or used 1 = Thought about, not used, didn't want to 2 = Thought about, not used, wanted to 3 = Tried but couldn't use them 4 = Tried, could do them but they didn't help 5 = Tried, could use them, helped 6 = Didn't try, used them, didn't help 7 = Didn't try, used them, helped												
Med Changes/Other:						Urge to:		Coming into Session (0-5)		Ability to self-regulate/ self-control:			Coming into Session (0-5)					
Quit Therapy				Emotions:														
Use Drugs				Action:														
Commit Suicide				Thoughts:														
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DBT Skills Diary Card							Filled out this side? ____ Daily ____ 2-3x ____ 4-6x ____ Once ____ In session		Check skills; circle days skill was practiced								
MON	TUE	WED	THUR	FRI	SAT	SUN	1. Wise mind										
MON	TUE	WED	THUR	FRI	SAT	SUN	2. Observe										(just notice)
MON	TUE	WED	THUR	FRI	SAT	SUN	3. Describe										(put words on, just the facts)
MON	TUE	WED	THUR	FRI	SAT	SUN	4. Participate										(enter into the experience)
MON	TUE	WED	THUR	FRI	SAT	SUN	5. Non-judgmental										
MON	TUE	WED	THUR	FRI	SAT	SUN	6. One-mindfully										(present moment)
MON	TUE	WED	THUR	FRI	SAT	SUN	7. Effectiveness										(focus on what works)
MON	TUE	WED	THUR	FRI	SAT	SUN	8. Figure out interpersonal goals)										
MON	TUE	WED	THUR	FRI	SAT	SUN	9. DEAR										( Describe, Express, Assert, Reinforce)
MON	TUE	WED	THUR	FRI	SAT	SUN	10. MAN -Mindful										(Broken Record, Ignore Attacks)
MON	TUE	WED	THUR	FRI	SAT	SUN	11. MAN										(Appear confident, Negotiate)
MON	TUE	WED	THUR	FRI	SAT	SUN	12. GIVE										(Gentle, Interested, Validate, Easy manner)
MON	TUE	WED	THUR	FRI	SAT	SUN	13. FAST										( Fair, no-Apologies, Stick to values, Truthful)
MON	TUE	WED	THUR	FRI	SAT	SUN	14. Attend to relationships										
MON	TUE	WED	THUR	FRI	SAT	SUN	15. Describing emotions										
MON	TUE	WED	THUR	FRI	SAT	SUN	16. Opposite-to-emotion action										
MON	TUE	WED	THUR	FRI	SAT	SUN	17. Problem solving										
MON	TUE	WED	THUR	FRI	SAT	SUN	18., Accumulate positives										(Positive events or Valued Actions)
MON	TUE	WED	THUR	FRI	SAT	SUN	19. Build mastery, Cope ahead										
MON	TUE	WED	THUR	FRI	SAT	SUN	20. PLEASE										(Physical ills, Eating, Avoid drugs, Sleep, Exercise)
MON	TUE	WED	THUR	FRI	SAT	SUN	21. Mindfulness of Current Emotion										
MON	TUE	WED	THUR	FRI	SAT	SUN	22. TIP										(Temperature, ice or heat/ Intense exercise/Progressive relax)
MON	TUE	WED	THUR	FRI	SAT	SUN	23. Pros and Cons										
MON	TUE	WED	THUR	FRI	SAT	SUN	24. Distract /Self-soothe/ Improve the moment										
MON	TUE	WED	THUR	FRI	SAT	SUN	25. Radical Acceptance										
MON	TUE	WED	THUR	FRI	SAT	SUN	26. Willingness										
MON	TUE	WED	THUR	FRI	SAT	SUN	27. Mindfulness of current thoughts										
MON	TUE	WED	THUR	FRI	SAT	SUN	28. Half-smiling										

Mindfulness

Interpersonal Effectiveness

Emotion Regulation

Survival & Acceptance

# Week 11

Pages 84 - 89

# **EMOTION REGULATION HANDOUT 1**

(Emotion Regulation Worksheet 1)



## **Goals of Emotion Regulation**

### **UNDERSTAND AND NAME YOUR OWN EMOTIONS**

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

### **DECREASE THE FREQUENCY OF UNWANTED EMOTIONS**

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

### **DECREASE EMOTIONAL VULNERABILITY**

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

### **DECREASE EMOTIONAL SUFFERING**

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

# EMOTION REGULATION HANDOUT 3

(Emotion Regulation Worksheets 2–2c)



## What Emotions Do for You

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

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

### EMOTIONS COMMUNICATE TO (AND INFLUENCE) OTHERS

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

### EMOTIONS COMMUNICATE TO OURSELVES

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

# EMOTION REGULATION HANDOUT 4

(Emotion Regulation Worksheets 3, 16)



## What Makes It Hard to Regulate Your Emotions

### BIOLOGY

- Biological factors can make emotion regulation harder.

### LACK OF SKILL

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

### REINFORCEMENT OF EMOTIONAL BEHAVIOR

- Your environment reinforces you when you are highly emotional.

### MOODINESS

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

### EMOTIONAL OVERLOAD

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

### EMOTION MYTHS

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

## **EMOTION REGULATION WORKSHEET 2**

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(Emotion Regulation Handout 3)

### **Figuring Out What My Emotions Are Doing for Me**

Due Date: \_\_\_\_\_ Name: \_\_\_\_\_ Week Starting: \_\_\_\_\_

Select a current or recent emotional reaction and fill out as much of this sheet as you can. If the prompting event for the emotion you are working on is another emotion that occurred first (for example, feeling afraid prompted getting angry at yourself), then fill out a second worksheet for that first emotion. Write on the back of the sheet if you need more room. Remember to use your describe skills for each question.

**EMOTION NAME:** \_\_\_\_\_ **INTENSITY (0–100):** \_\_\_\_\_

---

#### **Describe Prompting Event**

What happened to prompt this emotion?

#### **Describe Motivation to Action**

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

---

#### **Describe Communication to Others**

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

What message did my emotion send to others (even if I didn't intend to send the message)?

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

---

#### **Describe Communication to Myself**

What did my emotion say to me?

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

What facts did I check out?

---

## EMOTION REGULATION WORKSHEET 2A

(Emotion Regulation Handout 3)

### Example: Figuring Out What My Emotions Are Doing for Me

Due Date: \_\_\_\_\_ Name: \_\_\_\_\_ Week Starting: \_\_\_\_\_

Select a current or recent emotional reaction and fill out as much of this sheet as you can. If the prompting event for the emotion you are working on is another emotion that occurred first (for example, feeling afraid prompted getting angry at yourself), then fill out a second worksheet for that first emotion. Use the back of the sheet if necessary. Use describe skills for each question.

**EMOTION NAME:** Shame and Guilt      **INTENSITY (0–100):** 80

#### Prompting Event

What happened to prompt this emotion?

*I left my roommate's pot on the burner and forgot about it. I destroyed it. I then threw the pot away without telling my roommate.*

#### Motivation to Action

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

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

*To influence my friend to stop being mad at me.*

#### Communication to Others

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

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

What message did my emotion send to others (even if I didn't intend to send the message)?

*I think my friend realized that I felt bad.*

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

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

#### Communication to Myself

What did my emotion say to me?

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

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

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

What facts did I check out?

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

Dialectical Behavior Therapy Skills Diary Card						Initials			Filled out in Session? Y    N (Circle)		How often did you fill out this side? ____ Daily ____ 2-3x ____ 4-6x ____ Once		Started: Date _____ / _____ / _____					
						ID #												
Circle Start Day	Highest Urge To:		Highest Rating For Each Day		Drugs/Medications						Actions		Emotions		Optional			
Day Of Week	Commit Suicide	Self Harm	Use Drugs	Emotion . Misery	Physical Misery	Joy	Alcohol		Illicit Drugs		Meds. As Prescribed	PRN/Over the Counter	Self Harm	Skills				
	0-5	0-5	0-5	0-5	0-5	0-5	#	What?	#	What?	Y/N	#	What?	Y/N.	0-7			
MON																		
TUE																		
WED																		
THUR																		
FRI																		
SAT																		
SUN																		
Chain Analysis Notes						* USED SKILLS: 0 = Not thought about or used 1 = Thought about, not used, didn't want to 2 = Thought about, not used, wanted to 3 = Tried but couldn't use them 4 = Tried, could do them but they didn't help 5 = Tried, could use them, helped 6 = Didn't try, used them, didn't help 7 = Didn't try, used them, helped												
Med Changes/Other:						Urge to:		Coming into Session (0-5)		Ability to self-regulate/ self-control:			Coming into Session (0-5)					
Quit Therapy				Emotions:														
Use Drugs				Action:														
Commit Suicide				Thoughts:														
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DBT Skills Diary Card							Filled out this side? ____ Daily ____ 2-3x ____ 4-6x ____ Once ____ In session		Check skills; circle days skill was practiced								
MON	TUE	WED	THUR	FRI	SAT	SUN	1. Wise mind										
MON	TUE	WED	THUR	FRI	SAT	SUN	2. Observe										(just notice)
MON	TUE	WED	THUR	FRI	SAT	SUN	3. Describe										(put words on, just the facts)
MON	TUE	WED	THUR	FRI	SAT	SUN	4. Participate										(enter into the experience)
MON	TUE	WED	THUR	FRI	SAT	SUN	5. Non-judgmental										
MON	TUE	WED	THUR	FRI	SAT	SUN	6. One-mindfully										(present moment)
MON	TUE	WED	THUR	FRI	SAT	SUN	7. Effectiveness										(focus on what works)
MON	TUE	WED	THUR	FRI	SAT	SUN	8. Figure out interpersonal goals)										
MON	TUE	WED	THUR	FRI	SAT	SUN	9. DEAR										( Describe, Express, Assert, Reinforce)
MON	TUE	WED	THUR	FRI	SAT	SUN	10. MAN -Mindful										(Broken Record, Ignore Attacks)
MON	TUE	WED	THUR	FRI	SAT	SUN	11. MAN										(Appear confident, Negotiate)
MON	TUE	WED	THUR	FRI	SAT	SUN	12. GIVE										(Gentle, Interested, Validate, Easy manner)
MON	TUE	WED	THUR	FRI	SAT	SUN	13. FAST										( Fair, no-Apologies, Stick to values, Truthful)
MON	TUE	WED	THUR	FRI	SAT	SUN	14. Attend to relationships										
MON	TUE	WED	THUR	FRI	SAT	SUN	15. Describing emotions										
MON	TUE	WED	THUR	FRI	SAT	SUN	16. Opposite-to-emotion action										
MON	TUE	WED	THUR	FRI	SAT	SUN	17. Problem solving										
MON	TUE	WED	THUR	FRI	SAT	SUN	18., Accumulate positives										(Positive events or Valued Actions)
MON	TUE	WED	THUR	FRI	SAT	SUN	19. Build mastery, Cope ahead										
MON	TUE	WED	THUR	FRI	SAT	SUN	20. PLEASE										(Physical ills, Eating, Avoid drugs, Sleep, Exercise)
MON	TUE	WED	THUR	FRI	SAT	SUN	21. Mindfulness of Current Emotion										
MON	TUE	WED	THUR	FRI	SAT	SUN	22. TIP										(Temperature, ice or heat/ Intense exercise/Progressive relax)
MON	TUE	WED	THUR	FRI	SAT	SUN	23. Pros and Cons										
MON	TUE	WED	THUR	FRI	SAT	SUN	24. Distract /Self-soothe/ Improve the moment										
MON	TUE	WED	THUR	FRI	SAT	SUN	25. Radical Acceptance										
MON	TUE	WED	THUR	FRI	SAT	SUN	26. Willingness										
MON	TUE	WED	THUR	FRI	SAT	SUN	27. Mindfulness of current thoughts										
MON	TUE	WED	THUR	FRI	SAT	SUN	28. Half-smiling										

Mindfulness

Interpersonal Effectiveness

Emotion Regulation

Survival & Acceptance

# Week 12

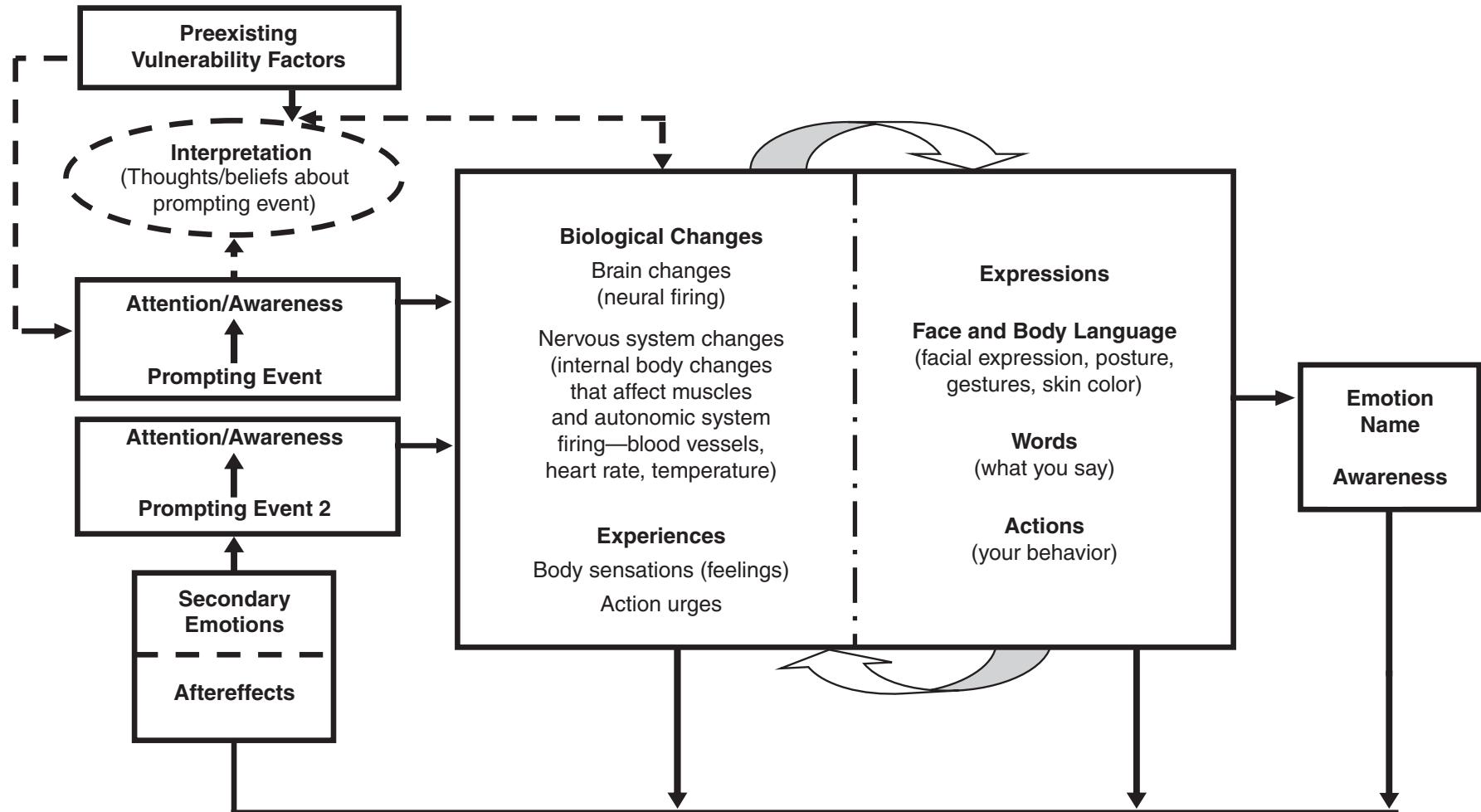
Pages 91 - 103



## EMOTION REGULATION HANDOUT 5

(Emotion Regulation Worksheets 4, 4a)

### Model for Describing Emotions



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## Ways to Describe Emotions

### ANGER WORDS

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

### Prompting Events for Feeling Anger

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

### Interpretations of Events That Prompt Feelings of Anger

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

### Biological Changes and Experiences of Anger

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

### Expressions and Actions of Anger

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

### Aftereffects of Anger

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

(continued on next page)

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

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## EMOTION REGULATION HANDOUT 6 (p. 2 of 10)

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### DISGUST WORDS

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

### Prompting Events for Feeling Disgust

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

### Interpretations of Events That Prompt Feelings of Disgust

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

### Biological Changes and Experiences of Disgust

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

### Expressions and Actions of Disgust

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

### Aftereffects of Disgust

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

*(continued on next page)*

## EMOTION REGULATION HANDOUT 6 (p. 3 of 10)

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

### Prompting Events for Feeling Envy

- Someone has something you really want or need but don't or can't have.
- You are not part of the "in" crowd.
- Someone appears to have everything.
- You are alone while others are having fun.
- Someone else gets credit for what you've done.
- Someone gets positive recognition for something and you don't.

- Others get something you really want and you don't get it.
- Being around people who have more than you have.
- Someone you are competing with is more successful than you in an area important to you.
- Other: \_\_\_\_\_

### Interpretations of Events That Prompt Feelings of Envy

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

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

### Biological Changes and Experiences of Envy

- Muscles tightening.
- Teeth clamping together, mouth tightening.
- Feeling your face flush or get hot.
- Feeling rigidity in your body.
- Pain in the pit of the stomach.
- Having an urge to get even.
- Hating the other person.
- Wanting to hurt the people you envy.

