



What Emotions Do for You

EMOTIONS MOTIVATE (AND ORGANIZE) US FOR ACTION

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

EMOTIONS COMMUNICATE TO (AND INFLUENCE) OTHERS

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

EMOTIONS COMMUNICATE TO OURSELVES

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



What Makes It Hard to Regulate Your Emotions

BIOLOGY

- ☐ Biological factors can make emotion regulation harder.

LACK OF SKILL

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

REINFORCEMENT OF EMOTIONAL BEHAVIOR

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

MOODINESS

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

EMOTIONAL OVERLOAD

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

EMOTION MYTHS

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

EMOTION REGULATION HANDOUT 4A

([Emotion Regulation Worksheet 3](#))

Myths about Emotions

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



Check the Facts

FACTS

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

Event → Thoughts → Emotions

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

Event → Emotion → Thoughts

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

HOW TO CHECK THE FACTS

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

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

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

Describe the facts that you observed through your senses.

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

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

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

Think of other possible interpretations.

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

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

4. Ask: Am I assuming a threat?

Label the threat.

Assess the probability that the threatening event will really occur.

Think of as many other possible outcomes as you can.

5. Ask: What's the catastrophe?

Imagine the catastrophe really occurring.

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

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

Check out facts that fit each emotion.

Ask Wise Mind.

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

EMOTION REGULATION HANDOUT 8A

([Emotion Regulation Worksheet 5](#))

Examples of Emotions That Fit the Facts

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

Intensity and duration of an emotion are justified by:

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

EMOTION REGULATION HANDOUT 9

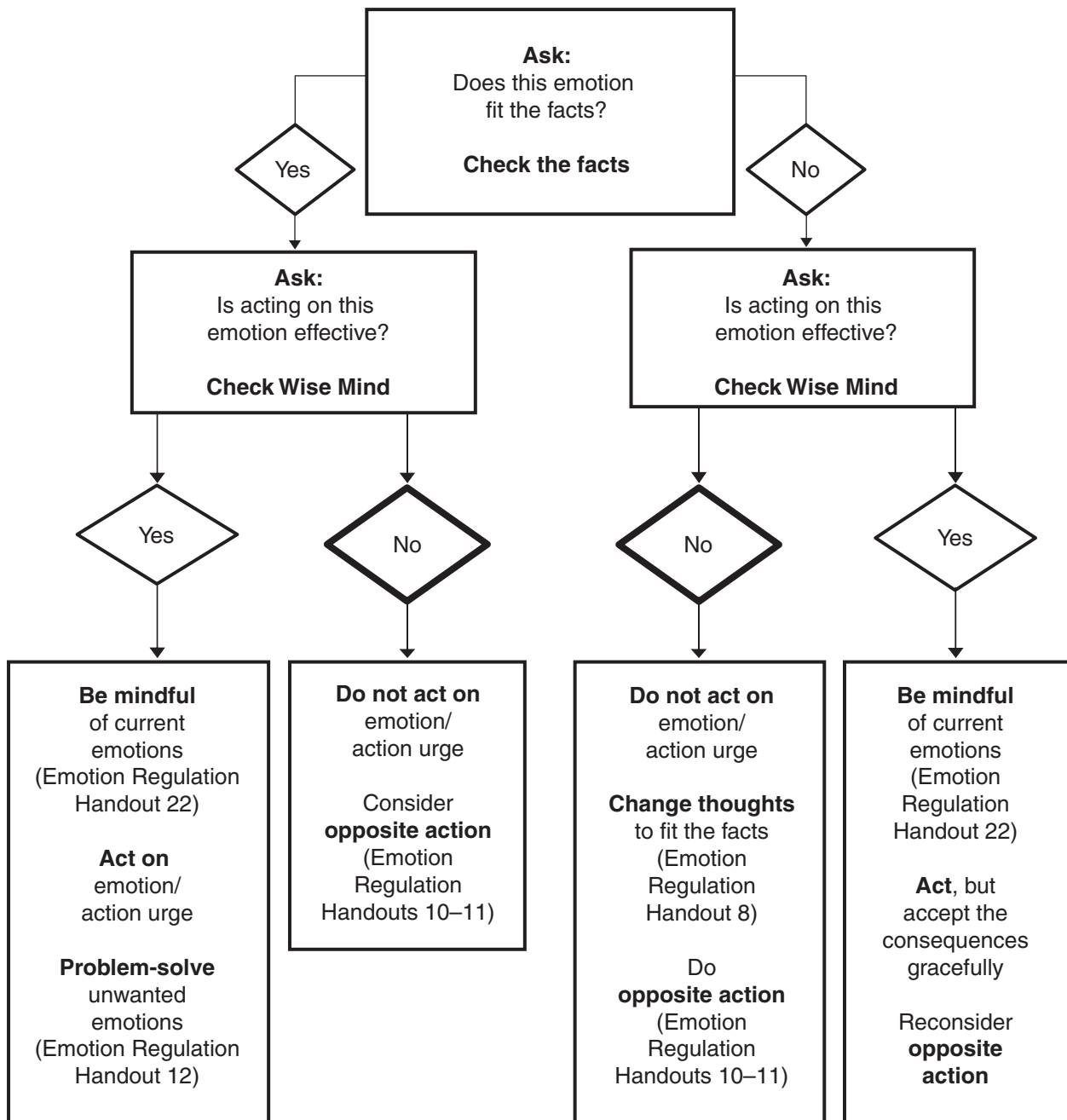


([Emotion Regulation Worksheet 6](#))