- Wanting the person or people you envy to lose what they have, to have bad luck, or to be hurt.
- Feeling pleasure when others experience failure or lose what they have.
- Feeling unhappy if another person experiences some good luck.
- Feeling motivated to improve yourself.
- Other: \_\_\_\_\_

### Expressions and Actions of Envy

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

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

### Aftereffects of Envy

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

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

*(continued on next page)*

## EMOTION REGULATION HANDOUT 6 (p. 4 of 10)

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### FEAR WORDS

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

### Prompting Events for Feeling Fear

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

### Interpretations of Events That Prompt Feelings of Fear

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

### Biological Changes and Experiences of Fear

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

### Expressions and Actions of Fear

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

### Aftereffects of Fear

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

*(continued on next page)*

## EMOTION REGULATION HANDOUT 6 (p. 5 of 10)

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### HAPPINESS WORDS

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

### Prompting Events for Feeling Happiness

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

### Interpretations of Events That Prompt Feelings of Happiness

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

### Biological Changes and Experiences of Happiness

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

### Expressions and Actions of Happiness

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

### Aftereffects of Happiness

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

(continued on next page)

## EMOTION REGULATION HANDOUT 6 (p. 6 of 10)

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

### Prompting Events for Feeling Jealous

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

### Interpretations of Events That Prompt Feelings of Jealousy

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

### Biological Changes and Experiences of Jealousy

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

### Expressions and Actions of Jealousy

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

### Aftereffects of Jealousy

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

(continued on next page)

## EMOTION REGULATION HANDOUT 6 (p. 7 of 10)

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### LOVE WORDS

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

### Prompting Events for Feeling Love

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

### Interpretations of Events That Prompt Feelings of Love

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

### Biological Changes and Experiences of Love

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

### Expressions and Actions of Love

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

### Aftereffects of Love

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

*(continued on next page)*

## EMOTION REGULATION HANDOUT 6 (p. 8 of 10)

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

### **Prompting Events for Feeling Sadness**

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

### **Interpretations of Events That Prompt Feelings of Sadness**

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

### **Biological Changes and Experiences of Sadness**

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

### **Expressions and Actions of Sadness**

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

### **Aftereffects of Sadness**

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

*(continued on next page)*

## EMOTION REGULATION HANDOUT 6 (p. 9 of 10)

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<b>SHAME WORDS</b>				
shame contrition	culpability discomposure	embarrassment humiliation	mortification self-conscious	shyness

### **Prompting Events for Feeling Shame**

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

### **Interpretations of Events That Prompt Feelings of Shame**

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

### **Biological Changes and Experiences of Shame**

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

### **Expressions and Actions of Shame**

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

### **Aftereffects of Shame**

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

*(continued on next page)*

## EMOTION REGULATION HANDOUT 6 (p. 10 of 10)

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### GUILT WORDS

guilt              culpability              remorse              apologetic              regret              sorry

#### Prompting Events for Feeling Guilt

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

#### Interpretations of Events That Prompt Feelings of Guilt

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

#### Biological Changes and Experiences of Guilt

- Hot, red face.
- Jitteriness, nervousness.
- Suffocating.
- Other: \_\_\_\_\_

#### Expressions and Actions of Guilt

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

#### Aftereffects of Guilt

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

#### Other Important Emotion Words

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

## EMOTION REGULATION WORKSHEET 4

(Emotion Regulation Handouts 5, 6)

### Observing and Describing Emotions

Due Date: \_\_\_\_\_ Name: \_\_\_\_\_ Week Starting: \_\_\_\_\_

Select a current or recent emotional reaction, and fill out as much of this sheet as you can. If the prompting event for the emotion you are working on is another emotion that occurred first (e.g., fear prompted anger at yourself), then fill out a second worksheet for the first emotion. Use Emotion Regulation Handout 6 for ideas. Write on the back of this sheet if you need more room.

<p><b>Vulnerability Factors:</b> What happened before to make me vulnerable to the prompting event? Tell the story up to the event.</p> <hr/> <hr/>	<p><b>Interpretation of Event:</b> Thoughts, beliefs, assumptions, appraisals?</p> <hr/> <hr/> <hr/>	<p><b>Biological Changes</b> <b>Face and Body Changes and Experiences:</b> What am I or was I feeling in my face and body?</p> <hr/> <hr/> <hr/> <p><b>Action Urges</b> What do I or did I feel like doing? What do I or did I want to say?</p> <hr/> <hr/> <hr/>	<p><b>Expressions</b> <b>Face and Body Language:</b> What is or was my facial expression? Posture? Gestures?</p> <hr/> <hr/> <hr/> <p><b>Expression with Words:</b> What I SAID</p> <hr/> <hr/> <hr/> <p><b>Actions:</b> What I DID</p> <hr/> <hr/> <hr/>	<p><b>Emotion Name:</b> _____</p> <p><b>Intensity (0–100)</b> _____</p>
<p><b>Prompting Event:</b> What set off the emotion? What happened in the few minutes right before the emotion started? Just the facts!</p> <hr/> <hr/> <hr/>	<p><b>Aftereffects:</b> Emotions, behavior, thoughts, etc.?</p> <hr/> <hr/> <hr/>			

Dialectical Behavior Therapy Skills Diary Card						Initials			Filled out in Session? Y    N (Circle)		How often did you fill out this side? ____ Daily ____ 2-3x ____ 4-6x ____ Once		Started: Date _____ / _____ / _____					
						ID #												
Circle Start Day	Highest Urge To:		Highest Rating For Each Day		Drugs/Medications						Actions		Emotions		Optional			
Day Of Week	Commit Suicide	Self Harm	Use Drugs	Emotion . Misery	Physical Misery	Joy	Alcohol		Illicit Drugs		Meds. As Prescribed	PRN/Over the Counter	Self Harm	Skills				
	0-5	0-5	0-5	0-5	0-5	0-5	#	What?	#	What?	Y/N	#	What?	Y/N.	0-7			
MON																		
TUE																		
WED																		
THUR																		
FRI																		
SAT																		
SUN																		
Chain Analysis Notes						* USED SKILLS: 0 = Not thought about or used 1 = Thought about, not used, didn't want to 2 = Thought about, not used, wanted to 3 = Tried but couldn't use them 4 = Tried, could do them but they didn't help 5 = Tried, could use them, helped 6 = Didn't try, used them, didn't help 7 = Didn't try, used them, helped												
Med Changes/Other:						Urge to:		Coming into Session (0-5)		Ability to self-regulate/ self-control:			Coming into Session (0-5)					
Quit Therapy				Emotions:														
Use Drugs				Action:														
Commit Suicide				Thoughts:														
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DBT Skills Diary Card							Filled out this side? ____ Daily ____ 2-3x ____ 4-6x ____ Once ____ In session		Check skills; circle days skill was practiced								
MON	TUE	WED	THUR	FRI	SAT	SUN	1. Wise mind										
MON	TUE	WED	THUR	FRI	SAT	SUN	2. Observe										(just notice)
MON	TUE	WED	THUR	FRI	SAT	SUN	3. Describe										(put words on, just the facts)
MON	TUE	WED	THUR	FRI	SAT	SUN	4. Participate										(enter into the experience)
MON	TUE	WED	THUR	FRI	SAT	SUN	5. Non-judgmental										
MON	TUE	WED	THUR	FRI	SAT	SUN	6. One-mindfully										(present moment)
MON	TUE	WED	THUR	FRI	SAT	SUN	7. Effectiveness										(focus on what works)
MON	TUE	WED	THUR	FRI	SAT	SUN	8. Figure out interpersonal goals)										
MON	TUE	WED	THUR	FRI	SAT	SUN	9. DEAR										( Describe, Express, Assert, Reinforce)
MON	TUE	WED	THUR	FRI	SAT	SUN	10. MAN -Mindful										(Broken Record, Ignore Attacks)
MON	TUE	WED	THUR	FRI	SAT	SUN	11. MAN										(Appear confident, Negotiate)
MON	TUE	WED	THUR	FRI	SAT	SUN	12. GIVE										(Gentle, Interested, Validate, Easy manner)
MON	TUE	WED	THUR	FRI	SAT	SUN	13. FAST										( Fair, no-Apologies, Stick to values, Truthful)
MON	TUE	WED	THUR	FRI	SAT	SUN	14. Attend to relationships										
MON	TUE	WED	THUR	FRI	SAT	SUN	15. Describing emotions										
MON	TUE	WED	THUR	FRI	SAT	SUN	16. Opposite-to-emotion action										
MON	TUE	WED	THUR	FRI	SAT	SUN	17. Problem solving										
MON	TUE	WED	THUR	FRI	SAT	SUN	18., Accumulate positives										(Positive events or Valued Actions)
MON	TUE	WED	THUR	FRI	SAT	SUN	19. Build mastery, Cope ahead										
MON	TUE	WED	THUR	FRI	SAT	SUN	20. PLEASE										(Physical ills, Eating, Avoid drugs, Sleep, Exercise)
MON	TUE	WED	THUR	FRI	SAT	SUN	21. Mindfulness of Current Emotion										
MON	TUE	WED	THUR	FRI	SAT	SUN	22. TIP										(Temperature, ice or heat/ Intense exercise/Progressive relax)
MON	TUE	WED	THUR	FRI	SAT	SUN	23. Pros and Cons										
MON	TUE	WED	THUR	FRI	SAT	SUN	24. Distract /Self-soothe/ Improve the moment										
MON	TUE	WED	THUR	FRI	SAT	SUN	25. Radical Acceptance										
MON	TUE	WED	THUR	FRI	SAT	SUN	26. Willingness										
MON	TUE	WED	THUR	FRI	SAT	SUN	27. Mindfulness of current thoughts										
MON	TUE	WED	THUR	FRI	SAT	SUN	28. Half-smiling										

Mindfulness

Interpersonal Effectiveness

Emotion Regulation

Survival & Acceptance

# Week 13

Pages 105 - 109

# EMOTION REGULATION HANDOUT 8

(Emotion Regulation Worksheet 5)



## Check the Facts

### FACTS

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

**Event → Thoughts → Emotions**

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

**Event → Emotion → Thoughts**

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

### HOW TO CHECK THE FACTS

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

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

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

Describe the facts that you observed through your senses.

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

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

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

Think of other possible interpretations.

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

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

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

Label the threat.

Assess the probability that the threatening event will really occur.

Think of as many other possible outcomes as you can.

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

Imagine the catastrophe really occurring.

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

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

Check out facts that fit each emotion.

Ask Wise Mind.

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

# EMOTION REGULATION HANDOUT 8A

(Emotion Regulation Worksheet 5)

## Examples of Emotions That Fit the Facts

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

### Intensity and duration of an emotion are justified by:

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

# EMOTION REGULATION WORKSHEET 5

(p. 1 of 2)

(Emotion Regulation Handouts 8, 8a)

## Check the Facts

Due Date: \_\_\_\_\_ Name: \_\_\_\_\_ Week Starting: \_\_\_\_\_

It is hard to problem-solve an emotional situation if you don't have your facts straight. You must know what the problem is before you can solve it. This worksheet helps you figure out whether it is the event that is causing your emotion, your interpretation of the event, or both. Use your mindfulness skills of observing and describing. Observe the facts, and then describe the facts you have observed.

**Step 1** { **Ask: What emotion do I want to change?**  
**EMOTION NAME:** \_\_\_\_\_ **INTENSITY (0–100) Before:** \_\_\_\_\_ **After:** \_\_\_\_\_

**Step 2** { **Ask: What is the PROMPTING EVENT for my emotional reaction?**  
**DESCRIBE THE PROMPTING EVENT:** What happened that led you to have this emotion? Who did what to whom? What led up to what? What is it about this event that is a problem for you? Be very specific in your answers.  
\_\_\_\_\_  
\_\_\_\_\_

### CHECK THE FACTS!

Look for extremes and judgments in the way you are describing the prompting event.

**REWRITE** the facts, if necessary, to be more accurate.

**Facts** →  
\_\_\_\_\_  
\_\_\_\_\_

**Step 3** { **Ask: What are my INTERPRETATIONS (thoughts, beliefs, etc.) about the facts?**  
What am I assuming? Am I adding my own interpretations to the description of the prompting event?  
\_\_\_\_\_  
\_\_\_\_\_

### CHECK THE FACTS!

List as many *other* possible interpretations of the facts as you can.  
\_\_\_\_\_  
\_\_\_\_\_

**REWRITE** the facts, if necessary. Try to check the accuracy of your interpretations. If you can't check the facts, write out a likely or a useful (i.e., effective) interpretation.

**Facts** →  
\_\_\_\_\_  
\_\_\_\_\_

*(continued on next page)*

## EMOTION REGULATION WORKSHEET 5 (p. 2 of 2)

**Step 4** Ask: Am I assuming a THREAT? What is the THREAT? What about this event or situation is threatening to me? What worrisome consequences or outcomes am I expecting?

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### CHECK THE FACTS!

List as many *other* possible outcomes as you can, given the facts.

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**REWRITE** the facts if needed. Try to check the accuracy of your expectations. If you can't check out probable outcomes, write out a likely noncatastrophic outcome to expect.

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Facts  
→

**Step 5** Ask: What's the CATASTROPHE, even if the outcome I am worrying about does occur? Describe in detail the worst outcome I can reasonably expect.

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**DESCRIBE WAYS TO COPE** if the worst does happen.

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**Step 6** ASK: Does my emotion (or its intensity or duration) FIT THE FACTS?  
(0 = not at all to 5 = I am certain): \_\_\_\_\_

If you are unsure whether your emotion or your emotional intensity fits the facts (for example, you give a score of 2, 3, or 4), keep checking the facts. Be as creative as you can be; ask others for their opinions; or do an experiment to see if your predictions or interpretations are correct.

Describe what you did to check the facts:

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Dialectical Behavior Therapy Skills Diary Card						Initials			Filled out in Session? Y    N (Circle)		How often did you fill out this side? ____ Daily ____ 2-3x ____ 4-6x ____ Once		Started: Date _____ / _____ / _____					
						ID #												
Circle Start Day	Highest Urge To:			Highest Rating For Each Day		Drugs/Medications						Actions		Emotions		Optional		
Day Of Week	Commit Suicide	Self Harm	Use Drugs	Emotion . Misery	Physical Misery	Joy	Alcohol		Illicit Drugs		Meds. As Prescribed	PRN/Over the Counter	Self Harm	Skills				
	0-5	0-5	0-5	0-5	0-5	0-5	#	What?	#	What?	Y/N	#	What?	Y/N.	0-7			
MON																		
TUE																		
WED																		
THUR																		
FRI																		
SAT																		
SUN																		
Chain Analysis Notes						* USED SKILLS: 0 = Not thought about or used 1 = Thought about, not used, didn't want to 2 = Thought about, not used, wanted to 3 = Tried but couldn't use them 4 = Tried, could do them but they didn't help 5 = Tried, could use them, helped 6 = Didn't try, used them, didn't help 7 = Didn't try, used them, helped												
Med Changes/Other:						Urge to:			Coming into Session (0-5)			Ability to self-regulate/ self-control:			Coming into Session (0-5)			
Quit Therapy									Emotions:									
Use Drugs									Action:									
Commit Suicide									Thoughts:									
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DBT Skills Diary Card							Filled out this side? ____ Daily ____ 2-3x ____ 4-6x ____ Once ____ In session		Check skills; circle days skill was practiced								
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MON	TUE	WED	THUR	FRI	SAT	SUN	9. DEAR										( Describe, Express, Assert, Reinforce)
MON	TUE	WED	THUR	FRI	SAT	SUN	10. MAN -Mindful										(Broken Record, Ignore Attacks)
MON	TUE	WED	THUR	FRI	SAT	SUN	11. MAN										(Appear confident, Negotiate)
MON	TUE	WED	THUR	FRI	SAT	SUN	12. GIVE										(Gentle, Interested, Validate, Easy manner)
MON	TUE	WED	THUR	FRI	SAT	SUN	13. FAST										( Fair, no-Apologies, Stick to values, Truthful)
MON	TUE	WED	THUR	FRI	SAT	SUN	14. Attend to relationships										
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MON	TUE	WED	THUR	FRI	SAT	SUN	18., Accumulate positives										(Positive events or Valued Actions)
MON	TUE	WED	THUR	FRI	SAT	SUN	19. Build mastery, Cope ahead										
MON	TUE	WED	THUR	FRI	SAT	SUN	20. PLEASE										(Physical ills, Eating, Avoid drugs, Sleep, Exercise)
MON	TUE	WED	THUR	FRI	SAT	SUN	21. Mindfulness of Current Emotion										
MON	TUE	WED	THUR	FRI	SAT	SUN	22. TIP										(Temperature, ice or heat/ Intense exercise/Progressive relax)
MON	TUE	WED	THUR	FRI	SAT	SUN	23. Pros and Cons										
MON	TUE	WED	THUR	FRI	SAT	SUN	24. Distract /Self-soothe/ Improve the moment										
MON	TUE	WED	THUR	FRI	SAT	SUN	25. Radical Acceptance										
MON	TUE	WED	THUR	FRI	SAT	SUN	26. Willingness										
MON	TUE	WED	THUR	FRI	SAT	SUN	27. Mindfulness of current thoughts										
MON	TUE	WED	THUR	FRI	SAT	SUN	28. Half-smiling										

Mindfulness

Interpersonal Effectiveness

Emotion Regulation

Survival & Acceptance

# Week 14

Pages 111 - 124

# EMOTION REGULATION HANDOUT 9

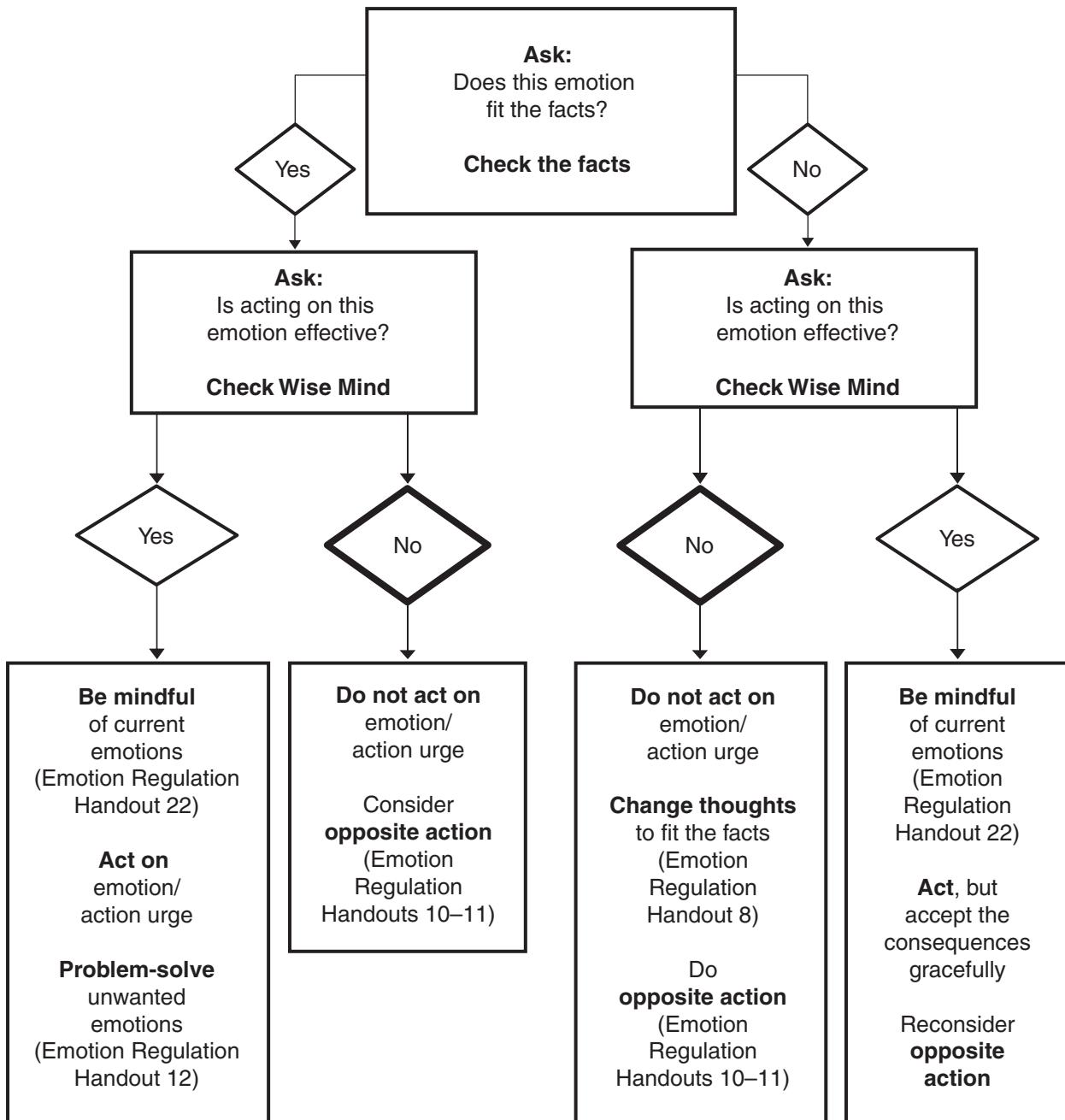


(Emotion Regulation Worksheet 6)

## Opposite Action and Problem Solving: Deciding Which to Use

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

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



# EMOTION REGULATION HANDOUT 10

(Emotion Regulation Worksheet 7)



## Opposite Action

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

**EVERY EMOTION HAS AN ACTION URGE.**

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

Consider these examples:

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

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

**Step 1. IDENTIFY AND NAME THE EMOTION** you want to change.

**Step 2. CHECK THE FACTS** to see if your emotion is justified by the facts.

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

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

An emotion is justified when your emotion fits the facts.

**Step 3. IDENTIFY AND DESCRIBE YOUR ACTION URGES.**

**Step 4. ASK WISE MIND:** Is expression or acting on this emotion effective in this situation?

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

**Step 5. IDENTIFY OPPOSITE ACTIONS** to your action urges.

**Step 6. ACT OPPOSITE ALL THE WAY** to your action urges.

**Step 7. REPEAT ACTING OPPOSITE** to your action urges until your emotion changes.



## Figuring Out Opposite Actions

### FEAR

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

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

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

#### OPPOSITE ACTIONS for Fear

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

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

#### ALL-THE-WAY OPPOSITE ACTIONS for Fear

4. Keep your EYES AND EARS OPEN and focused on the feared event.

Look around slowly; explore.

5. Take in the information from the situation (i.e., notice that you are safe).

6. Change POSTURE AND KEEP A CONFIDENT VOICE TONE.

Keep your head and eyes up, and your shoulders back but relaxed.

Adopt an assertive body posture (e.g., knees apart, hands on hips, heels a bit out).

7. Change your BODY CHEMISTRY.

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

*(continued on next page)*

### ANGER

Anger FITS THE FACTS of a situation whenever:

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

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

#### OPPOSITE ACTIONS for Anger

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

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

#### ALL-THE-WAY OPPOSITE ACTIONS for Anger

4. IMAGINE UNDERSTANDING and empathy for the other person.

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

Imagine really good reasons for what has happened.

5. CHANGE YOUR POSTURE.

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

Relax chest and stomach muscles.

Unclench teeth.

Relax facial muscles. Half-smile.

6. CHANGE YOUR BODY CHEMISTRY.

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

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

(continued on next page)

### DISGUST

Disgust FITS THE FACTS of a situation whenever:

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

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

#### OPPOSITE ACTIONS for Disgust

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

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

#### ALL-THE-WAY OPPOSITE ACTIONS for Disgust

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

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

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

4. TAKE IN what feels repulsive.

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

5. CHANGE YOUR POSTURE.

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

Relax chest and stomach muscles.

Unclench teeth.

Relax facial muscles.

Half-smile.

6. CHANGE YOUR BODY CHEMISTRY.

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

(continued on next page)

### ENVY

Envy FITS THE FACTS of a situation whenever:

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

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

#### OPPOSITE ACTIONS for Envy

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

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

#### ALL-THE-WAY OPPOSITE ACTIONS for Envy

- 3. COUNT ALL your blessings.

Avoid discounting some blessings.  
Avoid exaggerating your deprivations.

- 4. Stop EXAGGERATING others' net worth or value; check the facts.

- 5. CHANGE YOUR POSTURE.

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

- 6. CHANGE YOUR BODY CHEMISTRY.

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

(continued on next page)

## JEALOUSY

Jealousy FITS THE FACTS of a situation whenever:

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

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

### OPPOSITE ACTIONS for Jealousy

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

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

### ALL-THE-WAY OPPOSITE ACTIONS for Jealousy

- 3. STOP SPYING or snooping.

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

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

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

- 5. CHANGE YOUR POSTURE.

Unclench hands with palms up and fingers relaxed (WILLING HANDS).  
Relax chest and stomach muscles.

Unclench teeth.  
Relax facial muscles.  
Half-smile.

- 6. CHANGE YOUR BODY CHEMISTRY.

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

*(continued on next page)*

### LOVE

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

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

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

#### OPPOSITE ACTIONS for Love

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

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

#### ALL-THE-WAY OPPOSITE ACTIONS for Love

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

No leaning toward him or her.  
No getting close enough to touch.  
No sighing/gazing at the person.

(continued on next page)

## SADNESS

Sadness FITS THE FACTS of a situation whenever:

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

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

### OPPOSITE ACTIONS for Sadness

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

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

### ALL-THE-WAY OPPOSITE ACTIONS for Sadness

5. Pay attention to the PRESENT MOMENT!

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

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

Keep an upbeat voice tone.

7. CHANGE YOUR BODY CHEMISTRY.

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

*(continued on next page)*

## SHAME

Shame FITS THE FACTS of a situation whenever:

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

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

### OPPOSITE ACTIONS for Shame

Do the OPPOSITE of your action urges. For example:

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

### ALL-THE-WAY OPPOSITE ACTIONS for Shame

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

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

### OPPOSITE ACTIONS for Shame

Do the OPPOSITE of your action urges. For example:

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

### ALL-THE-WAY OPPOSITE ACTIONS for Shame

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

(continued on next page)

### GUILT

Guilt FITS THE FACTS of a situation whenever:

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

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

#### OPPOSITE ACTIONS for Guilt

Do the OPPOSITE of your action urges. For example:

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

#### ALL-THE-WAY OPPOSITE ACTIONS for Guilt

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

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

#### OPPOSITE ACTIONS for Guilt

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

#### ALL-THE-WAY OPPOSITE ACTIONS for Guilt

- 6. VALIDATE YOURSELF.

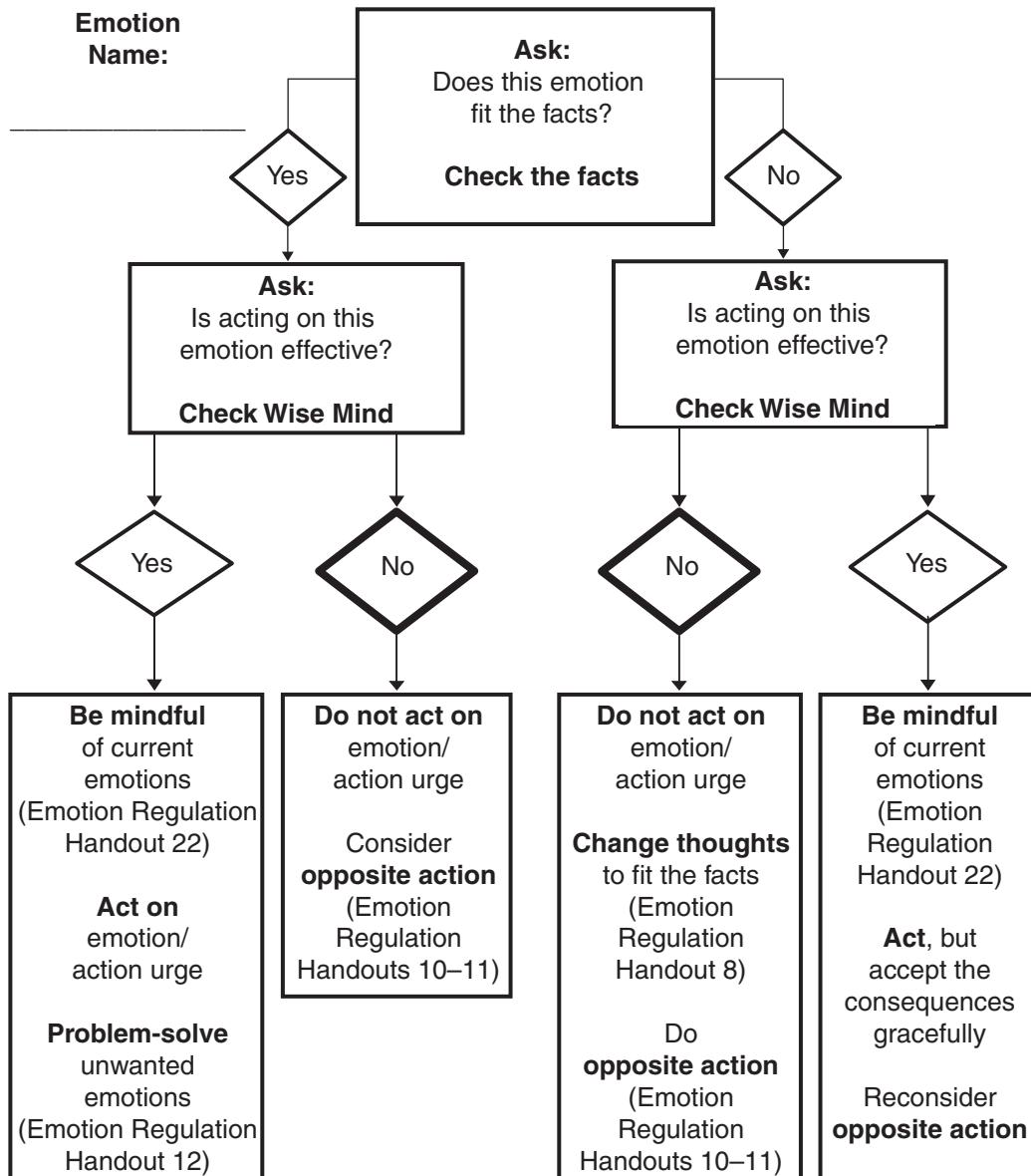
# EMOTION REGULATION WORKSHEET 6

(Emotion Regulation Handout 9)

## Figuring Out How to Change Unwanted Emotions

Due Date: \_\_\_\_\_ Name: \_\_\_\_\_ Week Starting: \_\_\_\_\_

Once you have checked the facts, use this worksheet to help you figure out what to do next. Before you can figure out what to change, you have to decide whether acting on your emotion is effective in the situation you are in (and whether the emotion is one you actually want to change). (If you are not sure whether you want to change it or not, go back to Emotion Regulation Worksheet 1 and do pros and cons.) In the flow chart below, circle Yes or No at each level, and then select the skill that fits your situation best.



Describe what you did to manage the emotion:

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# EMOTION REGULATION WORKSHEET 7

(Emotion Regulation Handouts 10, 11)

## Opposite Action to Change Emotions

Due Date: \_\_\_\_\_ Name: \_\_\_\_\_ Week Starting: \_\_\_\_\_

Select a current or recent emotional reaction that you find painful or want to change. Figure out if the emotion fits the facts. If it does not, then notice your action urges; figure out what would be opposite actions; and then do the opposite actions. Remember to practice opposite action *all the way*. Describe what happened.

**EMOTION NAME:** \_\_\_\_\_ **INTENSITY (0–100) Before:** \_\_\_\_\_ **After:** \_\_\_\_\_

**PROMPTING EVENT for my emotion (who, what, when, where):** What prompted the emotion.  
\_\_\_\_\_  
\_\_\_\_\_

**IS MY EMOTION (or its intensity or duration) JUSTIFIED? Does it fit the facts? Is it effective?**

List the facts that justify the emotion and those that do not. Check the answer that is mostly correct.

**Justified**

---

---

**Not justified**

---

---

**JUSTIFIED: Go to problem solving**  
(Emotion Regulation Worksheet 8)

**NOT JUSTIFIED: Continue**

**ACTION URGES:** What do I feel like doing or saying?  
\_\_\_\_\_  
\_\_\_\_\_

**OPPOSITE ACTION:** What are the actions opposite to my urges? What am I not doing because of my emotions? Describe both *what* and *how* to act opposite **all the way** in the situation.  
\_\_\_\_\_  
\_\_\_\_\_

**WHAT I did:** Describe in detail.  
\_\_\_\_\_  
\_\_\_\_\_

**HOW I did it:** Describe body language, facial expression, posture, gestures, and thoughts.  
\_\_\_\_\_  
\_\_\_\_\_

What **AFTEREFFECT** did the opposite action have on me (my state of mind, other emotions, behavior, thoughts, memory, body, etc.)?  
\_\_\_\_\_  
\_\_\_\_\_

Dialectical Behavior Therapy Skills Diary Card						Initials			Filled out in Session? Y    N (Circle)		How often did you fill out this side? ____ Daily ____ 2-3x ____ 4-6x ____ Once		Started: Date _____ / _____ / _____					
						ID #												
Circle Start Day	Highest Urge To:		Highest Rating For Each Day		Drugs/Medications						Actions		Emotions		Optional			
Day Of Week	Commit Suicide	Self Harm	Use Drugs	Emotion . Misery	Physical Misery	Joy	Alcohol		Illicit Drugs		Meds. As Prescribed	PRN/Over the Counter	Self Harm	Skills				
	0-5	0-5	0-5	0-5	0-5	0-5	#	What?	#	What?	Y/N	#	What?	Y/N.	0-7			
MON																		
TUE																		
WED																		
THUR																		
FRI																		
SAT																		
SUN																		
Chain Analysis Notes						* USED SKILLS: 0 = Not thought about or used 1 = Thought about, not used, didn't want to 2 = Thought about, not used, wanted to 3 = Tried but couldn't use them 4 = Tried, could do them but they didn't help 5 = Tried, could use them, helped 6 = Didn't try, used them, didn't help 7 = Didn't try, used them, helped												
Med Changes/Other:						Urge to:		Coming into Session (0-5)		Ability to self-regulate/ self-control:			Coming into Session (0-5)					
Quit Therapy				Emotions:														
Use Drugs				Action:														
Commit Suicide				Thoughts:														
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DBT Skills Diary Card							Filled out this side? ____ Daily ____ 2-3x ____ 4-6x ____ Once ____ In session		Check skills; circle days skill was practiced								
MON	TUE	WED	THUR	FRI	SAT	SUN	1. Wise mind										
MON	TUE	WED	THUR	FRI	SAT	SUN	2. Observe										(just notice)
MON	TUE	WED	THUR	FRI	SAT	SUN	3. Describe										(put words on, just the facts)
MON	TUE	WED	THUR	FRI	SAT	SUN	4. Participate										(enter into the experience)
MON	TUE	WED	THUR	FRI	SAT	SUN	5. Non-judgmental										
MON	TUE	WED	THUR	FRI	SAT	SUN	6. One-mindfully										(present moment)
MON	TUE	WED	THUR	FRI	SAT	SUN	7. Effectiveness										(focus on what works)
MON	TUE	WED	THUR	FRI	SAT	SUN	8. Figure out interpersonal goals)										
MON	TUE	WED	THUR	FRI	SAT	SUN	9. DEAR										( Describe, Express, Assert, Reinforce)
MON	TUE	WED	THUR	FRI	SAT	SUN	10. MAN -Mindful										(Broken Record, Ignore Attacks)
MON	TUE	WED	THUR	FRI	SAT	SUN	11. MAN										(Appear confident, Negotiate)
MON	TUE	WED	THUR	FRI	SAT	SUN	12. GIVE										(Gentle, Interested, Validate, Easy manner)
MON	TUE	WED	THUR	FRI	SAT	SUN	13. FAST										( Fair, no-Apologies, Stick to values, Truthful)
MON	TUE	WED	THUR	FRI	SAT	SUN	14. Attend to relationships										
MON	TUE	WED	THUR	FRI	SAT	SUN	15. Describing emotions										
MON	TUE	WED	THUR	FRI	SAT	SUN	16. Opposite-to-emotion action										
MON	TUE	WED	THUR	FRI	SAT	SUN	17. Problem solving										
MON	TUE	WED	THUR	FRI	SAT	SUN	18., Accumulate positives										(Positive events or Valued Actions)
MON	TUE	WED	THUR	FRI	SAT	SUN	19. Build mastery, Cope ahead										
MON	TUE	WED	THUR	FRI	SAT	SUN	20. PLEASE										(Physical ills, Eating, Avoid drugs, Sleep, Exercise)
MON	TUE	WED	THUR	FRI	SAT	SUN	21. Mindfulness of Current Emotion										
MON	TUE	WED	THUR	FRI	SAT	SUN	22. TIP										(Temperature, ice or heat/ Intense exercise/Progressive relax)
MON	TUE	WED	THUR	FRI	SAT	SUN	23. Pros and Cons										
MON	TUE	WED	THUR	FRI	SAT	SUN	24. Distract /Self-soothe/ Improve the moment										
MON	TUE	WED	THUR	FRI	SAT	SUN	25. Radical Acceptance										
MON	TUE	WED	THUR	FRI	SAT	SUN	26. Willingness										
MON	TUE	WED	THUR	FRI	SAT	SUN	27. Mindfulness of current thoughts										
MON	TUE	WED	THUR	FRI	SAT	SUN	28. Half-smiling										