Opposite Action and Problem Solving: Deciding Which to Use

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

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



EMOTION REGULATION HANDOUT 10



([Emotion Regulation Worksheet 7](#))

Opposite Action

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

EVERY EMOTION HAS AN ACTION URGE.

CHANGE THE EMOTION BY ACTING OPPOSITE TO ITS ACTION URGE.

Consider these examples:

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

HOW TO DO OPPOSITE ACTION, STEP BY STEP

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

Step 2. CHECK THE FACTS to see if your emotion is justified by the facts.
Check also whether the intensity and duration of the emotion fit the facts.
(*Example: "Irritation" fits the facts when your car is cut in front of; "road rage" does not.*)
An emotion is justified when your emotion fits the facts.

Step 3. IDENTIFY AND DESCRIBE YOUR ACTION URGES.

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

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

Step 5. IDENTIFY OPPOSITE ACTIONS to your action urges.

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

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



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.



Accumulating Positive Emotions: Short Term

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

BUILD POSITIVE EXPERIENCES NOW

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

BE MINDFUL OF POSITIVE EXPERIENCES

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

BE UNMINDFUL OF WORRIES

Such as . . .

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



Pleasant Events List

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

(continued on next page)

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

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

(continued on next page)

EMOTION REGULATION HANDOUT 16 (p. 3 of 3)

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

Other: _____



Accumulating Positive Emotions: Long Term

Accumulate positive emotions in the long term
to build a “life worth living.”

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

Step 1. Avoid avoiding.

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

Step 2. Identify values that are important to you.

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

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

Step 3. Identify one value to work on now.

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

Example: Be productive.

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

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

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

Be more active keeping up with important tasks at home.

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

Step 5. Choose one goal to work on now.

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

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

Step 6. Identify small action steps toward your goal.

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

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

Submit applications for jobs at places I want to work.

Write résumé.

Check out benefits at places I might want to work.

Step 7. Take one action step now.

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



Values and Priorities List

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

☐ **A. Attend to relationships.**

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

☐ **B. Be part of a group.**

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

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

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

☐ **D. Achieve things in life.**

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

(continued on next page)

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

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

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

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

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

☐ **G. Behave respectfully.**

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

☐ **H. Be self-directed.**

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

☐ **I. Be a spiritual person.**

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

☐ **J. Be secure.**

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

(continued on next page)

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

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

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

47. ☐ Care for nature and the environment.

☐ Other: _____

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

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

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

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

51. ☐ Make sacrifices for others.

☐ Other: _____

☐ **M. Work at self-development.**

52. ☐ Develop a personal philosophy of life.

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

☐ Other: _____

☐ **N. Have integrity.**

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

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

56. ☐ Be courageous in facing and living life.

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

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

☐ Other: _____

☐ **O. Other:** _____



Build Mastery and Cope Ahead

Build Mastery

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

Example: _____

2. Plan for success, not failure.

- Do something difficult, but possible.

3. Gradually increase the difficulty over time.

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

4. Look for a challenge.

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

Cope Ahead of Time with Difficult Situations

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

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

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

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

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

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

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

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

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



Taking Care of Your Mind by Taking Care of Your Body

Remember these as **PLEASE** skills.

**P
L**

1. Treat Physical Illness.

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

E

2. Balance Eating.

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

A

3. Avoid Mood-Altering Substances.

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

S

4. Balance Sleep.

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

E

5. Get Exercise.

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

EMOTION REGULATION HANDOUT 20A

([Emotion Regulation Worksheet 14a](#))

Nightmare Protocol, Step by Step

When Nightmares Keep You from Sleeping

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

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

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

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

3. Write down your target nightmare.

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

4. Choose a changed outcome for the nightmare.

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

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

5. Write down the full nightmare with the changes.

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

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

7. REHEARSE and RELAX during the day.

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

EMOTION REGULATION HANDOUT 20B

([Emotion Regulation Worksheet 14b](#))

Sleep Hygiene Protocol

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

TO INCREASE THE LIKELIHOOD OF RESTFULNESS/SLEEP:

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

IF YOU ARE CALM BUT WIDE AWAKE:

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

IF YOU ARE ANXIOUS OR RUMINATING

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

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

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

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

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

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