Mindfulness

Interpersonal Effectiveness

Emotion Regulation

Survival & Acceptance

# Week 15

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# EMOTION REGULATION HANDOUT 12

(Emotion Regulation Worksheet 8)



## Problem Solving

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

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

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

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

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

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

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

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

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

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

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

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

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

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



## Reviewing Opposite Action and Problem Solving

	Justifying Events	Act Opposite to Emotion Urge (for Unjustified Emotion)	Act on Emotion Urge, Problem-Solve, or Avoid (for Justified Emotion)
Fear	<p>A. Your life is in danger.</p> <p>B. Your health is in danger.</p> <p>C. Your well-being is in danger.</p>	<ol style="list-style-type: none"> <li>1. Do what you are afraid of doing . . . over and over.</li> <li>2. Approach what you are afraid of.</li> <li>3. Do what gives you a sense of control and mastery.</li> </ol>	<ol style="list-style-type: none"> <li>1. Freeze/run if danger is near.</li> <li>2. Remove the threatening event.</li> <li>3. Do what gives you a sense of control and mastery of the fearful event.</li> <li>4. Avoid the threatening event.</li> </ol>
Anger	<p>A. An important goal is blocked or a desired activity is interrupted or prevented.</p> <p>B. You or someone you care about is attacked or hurt (physically or emotionally) by others.</p> <p>C. You or someone you care about is insulted, offended, or threatened by others.</p>	<ol style="list-style-type: none"> <li>1. Gently avoid.</li> <li>2. Take a time out.</li> <li>3. Do something kind.</li> <li>4. Imagine understanding: Step into the other person's shoes.</li> <li>5. Imagine really good reasons for what happened.</li> </ol>	<ol style="list-style-type: none"> <li>1. Fight back when being attacked, if you have nothing to lose by fighting.</li> <li>2. Overcome obstacles to goals.</li> <li>3. Work to stop further attacks, insults, and threats.</li> <li>4. Avoid or walk out on people who are threatening.</li> </ol>
Disgust	<p>A. Something you are in contact with could poison or contaminate you.</p> <p>B. You are close to a person or group whose actions or thinking could seriously damage or harm you or the group you are part of.</p>	<ol style="list-style-type: none"> <li>1. Move close. Embrace.</li> <li>2. Be kind; step into the other person's shoes.</li> <li>3. Take in what feels repulsive.</li> <li>4. See the situation from the other person's point of view.</li> </ol>	<ol style="list-style-type: none"> <li>1. Remove/clean up revolting things.</li> <li>2. Influence others to stop harmful actions/stop things that contaminate your community.</li> <li>3. Avoid or push away harmful people or things.</li> <li>4. Imagine understanding a person who has done disgusting things.</li> </ol>

(continued on next page)

## EMOTION REGULATION HANDOUT 13 (p. 2 of 3)

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

*(continued on next page)*

## EMOTION REGULATION HANDOUT 13 (p. 3 of 3)

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

## EMOTION REGULATION WORKSHEET 8 (p. 1 of 2)

(Emotion Regulation Handout 12)

### Problem Solving to Change Emotions

Due Date: \_\_\_\_\_ Name: \_\_\_\_\_ Week Starting: \_\_\_\_\_

Select a prompting event that triggers a painful emotion. Select an event that can be changed. Turn the event into a problem to be solved. Follow the steps below and describe what happened.

**EMOTION NAME:** \_\_\_\_\_ **INTENSITY (0–100) Before:** \_\_\_\_\_ **After:** \_\_\_\_\_

- 1. WHAT IS THE PROBLEM?** Describe the problem prompting your emotions. What makes the situation a problem?

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- 2. CHECK THE FACTS TO MAKE SURE YOU HAVE THE RIGHT PROBLEM.** Describe what you did to be sure of your facts.

*(See Emotion Regulation Worksheet 6 if you need help.)*

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**REWRITE** the problem if needed to stick with the facts.

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- 3. WHAT IS A REALISTIC SHORT-TERM GOAL OF YOUR PROBLEM SOLVING?** What has to happen for you to think you have made progress?

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- 4. BRAINSTORM SOLUTIONS:** List as many solutions and coping strategies as you can think of. DON'T EVALUATE!

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*(continued on next page)*

Dialectical Behavior Therapy Skills Diary Card						Initials			Filled out in Session? Y    N (Circle)		How often did you fill out this side? ____ Daily ____ 2-3x ____ 4-6x ____ Once		Started: Date _____ / _____ / _____					
						ID #												
Circle Start Day	Highest Urge To:		Highest Rating For Each Day		Drugs/Medications						Actions		Emotions		Optional			
Day Of Week	Commit Suicide	Self Harm	Use Drugs	Emotion . Misery	Physical Misery	Joy	Alcohol		Illicit Drugs		Meds. As Prescribed	PRN/Over the Counter	Self Harm	Skills				
	0-5	0-5	0-5	0-5	0-5	0-5	#	What?	#	What?	Y/N	#	What?	Y/N.	0-7			
MON																		
TUE																		
WED																		
THUR																		
FRI																		
SAT																		
SUN																		
Chain Analysis Notes						* USED SKILLS: 0 = Not thought about or used 1 = Thought about, not used, didn't want to 2 = Thought about, not used, wanted to 3 = Tried but couldn't use them 4 = Tried, could do them but they didn't help 5 = Tried, could use them, helped 6 = Didn't try, used them, didn't help 7 = Didn't try, used them, helped												
Med Changes/Other:						Urge to:		Coming into Session (0-5)		Ability to self-regulate/ self-control:			Coming into Session (0-5)					
Quit Therapy				Emotions:														
Use Drugs				Action:														
Commit Suicide				Thoughts:														
© Behavioral Research and Training Clinic, University of Washington: NIMH4 2004-																		

DBT Skills Diary Card							Filled out this side? ____ Daily ____ 2-3x ____ 4-6x ____ Once ____ In session		Check skills; circle days skill was practiced								
MON	TUE	WED	THUR	FRI	SAT	SUN	1. Wise mind										
MON	TUE	WED	THUR	FRI	SAT	SUN	2. Observe										(just notice)
MON	TUE	WED	THUR	FRI	SAT	SUN	3. Describe										(put words on, just the facts)
MON	TUE	WED	THUR	FRI	SAT	SUN	4. Participate										(enter into the experience)
MON	TUE	WED	THUR	FRI	SAT	SUN	5. Non-judgmental										
MON	TUE	WED	THUR	FRI	SAT	SUN	6. One-mindfully										(present moment)
MON	TUE	WED	THUR	FRI	SAT	SUN	7. Effectiveness										(focus on what works)
MON	TUE	WED	THUR	FRI	SAT	SUN	8. Figure out interpersonal goals)										
MON	TUE	WED	THUR	FRI	SAT	SUN	9. DEAR										( Describe, Express, Assert, Reinforce)
MON	TUE	WED	THUR	FRI	SAT	SUN	10. MAN -Mindful										(Broken Record, Ignore Attacks)
MON	TUE	WED	THUR	FRI	SAT	SUN	11. MAN										(Appear confident, Negotiate)
MON	TUE	WED	THUR	FRI	SAT	SUN	12. GIVE										(Gentle, Interested, Validate, Easy manner)
MON	TUE	WED	THUR	FRI	SAT	SUN	13. FAST										( Fair, no-Apologies, Stick to values, Truthful)
MON	TUE	WED	THUR	FRI	SAT	SUN	14. Attend to relationships										
MON	TUE	WED	THUR	FRI	SAT	SUN	15. Describing emotions										
MON	TUE	WED	THUR	FRI	SAT	SUN	16. Opposite-to-emotion action										
MON	TUE	WED	THUR	FRI	SAT	SUN	17. Problem solving										
MON	TUE	WED	THUR	FRI	SAT	SUN	18., Accumulate positives										(Positive events or Valued Actions)
MON	TUE	WED	THUR	FRI	SAT	SUN	19. Build mastery, Cope ahead										
MON	TUE	WED	THUR	FRI	SAT	SUN	20. PLEASE										(Physical ills, Eating, Avoid drugs, Sleep, Exercise)
MON	TUE	WED	THUR	FRI	SAT	SUN	21. Mindfulness of Current Emotion										
MON	TUE	WED	THUR	FRI	SAT	SUN	22. TIP										(Temperature, ice or heat/ Intense exercise/Progressive relax)
MON	TUE	WED	THUR	FRI	SAT	SUN	23. Pros and Cons										
MON	TUE	WED	THUR	FRI	SAT	SUN	24. Distract /Self-soothe/ Improve the moment										
MON	TUE	WED	THUR	FRI	SAT	SUN	25. Radical Acceptance										
MON	TUE	WED	THUR	FRI	SAT	SUN	26. Willingness										
MON	TUE	WED	THUR	FRI	SAT	SUN	27. Mindfulness of current thoughts										
MON	TUE	WED	THUR	FRI	SAT	SUN	28. Half-smiling										

Mindfulness

Interpersonal Effectiveness

Emotion Regulation

Survival & Acceptance

# Week 16

Pages 133 - 145

# EMOTION REGULATION HANDOUT 15



(Emotion Regulation Worksheets 9, 10, 13)

## Accumulating Positive Emotions: Short Term

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

### BUILD POSITIVE EXPERIENCES NOW

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

### BE MINDFUL OF POSITIVE EXPERIENCES

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

### BE UNMINDFUL OF WORRIES

Such as . . .

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



## Pleasant Events List

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

*(continued on next page)*

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

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## EMOTION REGULATION HANDOUT 16 (p. 2 of 3)

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

*(continued on next page)*

## EMOTION REGULATION HANDOUT 16 (p. 3 of 3)

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

Other: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

# EMOTION REGULATION HANDOUT 17

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



## Accumulating Positive Emotions: Long Term

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

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

### Step 1. Avoid avoiding.

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

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

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

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

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

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

*Example:* Be productive.

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

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

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

Be more active keeping up with important tasks at home.

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

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

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

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

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

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

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

Submit applications for jobs at places I want to work.

Write résumé.

Check out benefits at places I might want to work.

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

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



## Values and Priorities List

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

**A. Attend to relationships.**

1.  Repair old relationships.
2.  Reach out for new relationships.
3.  Work on current relationships.
4.  End destructive relationships.

Other: \_\_\_\_\_

**B. Be part of a group.**

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

Other: \_\_\_\_\_

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

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

Other: \_\_\_\_\_

**D. Achieve things in life.**

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

Other: \_\_\_\_\_

*(continued on next page)*

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

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## EMOTION REGULATION HANDOUT 18 (p. 2 of 3)

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E. Live a life of pleasure and satisfaction.

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

Other: \_\_\_\_\_

---

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

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

Other: \_\_\_\_\_

---

G. Behave respectfully.

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

Other: \_\_\_\_\_

---

H. Be self-directed.

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

Other: \_\_\_\_\_

---

I. Be a spiritual person.

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

Other: \_\_\_\_\_

---

J. Be secure.

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

Other: \_\_\_\_\_

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*(continued on next page)*

## EMOTION REGULATION HANDOUT 18 (p. 3 of 3)

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K. Recognize the universal good of all things.

- 45.  Be fair, treat people equally, and provide equal opportunities.
  - 46.  Understand different people; be open-minded.
  - 47.  Care for nature and the environment.
- Other: \_\_\_\_\_
- 

L. Contribute to the larger community.

- 48.  Help people and those in need; care for others' well-being; improve society.
  - 49.  Be loyal to friends and devoted to close people; be committed to a group that shares my beliefs, values, and ethical principles.
  - 50.  Be committed to a cause or to a group that has a larger purpose beyond my own.
  - 51.  Make sacrifices for others.
- Other: \_\_\_\_\_
- 

M. Work at self-development.

- 52.  Develop a personal philosophy of life.
  - 53.  Learn and do challenging things that help me grow and mature as a human being.
- Other: \_\_\_\_\_
- 

N. Have integrity.

- 54.  Be honest, and acknowledge and stand up for my personal beliefs.
  - 55.  Be a responsible person; keep my word to others.
  - 56.  Be courageous in facing and living life.
  - 57.  Be a person who pays debts to others and repairs damage I have caused.
  - 58.  Be accepting of myself, others, and life as it is; live without resentment.
- Other: \_\_\_\_\_
- 

O. Other: \_\_\_\_\_

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# EMOTION REGULATION WORKSHEET 11A

(Emotion Regulation Handouts 17, 18)

## Getting from Values to Specific Action Steps

Due Date: \_\_\_\_\_ Name: \_\_\_\_\_ Week Starting: \_\_\_\_\_

Once you have figured out your values, the next step is to decide on specific things you can do or achieve (goals) that will make your life more in line with your values. Once you have goals, you can figure out what action steps are necessary to achieve the goal.

**Example: VALUE:** Be part of a group.

Possible **GOALS:**

- Reconnect with old friends.
- Get a more social job.
- Join a club.

Pick one **GOAL** to work on right now.

- Join a club.

Figure out a few **ACTION STEPS** that will move me toward my goal.

- Look for clubs on craigslist.
- Go to the bookstore by my house and ask about book groups.
- Join an interactive online game or chat room.

1. Pick one of your **VALUES:**  
\_\_\_\_\_  
\_\_\_\_\_

2. Identify three **GOALS:**  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

3. Circle one **GOAL** to work on right now.  
\_\_\_\_\_

4. Identify **ACTION STEPS** you can take right now to move closer to this **GOAL**.  
\_\_\_\_\_  
\_\_\_\_\_

5. Take one **ACTION STEP** now. Describe what you did:  
\_\_\_\_\_  
\_\_\_\_\_

Describe what happened next: \_\_\_\_\_  
\_\_\_\_\_

# EMOTION REGULATION HANDOUT 19

(Emotion Regulation Worksheets 12, 13)



## Build Mastery and Cope Ahead

### B uild Mastery

1. Plan on doing at least one thing each day to build a sense of accomplishment.  
Example: \_\_\_\_\_
2. Plan for success, not failure.
  - Do something difficult, but possible.
3. Gradually increase the difficulty over time.
  - If the first task is too difficult, do something a little easier next time.
4. Look for a challenge.
  - If the task is too *easy*, try something a little harder next time.

### C ope Ahead of Time with Difficult Situations

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

## EMOTION REGULATION HANDOUT 20

(Emotion Regulation Worksheets 9, 14)



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

Remember these as **PLEASE** skills.

**P**

#### 1. Treat Physical Illness.

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

**E**

#### 2. Balance Eating.

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

**A**

#### 3. Avoid Mood-Altering Substances.

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

**S**

#### 4. Balance Sleep.

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

**E**

#### 5. Get Exercise.

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

# EMOTION REGULATION HANDOUT 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.

Dialectical Behavior Therapy Skills Diary Card						Initials			Filled out in Session? Y    N (Circle)		How often did you fill out this side? ____ Daily ____ 2-3x ____ 4-6x ____ Once		Started: Date _____ / _____ / _____					
						ID #												
Circle Start Day	Highest Urge To:		Highest Rating For Each Day		Drugs/Medications						Actions		Emotions		Optional			
Day Of Week	Commit Suicide	Self Harm	Use Drugs	Emotion . Misery	Physical Misery	Joy	Alcohol		Illicit Drugs		Meds. As Prescribed	PRN/Over the Counter	Self Harm	Skills				
	0-5	0-5	0-5	0-5	0-5	0-5	#	What?	#	What?	Y/N	#	What?	Y/N.	0-7			
MON																		
TUE																		
WED																		
THUR																		
FRI																		
SAT																		
SUN																		
Chain Analysis Notes						* USED SKILLS: 0 = Not thought about or used 1 = Thought about, not used, didn't want to 2 = Thought about, not used, wanted to 3 = Tried but couldn't use them 4 = Tried, could do them but they didn't help 5 = Tried, could use them, helped 6 = Didn't try, used them, didn't help 7 = Didn't try, used them, helped												
Med Changes/Other:						Urge to:		Coming into Session (0-5)		Ability to self-regulate/ self-control:			Coming into Session (0-5)					
Quit Therapy				Emotions:														
Use Drugs				Action:														
Commit Suicide				Thoughts:														
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DBT Skills Diary Card							Filled out this side? ____ Daily ____ 2-3x ____ 4-6x ____ Once ____ In session		Check skills; circle days skill was practiced								
MON	TUE	WED	THUR	FRI	SAT	SUN	1. Wise mind										
MON	TUE	WED	THUR	FRI	SAT	SUN	2. Observe										(just notice)
MON	TUE	WED	THUR	FRI	SAT	SUN	3. Describe										(put words on, just the facts)
MON	TUE	WED	THUR	FRI	SAT	SUN	4. Participate										(enter into the experience)
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MON	TUE	WED	THUR	FRI	SAT	SUN	17. Problem solving										
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MON	TUE	WED	THUR	FRI	SAT	SUN	23. Pros and Cons										
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MON	TUE	WED	THUR	FRI	SAT	SUN	28. Half-smiling										

Mindfulness

Interpersonal Effectiveness

Emotion Regulation

Survival & Acceptance

# Week 17

Pages 147 - 155

# **GENERAL HANDOUT 1**

(General Worksheet 1)



## **Goals of Skills Training**

### **GENERAL GOAL**

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

### **SPECIFIC GOALS**

#### **Behaviors to Decrease:**

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

#### **Skills to Increase:**

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

### **PERSONAL GOALS**

#### **Behaviors to Decrease:**

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

#### **Skills to Increase:**

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



## Options for Solving Any Problem

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

**1. SOLVE THE PROBLEM**

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

**2. FEEL BETTER ABOUT THE PROBLEM**

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

**3. TOLERATE THE PROBLEM**

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

**4. STAY MISERABLE**

Or possibly make it worse!

**1. TO PROBLEM-SOLVE:**

Use interpersonal effectiveness skills

Walking the Middle Path (from interpersonal effectiveness skills)

Use problem-solving skills (from emotion regulation skills)

**2. TO FEEL BETTER ABOUT THE PROBLEM:**

Use emotion regulation skills

**3. TO TOLERATE THE PROBLEM:**

Use distress tolerance and mindfulness skills

**4. TO STAY MISERABLE:**

Use *no* skills!



### Guidelines for Skills Training

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

**Other guidelines for this group/notes:**

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### Skills Training Assumptions

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

**1. People are doing the best they can.**

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

**2. People want to improve.**

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

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

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

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

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

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

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

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

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

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

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

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

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

# MINDFULNESS HANDOUT 1



(Mindfulness Worksheet 1)

## Goals of Mindfulness Practice

### REDUCE SUFFERING AND INCREASE HAPPINESS

- Reduce pain, tension, and stress.
- Other: \_\_\_\_\_

### INCREASE CONTROL OF YOUR MIND

- Stop letting your mind be in control of you.
- Other: \_\_\_\_\_

### EXPERIENCE REALITY AS IT IS

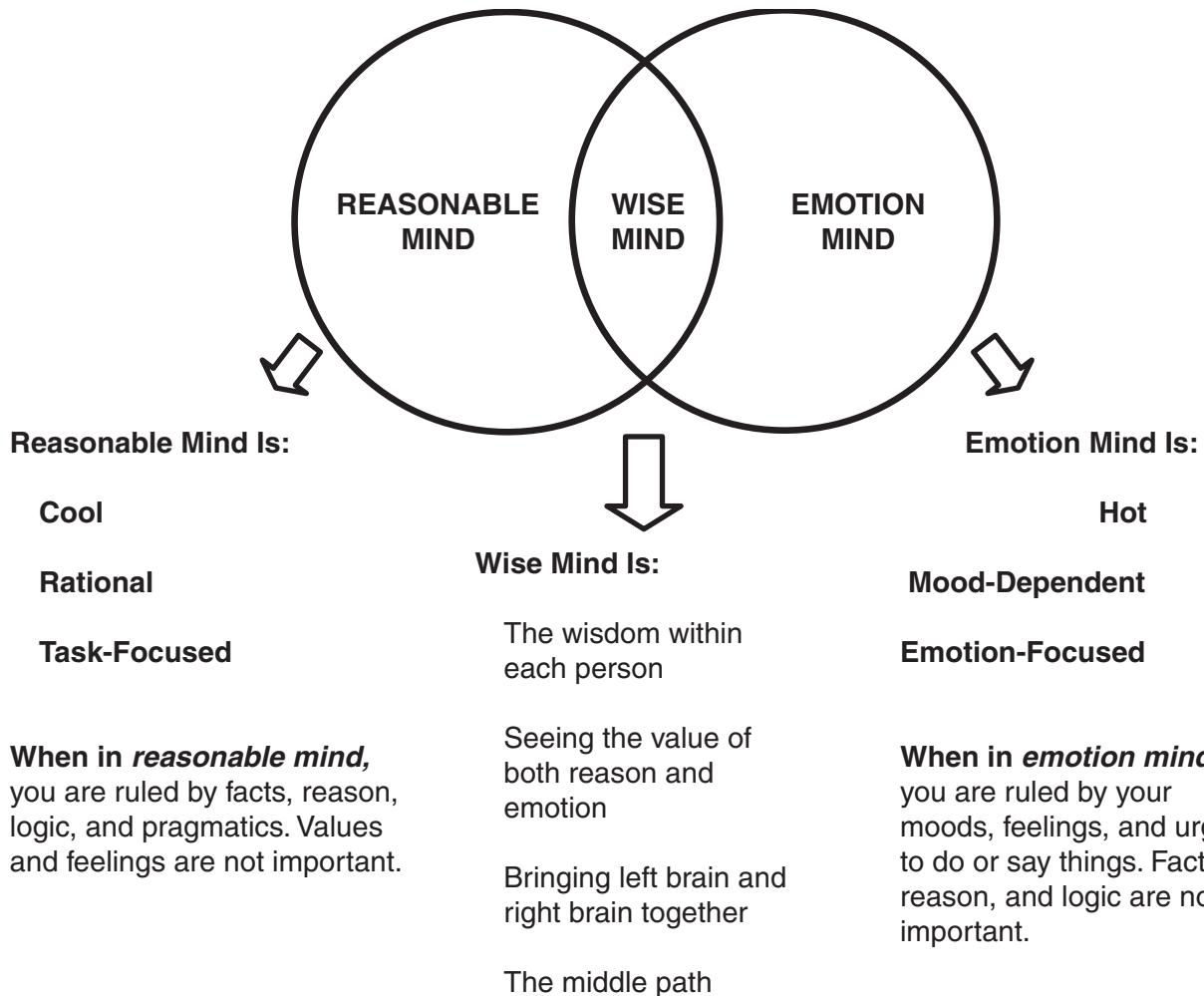
- Live life with your eyes wide open.
- Experience the reality of your . . .
- connection to the universe.
  - essential “goodness.”
  - essential validity.
- Other: \_\_\_\_\_



## MINDFULNESS HANDOUT 3

(Mindfulness Worksheet 3)

### Wise Mind: States of Mind



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

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

## Ideas for Practicing Wise Mind

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

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

(continued on next page)

## MINDFULNESS HANDOUT 3A (p. 2 of 2)

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

Dialectical Behavior Therapy Skills Diary Card						Initials			Filled out in Session? Y    N (Circle)		How often did you fill out this side? ____ Daily ____ 2-3x ____ 4-6x ____ Once		Started: Date _____ / _____ / _____					
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Day Of Week	Commit Suicide	Self Harm	Use Drugs	Emotion . Misery	Physical Misery	Joy	Alcohol		Illicit Drugs		Meds. As Prescribed	PRN/Over the Counter	Self Harm	Skills				
	0-5	0-5	0-5	0-5	0-5	0-5	#	What?	#	What?	Y/N	#	What?	Y/N.	0-7			
MON																		
TUE																		
WED																		
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Chain Analysis Notes						* USED SKILLS: 0 = Not thought about or used 1 = Thought about, not used, didn't want to 2 = Thought about, not used, wanted to 3 = Tried but couldn't use them 4 = Tried, could do them but they didn't help 5 = Tried, could use them, helped 6 = Didn't try, used them, didn't help 7 = Didn't try, used them, helped												
Med Changes/Other:						Urge to:		Coming into Session (0-5)		Ability to self-regulate/ self-control:			Coming into Session (0-5)					
Quit Therapy				Emotions:														
Use Drugs				Action:														
Commit Suicide				Thoughts:														
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DBT Skills Diary Card							Filled out this side? ____ Daily ____ 2-3x ____ 4-6x ____ Once ____ In session		Check skills; circle days skill was practiced								
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MON	TUE	WED	THUR	FRI	SAT	SUN	3. Describe										(put words on, just the facts)
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MON	TUE	WED	THUR	FRI	SAT	SUN	6. One-mindfully										(present moment)
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MON	TUE	WED	THUR	FRI	SAT	SUN	10. MAN -Mindful										(Broken Record, Ignore Attacks)
MON	TUE	WED	THUR	FRI	SAT	SUN	11. MAN										(Appear confident, Negotiate)
MON	TUE	WED	THUR	FRI	SAT	SUN	12. GIVE										(Gentle, Interested, Validate, Easy manner)
MON	TUE	WED	THUR	FRI	SAT	SUN	13. FAST										( Fair, no-Apologies, Stick to values, Truthful)
MON	TUE	WED	THUR	FRI	SAT	SUN	14. Attend to relationships										
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MON	TUE	WED	THUR	FRI	SAT	SUN	16. Opposite-to-emotion action										
MON	TUE	WED	THUR	FRI	SAT	SUN	17. Problem solving										
MON	TUE	WED	THUR	FRI	SAT	SUN	18., Accumulate positives										(Positive events or Valued Actions)
MON	TUE	WED	THUR	FRI	SAT	SUN	19. Build mastery, Cope ahead										
MON	TUE	WED	THUR	FRI	SAT	SUN	20. PLEASE										(Physical ills, Eating, Avoid drugs, Sleep, Exercise)
MON	TUE	WED	THUR	FRI	SAT	SUN	21. Mindfulness of Current Emotion										
MON	TUE	WED	THUR	FRI	SAT	SUN	22. TIP										(Temperature, ice or heat/ Intense exercise/Progressive relax)
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 Mindfulness  
Interpersonal Effectiveness  
Emotion Regulation  
Survival & Acceptance

# Week 18

Pages 157 - 168



## MINDFULNESS HANDOUT 4

(Mindfulness Worksheets 2–2c, 4–4b)

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

#### OBSERVE

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

#### DESCRIBE

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

#### PARTICIPATE

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

## MINDFULNESS HANDOUT 4A (p. 1 of 4)

(Mindfulness Worksheets 2–2c, 4–4b)

### Ideas for Practicing Observing

#### BY COMING BACK TO YOUR SENSES

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

##### Observe with your eyes:

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

##### Observe sounds:

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

##### Observe smells around you:

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

##### Observe taste and the act of eating:

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

##### Observe urges to do something:

When you are feeling an urge to do something impulsive,

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

*(continued on next page)*

## MINDFULNESS HANDOUT 4A (p. 2 of 4)

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### Observe sensations of touch on your skin:

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

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

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

(continued on next page)

## MINDFULNESS HANDOUT 4A (p. 3 of 4)

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### Observe thoughts coming in and out of your mind:

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

### Imagine that your mind is a:

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

### Observe by expanding awareness:

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

(continued on next page)

## MINDFULNESS HANDOUT 4A (p. 4 of 4)

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### Open your mind to your senses:

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

## MINDFULNESS HANDOUT 4B

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(Mindfulness Worksheets 2–2c, 4–4b)

### Ideas for Practicing Describing

#### Practice describing what you see outside of yourself:

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

#### Practice describing thoughts and feelings:

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

#### Practice describing your breathing:

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

## MINDFULNESS HANDOUT 4C

(Mindfulness Worksheets 2–2c, 4–4b)

### Ideas for Practicing Participating

#### Participate with awareness of connection to the universe:

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

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

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



## MINDFULNESS HANDOUT 5

(Mindfulness Worksheets 2–2c, 5–5c)

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

#### NONJUDGMENTALLY

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

#### ONE-MINDFULLY

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

#### EFFECTIVELY

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

## MINDFULNESS HANDOUT 5A

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(Mindfulness Worksheets 2–2c, 5–5c)

### Ideas for Practicing Nonjudgmentalness

#### Leaving out comparisons, judgments, and assumptions:

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

#### Tips for replacing judgment by stating the facts:

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

## MINDFULNESS HANDOUT 5B

(Mindfulness Worksheets 2–2c, 5–5c)

### Ideas for Practicing One-Mindfulness

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

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

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## MINDFULNESS HANDOUT 5C

### (Mindfulness Worksheets 2–2c, 5–5c)

# Ideas for Practicing Effectiveness

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

Dialectical Behavior Therapy Skills Diary Card						Initials			Filled out in Session? Y    N (Circle)		How often did you fill out this side? ____ Daily ____ 2-3x ____ 4-6x ____ Once		Started: Date _____ / _____ / _____					
						ID #												
Circle Start Day	Highest Urge To:		Highest Rating For Each Day		Drugs/Medications						Actions		Emotions		Optional			
Day Of Week	Commit Suicide	Self Harm	Use Drugs	Emotion . Misery	Physical Misery	Joy	Alcohol		Illicit Drugs		Meds. As Prescribed	PRN/Over the Counter	Self Harm	Skills				
	0-5	0-5	0-5	0-5	0-5	0-5	#	What?	#	What?	Y/N	#	What?	Y/N.	0-7			
MON																		
TUE																		
WED																		
THUR																		
FRI																		
SAT																		
SUN																		
Chain Analysis Notes						* USED SKILLS: 0 = Not thought about or used 1 = Thought about, not used, didn't want to 2 = Thought about, not used, wanted to 3 = Tried but couldn't use them 4 = Tried, could do them but they didn't help 5 = Tried, could use them, helped 6 = Didn't try, used them, didn't help 7 = Didn't try, used them, helped												
Med Changes/Other:						Urge to:		Coming into Session (0-5)		Ability to self-regulate/ self-control:			Coming into Session (0-5)					
Quit Therapy				Emotions:														
Use Drugs				Action:														
Commit Suicide				Thoughts:														
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DBT Skills Diary Card							Filled out this side? ____ Daily ____ 2-3x ____ 4-6x ____ Once ____ In session		Check skills; circle days skill was practiced								
MON	TUE	WED	THUR	FRI	SAT	SUN	1. Wise mind										
MON	TUE	WED	THUR	FRI	SAT	SUN	2. Observe										(just notice)
MON	TUE	WED	THUR	FRI	SAT	SUN	3. Describe										(put words on, just the facts)
MON	TUE	WED	THUR	FRI	SAT	SUN	4. Participate										(enter into the experience)
MON	TUE	WED	THUR	FRI	SAT	SUN	5. Non-judgmental										
MON	TUE	WED	THUR	FRI	SAT	SUN	6. One-mindfully										(present moment)
MON	TUE	WED	THUR	FRI	SAT	SUN	7. Effectiveness										(focus on what works)
MON	TUE	WED	THUR	FRI	SAT	SUN	8. Figure out interpersonal goals)										
MON	TUE	WED	THUR	FRI	SAT	SUN	9. DEAR										( Describe, Express, Assert, Reinforce)
MON	TUE	WED	THUR	FRI	SAT	SUN	10. MAN -Mindful										(Broken Record, Ignore Attacks)
MON	TUE	WED	THUR	FRI	SAT	SUN	11. MAN										(Appear confident, Negotiate)
MON	TUE	WED	THUR	FRI	SAT	SUN	12. GIVE										(Gentle, Interested, Validate, Easy manner)
MON	TUE	WED	THUR	FRI	SAT	SUN	13. FAST										( Fair, no-Apologies, Stick to values, Truthful)
MON	TUE	WED	THUR	FRI	SAT	SUN	14. Attend to relationships										
MON	TUE	WED	THUR	FRI	SAT	SUN	15. Describing emotions										
MON	TUE	WED	THUR	FRI	SAT	SUN	16. Opposite-to-emotion action										
MON	TUE	WED	THUR	FRI	SAT	SUN	17. Problem solving										
MON	TUE	WED	THUR	FRI	SAT	SUN	18., Accumulate positives										(Positive events or Valued Actions)
MON	TUE	WED	THUR	FRI	SAT	SUN	19. Build mastery, Cope ahead										
MON	TUE	WED	THUR	FRI	SAT	SUN	20. PLEASE										(Physical ills, Eating, Avoid drugs, Sleep, Exercise)
MON	TUE	WED	THUR	FRI	SAT	SUN	21. Mindfulness of Current Emotion										
MON	TUE	WED	THUR	FRI	SAT	SUN	22. TIP										(Temperature, ice or heat/ Intense exercise/Progressive relax)
MON	TUE	WED	THUR	FRI	SAT	SUN	23. Pros and Cons										
MON	TUE	WED	THUR	FRI	SAT	SUN	24. Distract /Self-soothe/ Improve the moment										
MON	TUE	WED	THUR	FRI	SAT	SUN	25. Radical Acceptance										
MON	TUE	WED	THUR	FRI	SAT	SUN	26. Willingness										
MON	TUE	WED	THUR	FRI	SAT	SUN	27. Mindfulness of current thoughts										
MON	TUE	WED	THUR	FRI	SAT	SUN	28. Half-smiling										

Mindfulness

Interpersonal Effectiveness

Emotion Regulation

Survival & Acceptance

# Week 19

Pages 170 - 176



## Goals of Distress Tolerance

### SURVIVE CRISIS SITUATIONS

**Without Making Them Worse**

### ACCEPT REALITY

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

### BECOME FREE

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

**OTHER:** \_\_\_\_\_



## When to Use Crisis Survival Skills

### YOU ARE IN A CRISIS when the situation is:

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

### USE CRISIS SURVIVAL SKILLS when:

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

### DON'T USE CRISIS SURVIVAL SKILLS for:

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

# DISTRESS TOLERANCE HANDOUT 4

(Distress Tolerance Worksheets 2, 2a)



## STOP Skill



**S**top

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

**T**ake a step back

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

**O**bserve

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

**P**roceed mindfully

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

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

# DISTRESS TOLERANCE 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

# DISTRESS TOLERANCE HANDOUT 5

(Distress Tolerance Worksheets 3, 3a)



## Pros and Cons

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

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

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

### Before an overwhelming crisis urge hits:

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

### When an overwhelming crisis urge hits:

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

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

# DISTRESS TOLERANCE WORKSHEET 3

(Distress Tolerance Handout 5)

## Pros and Cons of Acting on Crisis Urges

Due Date: \_\_\_\_\_ Name: \_\_\_\_\_ Week Starting: \_\_\_\_\_

1. Describe the *problem behavior* you are trying to stop: \_\_\_\_\_
2. List pros and cons for acting on crisis urges (including urges to act and urges to quit), and create a separate list for resisting crisis behavior by tolerating distress and using skills. Use the back of this sheet if you need more room.
3. Read the pros and cons when an urge toward the problem behavior occurs.

Problem behavior	PROS	CONS
Acting on crisis urges	1.	1.
	2.	2.
	3.	3.
	4.	4.
	5.	5.
Resisting crisis urges	1.	1.
	2.	2.
	3.	3.
	4.	4.
	5.	5.

Identify which pros and cons are short-term (just for today) or long-term (beyond today). Then ask your Wise Mind: Would you rather have a good day or a good life? Make a mindful choice about your behavior.

If this worksheet helps you choose skillful behavior over crisis behavior, be sure to keep it where you can find it and review it again when you are in crisis.

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

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Dialectical Behavior Therapy Skills Diary Card						Initials			Filled out in Session? Y    N (Circle)		How often did you fill out this side? ____ Daily ____ 2-3x ____ 4-6x ____ Once		Started: Date _____ / _____ / _____					
						ID #												
Circle Start Day	Highest Urge To:			Highest Rating For Each Day		Drugs/Medications						Actions		Emotions		Optional		
Day Of Week	Commit Suicide	Self Harm	Use Drugs	Emotion . Misery	Physical Misery	Joy	Alcohol		Illicit Drugs		Meds. As Prescribed	PRN/Over the Counter	Self Harm	Skills				
	0-5	0-5	0-5	0-5	0-5	0-5	#	What?	#	What?	Y/N	#	What?	Y/N.	0-7			
MON																		
TUE																		
WED																		
THUR																		
FRI																		
SAT																		
SUN																		
Chain Analysis Notes							* USED SKILLS: 0 = Not thought about or used 1 = Thought about, not used, didn't want to 2 = Thought about, not used, wanted to 3 = Tried but couldn't use them 4 = Tried, could do them but they didn't help 5 = Tried, could use them, helped 6 = Didn't try, used them, didn't help 7 = Didn't try, used them, helped											
Med Changes/Other:							Urge to:		Coming into Session (0-5)		Ability to self-regulate/ self-control:				Coming into Session (0-5)			
Quit Therapy				Emotions:														
Use Drugs				Action:														
Commit Suicide				Thoughts:														
© Behavioral Research and Training Clinic, University of Washington: NIMH4 2004-																		

DBT Skills Diary Card							Filled out this side? ____ Daily ____ 2-3x ____ 4-6x ____ Once ____ In session		Check skills; circle days skill was practiced								
MON	TUE	WED	THUR	FRI	SAT	SUN	1. Wise mind										
MON	TUE	WED	THUR	FRI	SAT	SUN	2. Observe										(just notice)
MON	TUE	WED	THUR	FRI	SAT	SUN	3. Describe										(put words on, just the facts)
MON	TUE	WED	THUR	FRI	SAT	SUN	4. Participate										(enter into the experience)
MON	TUE	WED	THUR	FRI	SAT	SUN	5. Non-judgmental										
MON	TUE	WED	THUR	FRI	SAT	SUN	6. One-mindfully										(present moment)
MON	TUE	WED	THUR	FRI	SAT	SUN	7. Effectiveness										(focus on what works)
MON	TUE	WED	THUR	FRI	SAT	SUN	8. Figure out interpersonal goals)										
MON	TUE	WED	THUR	FRI	SAT	SUN	9. DEAR										( Describe, Express, Assert, Reinforce)
MON	TUE	WED	THUR	FRI	SAT	SUN	10. MAN -Mindful										(Broken Record, Ignore Attacks)
MON	TUE	WED	THUR	FRI	SAT	SUN	11. MAN										(Appear confident, Negotiate)
MON	TUE	WED	THUR	FRI	SAT	SUN	12. GIVE										(Gentle, Interested, Validate, Easy manner)
MON	TUE	WED	THUR	FRI	SAT	SUN	13. FAST										( Fair, no-Apologies, Stick to values, Truthful)
MON	TUE	WED	THUR	FRI	SAT	SUN	14. Attend to relationships										
MON	TUE	WED	THUR	FRI	SAT	SUN	15. Describing emotions										
MON	TUE	WED	THUR	FRI	SAT	SUN	16. Opposite-to-emotion action										
MON	TUE	WED	THUR	FRI	SAT	SUN	17. Problem solving										
MON	TUE	WED	THUR	FRI	SAT	SUN	18., Accumulate positives										(Positive events or Valued Actions)
MON	TUE	WED	THUR	FRI	SAT	SUN	19. Build mastery, Cope ahead										
MON	TUE	WED	THUR	FRI	SAT	SUN	20. PLEASE										(Physical ills, Eating, Avoid drugs, Sleep, Exercise)
MON	TUE	WED	THUR	FRI	SAT	SUN	21. Mindfulness of Current Emotion										
MON	TUE	WED	THUR	FRI	SAT	SUN	22. TIP										(Temperature, ice or heat/ Intense exercise/Progressive relax)
MON	TUE	WED	THUR	FRI	SAT	SUN	23. Pros and Cons										
MON	TUE	WED	THUR	FRI	SAT	SUN	24. Distract /Self-soothe/ Improve the moment										
MON	TUE	WED	THUR	FRI	SAT	SUN	25. Radical Acceptance										
MON	TUE	WED	THUR	FRI	SAT	SUN	26. Willingness										
MON	TUE	WED	THUR	FRI	SAT	SUN	27. Mindfulness of current thoughts										
MON	TUE	WED	THUR	FRI	SAT	SUN	28. Half-smiling										

Mindfulness

Interpersonal Effectiveness

Emotion Regulation

Survival & Acceptance

# Week 20

Pages 178 - 185

# DISTRESS TOLERANCE HANDOUT 6

(Distress Tolerance Worksheet 4)



## TIP Skills: Changing Your Body Chemistry

To reduce extreme emotion mind *fast*.

Remember these as **TIP** skills:

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

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

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

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

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

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

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

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

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

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## DISTRESS TOLERANCE HANDOUT 6A

(Distress Tolerance Worksheet 4)

### Using Cold Water, Step by Step

#### COLD WATER CAN WORK WONDERS\*

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

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

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

This response can actually help regulate your emotions.

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

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

#### TRY IT OUT!

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

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## DISTRESS TOLERANCE WORKSHEET 4

(Distress Tolerance Handouts 6, 6a, 6b)

### Changing Body Chemistry with TIP Skills

Due Date: \_\_\_\_\_ Name: \_\_\_\_\_ Week Starting: \_\_\_\_\_

Describe the situation you were in when you chose to practice each skill. Rate both your emotional arousal and distress tolerance before and after using the TIP skill. Describe what you actually did. Use the back of this sheet if necessary.

#### CHANGING MY FACIAL TEMPERATURE

Used cold water to change emotions

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

Arousal (0–100) Before: \_\_\_\_\_ After: \_\_\_\_\_

Distress tolerance (0 = I can't stand it; 100 = I can definitely survive) Before: \_\_\_\_\_ After: \_\_\_\_\_

What I did (describe): \_\_\_\_\_

#### INTENSE EXERCISE

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

Arousal (0–100) Before: \_\_\_\_\_ After: \_\_\_\_\_

Distress tolerance (0 = I can't stand it; 100 = I can definitely survive) Before: \_\_\_\_\_ After: \_\_\_\_\_

What I did (describe): \_\_\_\_\_

#### PACED BREATHING

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

Arousal (0–100) Before: \_\_\_\_\_ After: \_\_\_\_\_

Distress tolerance (0 = I can't stand it; 100 = I can definitely survive) Before: \_\_\_\_\_ After: \_\_\_\_\_

What I did (describe): \_\_\_\_\_

#### PAIRED MUSCLE RELAXATION

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

Arousal (0–100) Before: \_\_\_\_\_ After: \_\_\_\_\_

Distress tolerance (0 = I can't stand it; 100 = I can definitely survive) Before: \_\_\_\_\_ After: \_\_\_\_\_

What I did (describe): \_\_\_\_\_

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

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

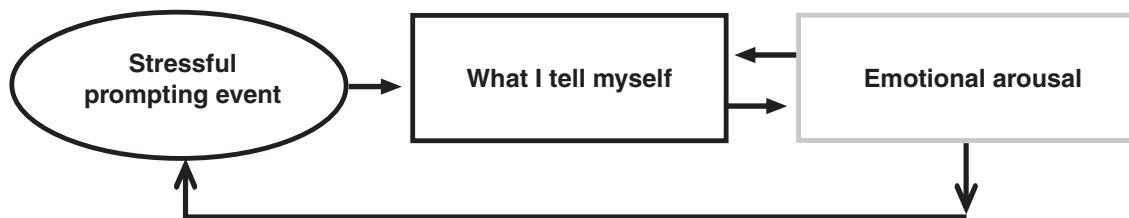
*Note.* Adapted from Smith, R. E. (1980). Development of an integrated coping response through cognitive-affective stress management training. In I. G. Sarason & C. D. Spielberger (Eds.), *Stress and anxiety* (Vol. 7, pp. 265–280). Washington, DC: Hemisphere. Copyright 1980 by Hemisphere Publishing Corporation.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

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# DISTRESS TOLERANCE HANDOUT 6C

(Distress Tolerance Worksheet 4b)

## Effective Rethinking and Paired Relaxation, Step by Step



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

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

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

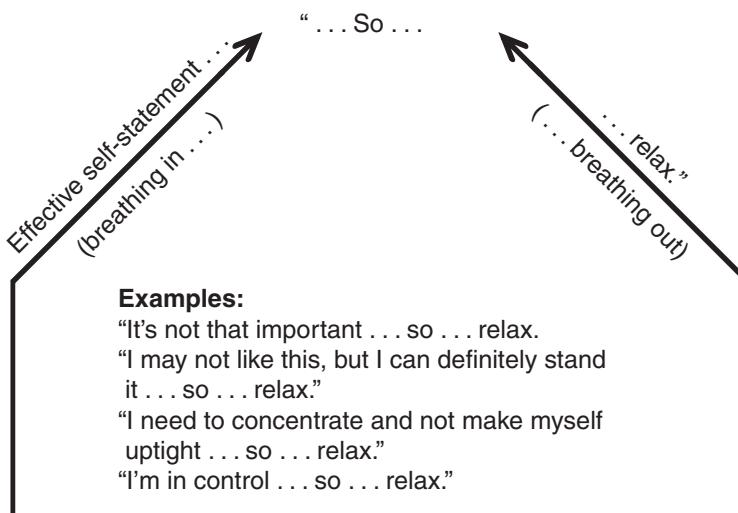
**Step 3. Rethink** the situation and its meaning in a way that counteracts the thoughts and interpretations producing stress and distressing emotions. As you rethink the situation, write down as many **effective thoughts** as you can to replace the stressful thoughts.

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

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

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

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



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

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# DISTRESS TOLERANCE HANDOUT 7



(Distress Tolerance Worksheets 5–5b)

## Distracting

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

### With Activities:

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

### With Contributing:

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

### With Comparisons:

- Compare how you are feeling now to a time when you felt different.
  - Think about people coping the same as you or less well than you.
- Compare yourself to those less fortunate.
  - Watch reality shows about others' troubles; read about disasters, others' suffering.
  - Other: \_\_\_\_\_

### With different Emotions:

- Read emotional books or stories, old letters.
- Watch emotional TV shows; go to emotional movies.
- Listen to emotional music.

*(Be sure the event creates different emotions.)*

*Ideas:* Scary movies, joke books, comedies, funny records, religious music, soothing music or music that fires you up, going to a store and reading funny greeting cards.

- Other: \_\_\_\_\_

### With Pushing away:

- Push the situation away by leaving it for a while.
- Leave the situation mentally.
- Build an imaginary wall between yourself and the situation.
- Block thoughts and images from your mind.

- Notice ruminating: Yell “No!”
- Refuse to think about the painful situations.
- Put the pain on a shelf. Box it up and put it away for a while.
- Deny the problem for the moment.
- Other: \_\_\_\_\_

### With other Thoughts:

- Count to 10; count colors in a painting or poster or out the window; count anything.
- Repeat words to a song in your mind.

- Work puzzles.
- Watch TV or read.
- Other: \_\_\_\_\_

### With other Sensations:

- Squeeze a rubber ball very hard.
- Listen to very loud music.
- Hold ice in your hand or mouth.

- Go out in the rain or snow.
- Take a hot or cold shower.
- Other: \_\_\_\_\_

# DISTRESS TOLERANCE WORKSHEET 5

(Distress Tolerance Handout 7)

## Distracting with Wise Mind ACCEPTS

Due Date: \_\_\_\_\_ Name: \_\_\_\_\_ Week Starting: \_\_\_\_\_

Describe two crisis situations that happened to you. Then describe your use of the ACCEPTS skills.

**CRISIS EVENT 1:** Rate level of distress (0–100) Before: \_\_\_\_\_ After: \_\_\_\_\_

**Prompting event** for my distress (who, what, when, where): What triggered the state of crisis?

- Activities
- Contributions
- Comparisons
- Emotions
- Pushing away
- Thoughts
- Sensations

At left, check the skills you used, and describe here:

Describe the outcome of using skills:

Circle a number to indicate how effective the skills were in helping you tolerate the distress and cope with the situation (keeping you from doing something to make the situation worse). Use the following scale:

*I still couldn't stand  
the situation, even  
for one more minute.*

1

2

*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?

- Activities
- Contributions
- Comparisons
- Emotions
- Pushing away
- Thoughts
- Sensations

At left, check the skills you used, and describe here:

Describe the outcome of using skills:

Circle effectiveness of skills:

*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

Dialectical Behavior Therapy Skills Diary Card						Initials			Filled out in Session? Y    N (Circle)		How often did you fill out this side? ____ Daily ____ 2-3x ____ 4-6x ____ Once		Started: Date _____ / _____ / _____					
						ID #												
Circle Start Day	Highest Urge To:			Highest Rating For Each Day		Drugs/Medications						Actions		Emotions		Optional		
Day Of Week	Commit Suicide	Self Harm	Use Drugs	Emotion . Misery	Physical Misery	Joy	Alcohol		Illicit Drugs		Meds. As Prescribed	PRN/Over the Counter	Self Harm	Skills				
	0-5	0-5	0-5	0-5	0-5	0-5	#	What?	#	What?	Y/N	#	What?	Y/N.	0-7			
MON																		
TUE																		
WED																		
THUR																		
FRI																		
SAT																		
SUN																		
Chain Analysis Notes						* USED SKILLS: 0 = Not thought about or used 1 = Thought about, not used, didn't want to 2 = Thought about, not used, wanted to 3 = Tried but couldn't use them 4 = Tried, could do them but they didn't help 5 = Tried, could use them, helped 6 = Didn't try, used them, didn't help 7 = Didn't try, used them, helped												
Med Changes/Other:						Urge to:			Coming into Session (0-5)			Ability to self-regulate/ self-control:			Coming into Session (0-5)			
Quit Therapy									Emotions:									
Use Drugs									Action:									
Commit Suicide									Thoughts:									
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DBT Skills Diary Card							Filled out this side? ____ Daily ____ 2-3x ____ 4-6x ____ Once ____ In session		Check skills; circle days skill was practiced								
MON	TUE	WED	THUR	FRI	SAT	SUN	1. Wise mind										
MON	TUE	WED	THUR	FRI	SAT	SUN	2. Observe										(just notice)
MON	TUE	WED	THUR	FRI	SAT	SUN	3. Describe										(put words on, just the facts)
MON	TUE	WED	THUR	FRI	SAT	SUN	4. Participate										(enter into the experience)
MON	TUE	WED	THUR	FRI	SAT	SUN	5. Non-judgmental										
MON	TUE	WED	THUR	FRI	SAT	SUN	6. One-mindfully										(present moment)
MON	TUE	WED	THUR	FRI	SAT	SUN	7. Effectiveness										(focus on what works)
MON	TUE	WED	THUR	FRI	SAT	SUN	8. Figure out interpersonal goals)										
MON	TUE	WED	THUR	FRI	SAT	SUN	9. DEAR										( Describe, Express, Assert, Reinforce)
MON	TUE	WED	THUR	FRI	SAT	SUN	10. MAN -Mindful										(Broken Record, Ignore Attacks)
MON	TUE	WED	THUR	FRI	SAT	SUN	11. MAN										(Appear confident, Negotiate)
MON	TUE	WED	THUR	FRI	SAT	SUN	12. GIVE										(Gentle, Interested, Validate, Easy manner)
MON	TUE	WED	THUR	FRI	SAT	SUN	13. FAST										( Fair, no-Apologies, Stick to values, Truthful)
MON	TUE	WED	THUR	FRI	SAT	SUN	14. Attend to relationships										
MON	TUE	WED	THUR	FRI	SAT	SUN	15. Describing emotions										
MON	TUE	WED	THUR	FRI	SAT	SUN	16. Opposite-to-emotion action										
MON	TUE	WED	THUR	FRI	SAT	SUN	17. Problem solving										
MON	TUE	WED	THUR	FRI	SAT	SUN	18., Accumulate positives										(Positive events or Valued Actions)
MON	TUE	WED	THUR	FRI	SAT	SUN	19. Build mastery, Cope ahead										
MON	TUE	WED	THUR	FRI	SAT	SUN	20. PLEASE										(Physical ills, Eating, Avoid drugs, Sleep, Exercise)
MON	TUE	WED	THUR	FRI	SAT	SUN	21. Mindfulness of Current Emotion										
MON	TUE	WED	THUR	FRI	SAT	SUN	22. TIP										(Temperature, ice or heat/ Intense exercise/Progressive relax)
MON	TUE	WED	THUR	FRI	SAT	SUN	23. Pros and Cons										
MON	TUE	WED	THUR	FRI	SAT	SUN	24. Distract /Self-soothe/ Improve the moment										
MON	TUE	WED	THUR	FRI	SAT	SUN	25. Radical Acceptance										
MON	TUE	WED	THUR	FRI	SAT	SUN	26. Willingness										
MON	TUE	WED	THUR	FRI	SAT	SUN	27. Mindfulness of current thoughts										
MON	TUE	WED	THUR	FRI	SAT	SUN	28. Half-smiling										

 Mindfulness  
Interpersonal Effectiveness  
Emotion Regulation  
Survival & Acceptance

# Week 21

Pages 187 - 193

# DISTRESS TOLERANCE HANDOUT 8

(Distress Tolerance Worksheet 6–6b)



## Self-Soothing

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

### With Vision:

- Look at the stars at night.
- Look at pictures you like in a book.
- Buy one beautiful flower.
- Make one space in a room pleasing to look at.
- Light a candle and watch the flame.
- Set a pretty place at the table using your best things.
- Go people-watching or window-shopping.
- Go to a museum or poster shop with beautiful art.

- Sit in the lobby of a beautiful old hotel.
- Look at nature around you.
- Walk in a pretty part of town.
- Watch a sunrise or a sunset.
- Go to a dance performance, or watch it on TV.
- Be mindful of each sight that passes in front of you.
- Take a walk in a park or a scenic hike.
- Browse through stores looking at things.
- Other: \_\_\_\_\_

### With Hearing:

- Listen to soothing or invigorating music.
- Pay attention to sounds of nature (waves, birds, rainfall, leaves rustling).
- Pay attention to the sounds of the city (traffic, horns, city music).
- Sing to your favorite songs.
- Hum a soothing tune.
- Learn to play an instrument.

- Burn a CD or make an iPod mix with music that will get you through tough times. Turn it on.
- Be mindful of any sounds that come your way, letting them go in one ear and out the other.
- Turn on the radio.
- Other: \_\_\_\_\_

### With Smell:

- Use your favorite soap, shampoo, aftershave, cologne, or lotions, or try them on in the store.
- Burn incense or light a scented candle.
- Open a package of coffee and inhale the aroma.
- Put lemon oil on your furniture.
- Put potpourri or eucalyptus oil in a bowl in your room.

- Sit in a new car and breathe the aroma.
- Boil cinnamon. Make cookies, bread, or popcorn.
- Smell the roses.
- Walk in a wooded area and mindfully breathe in the fresh smells of nature.
- Open the window and smell the air.
- Other: \_\_\_\_\_

### With Taste:

- Eat some of your favorite foods.
- Drink your favorite soothing drink, such as herbal tea, hot chocolate, a latte, or a smoothie.
- Treat yourself to a dessert.
- Eat macaroni and cheese or another favorite childhood food.
- Sample flavors in an ice cream store.

- Suck on a piece of peppermint candy.
- Chew your favorite gum.
- Get a little bit of a special food you don't usually spend the money on, such as fresh-squeezed orange juice or your favorite candy.
- Really taste the food you eat. Eat one thing mindfully.
- Other: \_\_\_\_\_

### With Touch:

- Take a long hot bath or shower.
- Pet your dog or cat.
- Have a massage. Soak your feet.
- Put creamy lotion on your whole body.
- Put a cold compress on your forehead.
- Sink into a comfortable chair in your home.
- Put on a blouse or shirt that has a pleasant feel.

- Take a drive with the car windows rolled down.
- Run your hand along smooth wood or leather.
- Hug someone.
- Put clean sheets on the bed.
- Wrap up in a blanket.
- Notice touch that is soothing.
- Other: \_\_\_\_\_

# DISTRESS TOLERANCE WORKSHEET 6

(Distress Tolerance Handout 8)

## Self-Soothing

Due Date: \_\_\_\_\_ Name: \_\_\_\_\_ Week Starting: \_\_\_\_\_

Describe two crisis situations that happened to you. Then describe your use of the self-soothing skills.

**CRISIS EVENT 1:** Rate level of distress (0–100) Before: \_\_\_\_\_ After: \_\_\_\_\_

**Prompting event** for my distress (who, what, when, where): What triggered the state of crisis?

- Vision
- Hearing
- Smell
- Taste
- Touch

At left, check the skills you used, and describe here:

Describe the outcome of using skills:

Circle a number to indicate how effective the skills were in helping you tolerate the distress and cope with the situation (keeping you from doing something to make the situation worse). Use the following scale:

*I still couldn't stand  
the situation, even  
for one more minute.*

1

2

*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?

- Vision
- Hearing
- Smell
- Taste
- Touch

At left, check the skills you used, and describe here:

Describe the outcome of using skills:

Circle effectiveness of skills:

*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

## DISTRESS TOLERANCE HANDOUT 8A

(Distress Tolerance Worksheet 6c)

### Body Scan Meditation Step by Step

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

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

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

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

## DISTRESS TOLERANCE WORKSHEET 6C

(Distress Tolerance Handout 8a)

### Body Scan Meditation, Step by Step

Due Date: \_\_\_\_\_ Name: \_\_\_\_\_ Week Starting: \_\_\_\_\_

Practice as many times as you can. Check whether you practiced alone, listening to a recording, watching YouTube, or being guided by a person.

Day	Describe your experience	How much time passed doing this skill?	Rate before and after body scan		
			Distress tolerance (0 = I can't stand it; 5 = I can definitely survive)	Emotion	
				Negative emotion intensity (0–100)	Positive emotion intensity (0–100)
1	<input type="checkbox"/> Alone <input type="checkbox"/> Recording <input type="checkbox"/> Person guiding <input type="checkbox"/> YouTube		/	/	/
2	<input type="checkbox"/> Alone <input type="checkbox"/> Recording <input type="checkbox"/> Person guiding <input type="checkbox"/> YouTube		/	/	/
3	<input type="checkbox"/> Alone <input type="checkbox"/> Recording <input type="checkbox"/> Person guiding <input type="checkbox"/> YouTube		/	/	/
4	<input type="checkbox"/> Alone <input type="checkbox"/> Recording <input type="checkbox"/> Person guiding <input type="checkbox"/> YouTube		/	/	/
5	<input type="checkbox"/> Alone <input type="checkbox"/> Recording <input type="checkbox"/> Person guiding <input type="checkbox"/> YouTube		/	/	/

Conclusions or questions about this skills practice:

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

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# DISTRESS TOLERANCE HANDOUT 9



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

## Improving the Moment

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

### With Imagery:

- Imagine very relaxing scenes.
- Imagine a secret room within yourself. Furnish it the way you like. Close and lock the door on anything that can hurt you.
- Imagine everything going well.
- Make up a calming fantasy world.

- Imagine hurtful emotions draining out of you like water out of a pipe.
- Remember a happy time and imagine yourself in it again; play out the time in your mind again.
- Other: \_\_\_\_\_

### With Meaning:

- Find purpose or meaning in a painful situation.
- Focus on whatever positive aspects of a painful situation you can find.
- Repeat these positive aspects in your mind.

- Remember, listen to, or read about spiritual values.
- Other: \_\_\_\_\_

### With Prayer:

- Open your heart to a supreme being, God, or your own Wise Mind.
- Ask for strength to bear the pain.

- Turn things over to God or a higher being.
- Other: \_\_\_\_\_

### With Relaxing actions:

- Take a hot bath or sit in a hot tub.
- Drink hot milk.
- Massage your neck and scalp.
- Practice yoga or other stretching.

- Breathe deeply.
- Change your facial expression.
- Other: \_\_\_\_\_

### With One thing in the moment:

- Focus your entire attention on just what you are doing.
- Keep yourself in the moment.
- Put your mind in the present.

- Focus your entire attention on the physical
- Listen to a sensory awareness recording (or use Distress Tolerance Handout 9a)
- Other: \_\_\_\_\_

### With a brief Vacation:

- Give yourself a brief vacation.
- Get in bed; pull the covers up over your head.
- Go to the beach or the woods for the day.
- Get a magazine and read it with chocolates.
- Turn off your phone for a day.

- Take a blanket to the park and sit on it for a whole afternoon.
- Take a 1-hour breather from hard work.
- Take a brief vacation from responsibility.
- Other: \_\_\_\_\_

### With self-Encouragement and rethinking the situation:

- Cheerlead yourself: "You go, girl!" "You da man!"
- "I will make it out of this."
- "I'm doing the best I can."
- Repeat over and over: "I can stand it."

- "This too shall pass."
- "I will be OK."
- "It won't last forever."
- Other: \_\_\_\_\_

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

- \_\_\_\_\_

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# DISTRESS TOLERANCE WORKSHEET 7

(Distress Tolerance Handout 9)

## IMPROVE the Moment

Due Date: \_\_\_\_\_ Name: \_\_\_\_\_ Week Starting: \_\_\_\_\_

Describe two crisis situations that happened to you. Then describe your use of the IMPROVE skills.

**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?

- Imagery
- Meaning
- Prayer
- Relaxation
- One thing
- Vacation
- Encouragement

At left, check the skills you used, and describe here:

Describe the outcome of using skills:

Circle a number to indicate how effective the skills were in helping you tolerate the distress and cope with the situation (keeping you from doing something to make the situation worse). Use the following scale:

*I still couldn't stand  
the situation, even  
for one more minute.*

1

*I was able to cope somewhat,  
at least for a little while.  
It helped somewhat.*

2

3

*I could use skills,  
tolerated distress, and  
resisted problem urges.*

4

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?

- Imagery
- Meaning
- Prayer
- Relaxation
- One thing
- Vacation
- Encouragement

At left, check the skills you used, and describe here:

Describe the outcome of using skills:

Circle effectiveness of skills:

*I still couldn't stand  
the situation, even  
for one more minute.*

1

*I was able to cope somewhat,  
at least for a little while.  
It helped somewhat.*

2

3

*I could use skills,  
tolerated distress, and  
resisted problem urges.*

4

5

Dialectical Behavior Therapy Skills Diary Card						Initials			Filled out in Session? Y    N (Circle)		How often did you fill out this side? ____ Daily ____ 2-3x ____ 4-6x ____ Once		Started: Date _____ / _____ / _____					
						ID #												
Circle Start Day	Highest Urge To:			Highest Rating For Each Day		Drugs/Medications						Actions		Emotions		Optional		
Day Of Week	Commit Suicide	Self Harm	Use Drugs	Emotion . Misery	Physical Misery	Joy	Alcohol		Illicit Drugs		Meds. As Prescribed	PRN/Over the Counter	Self Harm	Skills				
	0-5	0-5	0-5	0-5	0-5	0-5	#	What?	#	What?	Y/N	#	What?	Y/N.	0-7			
MON																		
TUE																		
WED																		
THUR																		
FRI																		
SAT																		
SUN																		
Chain Analysis Notes							* USED SKILLS: 0 = Not thought about or used 1 = Thought about, not used, didn't want to 2 = Thought about, not used, wanted to 3 = Tried but couldn't use them 4 = Tried, could do them but they didn't help 5 = Tried, could use them, helped 6 = Didn't try, used them, didn't help 7 = Didn't try, used them, helped											
Med Changes/Other:							Urge to:		Coming into Session (0-5)		Ability to self-regulate/ self-control:				Coming into Session (0-5)			
Quit Therapy				Emotions:														
Use Drugs				Action:														
Commit Suicide				Thoughts:														
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DBT Skills Diary Card							Filled out this side? ____ Daily ____ 2-3x ____ 4-6x ____ Once ____ In session		Check skills; circle days skill was practiced								
MON	TUE	WED	THUR	FRI	SAT	SUN	1. Wise mind										
MON	TUE	WED	THUR	FRI	SAT	SUN	2. Observe										(just notice)
MON	TUE	WED	THUR	FRI	SAT	SUN	3. Describe										(put words on, just the facts)
MON	TUE	WED	THUR	FRI	SAT	SUN	4. Participate										(enter into the experience)
MON	TUE	WED	THUR	FRI	SAT	SUN	5. Non-judgmental										
MON	TUE	WED	THUR	FRI	SAT	SUN	6. One-mindfully										(present moment)
MON	TUE	WED	THUR	FRI	SAT	SUN	7. Effectiveness										(focus on what works)
MON	TUE	WED	THUR	FRI	SAT	SUN	8. Figure out interpersonal goals)										
MON	TUE	WED	THUR	FRI	SAT	SUN	9. DEAR										( Describe, Express, Assert, Reinforce)
MON	TUE	WED	THUR	FRI	SAT	SUN	10. MAN -Mindful										(Broken Record, Ignore Attacks)
MON	TUE	WED	THUR	FRI	SAT	SUN	11. MAN										(Appear confident, Negotiate)
MON	TUE	WED	THUR	FRI	SAT	SUN	12. GIVE										(Gentle, Interested, Validate, Easy manner)
MON	TUE	WED	THUR	FRI	SAT	SUN	13. FAST										( Fair, no-Apologies, Stick to values, Truthful)
MON	TUE	WED	THUR	FRI	SAT	SUN	14. Attend to relationships										
MON	TUE	WED	THUR	FRI	SAT	SUN	15. Describing emotions										
MON	TUE	WED	THUR	FRI	SAT	SUN	16. Opposite-to-emotion action										
MON	TUE	WED	THUR	FRI	SAT	SUN	17. Problem solving										
MON	TUE	WED	THUR	FRI	SAT	SUN	18., Accumulate positives										(Positive events or Valued Actions)
MON	TUE	WED	THUR	FRI	SAT	SUN	19. Build mastery, Cope ahead										
MON	TUE	WED	THUR	FRI	SAT	SUN	20. PLEASE										(Physical ills, Eating, Avoid drugs, Sleep, Exercise)
MON	TUE	WED	THUR	FRI	SAT	SUN	21. Mindfulness of Current Emotion										
MON	TUE	WED	THUR	FRI	SAT	SUN	22. TIP										(Temperature, ice or heat/ Intense exercise/Progressive relax)
MON	TUE	WED	THUR	FRI	SAT	SUN	23. Pros and Cons										
MON	TUE	WED	THUR	FRI	SAT	SUN	24. Distract /Self-soothe/ Improve the moment										
MON	TUE	WED	THUR	FRI	SAT	SUN	25. Radical Acceptance										
MON	TUE	WED	THUR	FRI	SAT	SUN	26. Willingness										
MON	TUE	WED	THUR	FRI	SAT	SUN	27. Mindfulness of current thoughts										
MON	TUE	WED	THUR	FRI	SAT	SUN	28. Half-smiling										

 Mindfulness  
Interpersonal Effectiveness  
Emotion Regulation  
Survival & Acceptance

# Week 22

Pages 195 - 200

# DISTRESS TOLERANCE HANDOUT 11

(Distress Tolerance Worksheets 8–9a)



## Radical Acceptance

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

### WHAT IS RADICAL ACCEPTANCE?

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

### WHAT HAS TO BE ACCEPTED?

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

### WHY ACCEPT REALITY?

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

## DISTRESS TOLERANCE HANDOUT 11A

### Radical Acceptance: Factors That Interfere

#### **RADICAL ACCEPTANCE IS NOT:**

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

#### **FACTORS THAT INTERFERE WITH ACCEPTANCE**

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

## **DISTRESS TOLERANCE HANDOUT 11B**

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(Distress Tolerance Worksheets 9, 9a)

### **Practicing Radical Acceptance Step by Step**

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

# DISTRESS TOLERANCE HANDOUT 12



(Distress Tolerance Worksheets 8, 8a, 10)

## Turning the Mind

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

TURNING THE MIND is choosing to accept.

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



### TURNING THE MIND, STEP BY STEP

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

## DISTRESS TOLERANCE WORKSHEET 8A

(Distress Tolerance Handouts 10–15a)

### Reality Acceptance Skills

Due Date: \_\_\_\_\_ Name: \_\_\_\_\_ Week Starting: \_\_\_\_\_

Practice each reality acceptance skill twice, and describe your experience as follows:

When did you practice this skill, and what did you do to practice?	What was going on that you had trouble accepting (if anything)?	How long did you practice accepting?	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	
Radical acceptance:			/	/	/
Turning the mind:			/	/	/
Willingness:			/	/	/
Half-smiling:			/	/	/
Willing hands:			/	/	/
Mindfulness of current thoughts:			/	/	/

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Dialectical Behavior Therapy Skills Diary Card						Initials			Filled out in Session? Y    N (Circle)		How often did you fill out this side? ____ Daily ____ 2-3x ____ 4-6x ____ Once		Started: Date _____ / _____ / _____					
						ID #												
Circle Start Day	Highest Urge To:		Highest Rating For Each Day		Drugs/Medications						Actions		Emotions		Optional			
Day Of Week	Commit Suicide	Self Harm	Use Drugs	Emotion . Misery	Physical Misery	Joy	Alcohol		Illicit Drugs		Meds. As Prescribed	PRN/Over the Counter	Self Harm	Skills				
	0-5	0-5	0-5	0-5	0-5	0-5	#	What?	#	What?	Y/N	#	What?	Y/N.	0-7			
MON																		
TUE																		
WED																		
THUR																		
FRI																		
SAT																		
SUN																		
Chain Analysis Notes						* USED SKILLS: 0 = Not thought about or used 1 = Thought about, not used, didn't want to 2 = Thought about, not used, wanted to 3 = Tried but couldn't use them 4 = Tried, could do them but they didn't help 5 = Tried, could use them, helped 6 = Didn't try, used them, didn't help 7 = Didn't try, used them, helped												
Med Changes/Other:						Urge to:		Coming into Session (0-5)		Ability to self-regulate/ self-control:			Coming into Session (0-5)					
Quit Therapy				Emotions:														
Use Drugs				Action:														
Commit Suicide				Thoughts:														
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DBT Skills Diary Card							Filled out this side? ____ Daily ____ 2-3x ____ 4-6x ____ Once ____ In session		Check skills; circle days skill was practiced								
MON	TUE	WED	THUR	FRI	SAT	SUN	1. Wise mind										
MON	TUE	WED	THUR	FRI	SAT	SUN	2. Observe										(just notice)
MON	TUE	WED	THUR	FRI	SAT	SUN	3. Describe										(put words on, just the facts)
MON	TUE	WED	THUR	FRI	SAT	SUN	4. Participate										(enter into the experience)
MON	TUE	WED	THUR	FRI	SAT	SUN	5. Non-judgmental										
MON	TUE	WED	THUR	FRI	SAT	SUN	6. One-mindfully										(present moment)
MON	TUE	WED	THUR	FRI	SAT	SUN	7. Effectiveness										(focus on what works)
MON	TUE	WED	THUR	FRI	SAT	SUN	8. Figure out interpersonal goals)										
MON	TUE	WED	THUR	FRI	SAT	SUN	9. DEAR										( Describe, Express, Assert, Reinforce)
MON	TUE	WED	THUR	FRI	SAT	SUN	10. MAN -Mindful										(Broken Record, Ignore Attacks)
MON	TUE	WED	THUR	FRI	SAT	SUN	11. MAN										(Appear confident, Negotiate)
MON	TUE	WED	THUR	FRI	SAT	SUN	12. GIVE										(Gentle, Interested, Validate, Easy manner)
MON	TUE	WED	THUR	FRI	SAT	SUN	13. FAST										( Fair, no-Apologies, Stick to values, Truthful)
MON	TUE	WED	THUR	FRI	SAT	SUN	14. Attend to relationships										
MON	TUE	WED	THUR	FRI	SAT	SUN	15. Describing emotions										
MON	TUE	WED	THUR	FRI	SAT	SUN	16. Opposite-to-emotion action										
MON	TUE	WED	THUR	FRI	SAT	SUN	17. Problem solving										
MON	TUE	WED	THUR	FRI	SAT	SUN	18., Accumulate positives										(Positive events or Valued Actions)
MON	TUE	WED	THUR	FRI	SAT	SUN	19. Build mastery, Cope ahead										
MON	TUE	WED	THUR	FRI	SAT	SUN	20. PLEASE										(Physical ills, Eating, Avoid drugs, Sleep, Exercise)
MON	TUE	WED	THUR	FRI	SAT	SUN	21. Mindfulness of Current Emotion										
MON	TUE	WED	THUR	FRI	SAT	SUN	22. TIP										(Temperature, ice or heat/ Intense exercise/Progressive relax)
MON	TUE	WED	THUR	FRI	SAT	SUN	23. Pros and Cons										
MON	TUE	WED	THUR	FRI	SAT	SUN	24. Distract /Self-soothe/ Improve the moment										
MON	TUE	WED	THUR	FRI	SAT	SUN	25. Radical Acceptance										
MON	TUE	WED	THUR	FRI	SAT	SUN	26. Willingness										
MON	TUE	WED	THUR	FRI	SAT	SUN	27. Mindfulness of current thoughts										
MON	TUE	WED	THUR	FRI	SAT	SUN	28. Half-smiling										

Mindfulness

Interpersonal Effectiveness

Emotion Regulation

Survival & Acceptance

# Week 23

Pages 202 - 207

# DISTRESS TOLERANCE HANDOUT 13

(Distress Tolerance Worksheets 8, 8a, 10)



## Willingness

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

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

Willingness is DOING JUST WHAT IS NEEDED:

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

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

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

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

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

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

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

### **Situations where I notice my own:**

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

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

# DISTRESS TOLERANCE HANDOUT 14

(Distress Tolerance Worksheets 8, 8a, 11)



## Half-Smiling and Willing Hands

Accepting reality with your body.

### HALF-SMILING

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

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

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

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

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

**3rd.** Try to adopt a serene facial expression.

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

### WILLING HANDS

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

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

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

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

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

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(Distress Tolerance Worksheet 10)

### Practicing Half-Smiling and Willing Hands

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

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

#### 2. HALF-SMILE DURING YOUR FREE MOMENTS.

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

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

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

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

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

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

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

#### 6. HALF-SMILE IN A SITTING POSITION.

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

*(continued on next page)*

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

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# **DISTRESS TOLERANCE HANDOUT 14A**

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

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

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

## DISTRESS TOLERANCE 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			/	/	/		
			/	/	/		

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						ID #												
Circle Start Day	Highest Urge To:		Highest Rating For Each Day		Drugs/Medications						Actions		Emotions		Optional			
Day Of Week	Commit Suicide	Self Harm	Use Drugs	Emotion . Misery	Physical Misery	Joy	Alcohol		Illicit Drugs		Meds. As Prescribed	PRN/Over the Counter	Self Harm	Skills				
	0-5	0-5	0-5	0-5	0-5	0-5	#	What?	#	What?	Y/N	#	What?	Y/N.	0-7			
MON																		
TUE																		
WED																		
THUR																		
FRI																		
SAT																		
SUN																		
Chain Analysis Notes						* USED SKILLS: 0 = Not thought about or used 1 = Thought about, not used, didn't want to 2 = Thought about, not used, wanted to 3 = Tried but couldn't use them 4 = Tried, could do them but they didn't help 5 = Tried, could use them, helped 6 = Didn't try, used them, didn't help 7 = Didn't try, used them, helped												
Med Changes/Other:						Urge to:		Coming into Session (0-5)		Ability to self-regulate/ self-control:			Coming into Session (0-5)					
Quit Therapy				Emotions:														
Use Drugs				Action:														
Commit Suicide				Thoughts:														
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DBT Skills Diary Card							Filled out this side? ____ Daily ____ 2-3x ____ 4-6x ____ Once ____ In session		Check skills; circle days skill was practiced								
MON	TUE	WED	THUR	FRI	SAT	SUN	1. Wise mind										
MON	TUE	WED	THUR	FRI	SAT	SUN	2. Observe										(just notice)
MON	TUE	WED	THUR	FRI	SAT	SUN	3. Describe										(put words on, just the facts)
MON	TUE	WED	THUR	FRI	SAT	SUN	4. Participate										(enter into the experience)
MON	TUE	WED	THUR	FRI	SAT	SUN	5. Non-judgmental										
MON	TUE	WED	THUR	FRI	SAT	SUN	6. One-mindfully										(present moment)
MON	TUE	WED	THUR	FRI	SAT	SUN	7. Effectiveness										(focus on what works)
MON	TUE	WED	THUR	FRI	SAT	SUN	8. Figure out interpersonal goals)										
MON	TUE	WED	THUR	FRI	SAT	SUN	9. DEAR										( Describe, Express, Assert, Reinforce)
MON	TUE	WED	THUR	FRI	SAT	SUN	10. MAN -Mindful										(Broken Record, Ignore Attacks)
MON	TUE	WED	THUR	FRI	SAT	SUN	11. MAN										(Appear confident, Negotiate)
MON	TUE	WED	THUR	FRI	SAT	SUN	12. GIVE										(Gentle, Interested, Validate, Easy manner)
MON	TUE	WED	THUR	FRI	SAT	SUN	13. FAST										( Fair, no-Apologies, Stick to values, Truthful)
MON	TUE	WED	THUR	FRI	SAT	SUN	14. Attend to relationships										
MON	TUE	WED	THUR	FRI	SAT	SUN	15. Describing emotions										
MON	TUE	WED	THUR	FRI	SAT	SUN	16. Opposite-to-emotion action										
MON	TUE	WED	THUR	FRI	SAT	SUN	17. Problem solving										
MON	TUE	WED	THUR	FRI	SAT	SUN	18., Accumulate positives										(Positive events or Valued Actions)
MON	TUE	WED	THUR	FRI	SAT	SUN	19. Build mastery, Cope ahead										
MON	TUE	WED	THUR	FRI	SAT	SUN	20. PLEASE										(Physical ills, Eating, Avoid drugs, Sleep, Exercise)
MON	TUE	WED	THUR	FRI	SAT	SUN	21. Mindfulness of Current Emotion										
MON	TUE	WED	THUR	FRI	SAT	SUN	22. TIP										(Temperature, ice or heat/ Intense exercise/Progressive relax)
MON	TUE	WED	THUR	FRI	SAT	SUN	23. Pros and Cons										
MON	TUE	WED	THUR	FRI	SAT	SUN	24. Distract /Self-soothe/ Improve the moment										
MON	TUE	WED	THUR	FRI	SAT	SUN	25. Radical Acceptance										
MON	TUE	WED	THUR	FRI	SAT	SUN	26. Willingness										
MON	TUE	WED	THUR	FRI	SAT	SUN	27. Mindfulness of current thoughts										
MON	TUE	WED	THUR	FRI	SAT	SUN	28. Half-smiling										

Mindfulness

Interpersonal Effectiveness

Emotion Regulation

Survival & Acceptance

# Week 24

Pages 209 - 213

# DISTRESS TOLERANCE HANDOUT 15

(Distress Tolerance Worksheets 8, 8a, 12)



## Mindfulness of Current Thoughts

### 1. OBSERVE YOUR THOUGHTS.

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

### 2. ADOPT A CURIOUS MIND.

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

### 3. REMEMBER: YOU ARE NOT YOUR THOUGHTS.

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

### 4. DON’T BLOCK OR SUPPRESS THOUGHTS.

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

# **DISTRESS TOLERANCE HANDOUT 15A**

(p. 1 of 2)

(Distress Tolerance Worksheets 8, 8a, 12)

## **Practicing Mindfulness of Thoughts**

### **PRACTICE MINDFULNESS OF THOUGHTS BY OBSERVING THEM**

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

### **PRACTICE MINDFULNESS OF THOUGHTS BY USING WORDS AND VOICE TONE**

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

### **PRACTICE MINDFULNESS OF THOUGHTS WITH OPPOSITE ACTION**

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

*(continued on next page)*

## **DISTRESS TOLERANCE HANDOUT 15A** (p. 2 of 2)

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### **PRACTICE MINDFULNESS OF THOUGHTS BY IMAGINING THAT YOUR MIND IS:**

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

Other: \_\_\_\_\_

Other: \_\_\_\_\_

Other: \_\_\_\_\_

Other: \_\_\_\_\_

Other: \_\_\_\_\_

## DISTRESS TOLERANCE WORKSHEET 12A

(Distress Tolerance Handouts 15, 15a)

### Practicing Mindfulness of Thoughts

Due Date: \_\_\_\_\_ Name: \_\_\_\_\_ Week Starting: \_\_\_\_\_

Practice allowing the mind twice each day. Describe what strategy you used to allow your thoughts, and what thoughts you had. (See Distress Tolerance Worksheet 12 for ideas.) Rate your experience below.

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	
Mon			/	/	/
			/	/	/
Tues			/	/	/
			/	/	/
Wed			/	/	/
			/	/	/
Thurs			/	/	/
			/	/	/
Fri			/	/	/
			/	/	/
Sat			/	/	/
			/	/	/
Sun			/	/	/
			/	/	/

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

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Dialectical Behavior Therapy Skills Diary Card						Initials			Filled out in Session? Y    N (Circle)		How often did you fill out this side? ____ Daily ____ 2-3x ____ 4-6x ____ Once		Started: Date _____ / _____ / _____					
						ID #												
Circle Start Day	Highest Urge To:		Highest Rating For Each Day		Drugs/Medications						Actions		Emotions		Optional			
Day Of Week	Commit Suicide	Self Harm	Use Drugs	Emotion . Misery	Physical Misery	Joy	Alcohol		Illicit Drugs		Meds. As Prescribed	PRN/Over the Counter	Self Harm	Skills				
	0-5	0-5	0-5	0-5	0-5	0-5	#	What?	#	What?	Y/N	#	What?	Y/N.	0-7			
MON																		
TUE																		
WED																		
THUR																		
FRI																		
SAT																		
SUN																		
Chain Analysis Notes						* USED SKILLS: 0 = Not thought about or used 1 = Thought about, not used, didn't want to 2 = Thought about, not used, wanted to 3 = Tried but couldn't use them 4 = Tried, could do them but they didn't help 5 = Tried, could use them, helped 6 = Didn't try, used them, didn't help 7 = Didn't try, used them, helped												
Med Changes/Other:						Urge to:		Coming into Session (0-5)		Ability to self-regulate/ self-control:			Coming into Session (0-5)					
Quit Therapy				Emotions:														
Use Drugs				Action:														
Commit Suicide				Thoughts:														
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DBT Skills Diary Card							Filled out this side? ____ Daily ____ 2-3x ____ 4-6x ____ Once ____ In session		Check skills; circle days skill was practiced								
MON	TUE	WED	THUR	FRI	SAT	SUN	1. Wise mind										
MON	TUE	WED	THUR	FRI	SAT	SUN	2. Observe										(just notice)
MON	TUE	WED	THUR	FRI	SAT	SUN	3. Describe										(put words on, just the facts)
MON	TUE	WED	THUR	FRI	SAT	SUN	4. Participate										(enter into the experience)
MON	TUE	WED	THUR	FRI	SAT	SUN	5. Non-judgmental										
MON	TUE	WED	THUR	FRI	SAT	SUN	6. One-mindfully										(present moment)
MON	TUE	WED	THUR	FRI	SAT	SUN	7. Effectiveness										(focus on what works)
MON	TUE	WED	THUR	FRI	SAT	SUN	8. Figure out interpersonal goals)										
MON	TUE	WED	THUR	FRI	SAT	SUN	9. DEAR										( Describe, Express, Assert, Reinforce)
MON	TUE	WED	THUR	FRI	SAT	SUN	10. MAN -Mindful										(Broken Record, Ignore Attacks)
MON	TUE	WED	THUR	FRI	SAT	SUN	11. MAN										(Appear confident, Negotiate)
MON	TUE	WED	THUR	FRI	SAT	SUN	12. GIVE										(Gentle, Interested, Validate, Easy manner)
MON	TUE	WED	THUR	FRI	SAT	SUN	13. FAST										( Fair, no-Apologies, Stick to values, Truthful)
MON	TUE	WED	THUR	FRI	SAT	SUN	14. Attend to relationships										
MON	TUE	WED	THUR	FRI	SAT	SUN	15. Describing emotions										
MON	TUE	WED	THUR	FRI	SAT	SUN	16. Opposite-to-emotion action										
MON	TUE	WED	THUR	FRI	SAT	SUN	17. Problem solving										
MON	TUE	WED	THUR	FRI	SAT	SUN	18., Accumulate positives										(Positive events or Valued Actions)
MON	TUE	WED	THUR	FRI	SAT	SUN	19. Build mastery, Cope ahead										
MON	TUE	WED	THUR	FRI	SAT	SUN	20. PLEASE										(Physical ills, Eating, Avoid drugs, Sleep, Exercise)
MON	TUE	WED	THUR	FRI	SAT	SUN	21. Mindfulness of Current Emotion										
MON	TUE	WED	THUR	FRI	SAT	SUN	22. TIP										(Temperature, ice or heat/ Intense exercise/Progressive relax)
MON	TUE	WED	THUR	FRI	SAT	SUN	23. Pros and Cons										
MON	TUE	WED	THUR	FRI	SAT	SUN	24. Distract /Self-soothe/ Improve the moment										
MON	TUE	WED	THUR	FRI	SAT	SUN	25. Radical Acceptance										
MON	TUE	WED	THUR	FRI	SAT	SUN	26. Willingness										
MON	TUE	WED	THUR	FRI	SAT	SUN	27. Mindfulness of current thoughts										
MON	TUE	WED	THUR	FRI	SAT	SUN	28. Half-smiling										

Mindfulness

Interpersonal Effectiveness

Emotion Regulation

Survival & Acceptance