**Dialectical Behavior Therapy Program (DBT)**

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**Youth & Coaches**

**Workbook**

**Developed by Mark Purcell, PsyD and the Turning Point Staff**

**Edgewood Center for Children and Families, 2008.**

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**MCj03967280000[1]Dialectical Behavior Therapy (DBT)**

**Program Overview**

Dialectical Behavior Therapy (DBT) is a skills based therapeutic program that is used as part of the Turning Point Program. The purpose of DBT is to help many kinds of youth and their families create and maintain safe and healthy behaviors. DBT was created about 20 years ago to help individuals live happier lives by providing support (we call this “validation”) while giving youth and their families some skills to do things differently (we call this “change”). DBT is about using validation and change to help people achieve happier lives.

In our DBT program, each youth works with their family (or coach), therapist and staff to identify their goals, what they are already good at, and what might get in the way. We call the behaviors that get in the way “target behaviors”. Skills groups, therapy and your work with staff is all geared towards you building on what you already know and learning new things that will get rid of target behaviors and help you reach your goals.

DBT focuses on helping people:

* Get along with others better and getting what you want our of relationships
* Understanding and learning how to manage emotions and strong feelings,
* Providing concrete help for getting through the rough spots
* Learning to choose behaviors that work.

**DBT Assumptions**

The DBT assumptions are basic tenets or philosophy of the therapy. The main point is that DBT is collaborative with youth as a partner rather than as a patient in treatment.

1. Youth are doing the best they can.
2. Youth want to improve.
3. Youth need to do better, try harder and be more motivated to change.
4. Youth may not have caused all of their own problems, but they have to solve them anyway.
5. The lives of depressed and distressed youth are as painful as they are currently being lived.
6. Youth must learn new behaviors in all important situations in their lives.
7. There is no absolute truth.
8. Youth and their families should take things in a well meaning way rather than assuming the worst.
9. Youth cannot fail DBT.

**Target Behaviors**

Target behaviors get in your way. They may stop you from living where you want, going to school where you want and getting what you want. Some examples of target behaviors are hurting others, hurting yourself, running away and using substances.

When you first start the Turning Point DBT Program, your therapist and staff will work with you to figure out what your target behaviors are, what may cause them, and how to get rid of them. We use something called Chain Analysis to understand when target behaviors occur and something called Solution Analysis to understand what to do differently next time. A Chain is a fancy word for talking about what may have lead up to the target behavior (thoughts, feelings and actions) and a Solution is talking about what could have been different. Doing Chains and Solutions with your therapist and staff will help you reach your goals sooner.

**Diary Cards**

Once you have identified your target behaviors, you will fill out a diary card once a day. If you do not fill it out, you will need to discuss this with you clinician during session. The diary card is a way to keep track of different feelings, thoughts and urges you may have had that day. You will be given blank diary cards with this workbook. Staff will teach you how to fill out the diary card. There are also written directions in this packet. The diary card is used only for your session with your therapist. Many youth worry what staff will do or think if they see their diary card, but staff are only there to ensure you are getting it filled out correctly.

**Skills**

All youth come to Turning Point knowing how to do lots of things. We hope to learn what it is that you enjoy and are good at, and we hope that you will share your skills with your peers.

In our DBT program, we also teach a lot of new skills that are helpful to know to be successful. The skill areas we focus on include:

* + - * Mindfulness (being present in the moment)
* Distress Tolerance (getting through the rough times)
* Emotional Regulation (understanding emotions and how to manage them)
* Interpersonal Effectiveness (improving relationships)

**Skills Class**

Youth and their coaches attend the DBT skills group for two hours a week. The first part of the group teaches a skill and the second half is skills practice. Staff work very hard to make these classes fun for Youth. This DBT binder is where you can keep all of your DBT information organized. You will also keep your diary card in this binder.

**INTRODUCTION**

**WHAT IS DBT?**

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**DBT INTRODUCTION, GROUP EXPECTATIONS**

**& KEY CONCEPTS**

**Goals of the DBT skills group?**

The skills group is where we will learn and practice methods to help us change those patterns in our lives that are causing us misery and distress. We will work on handling conflict, getting what you want and need, and saying no to unwanted requests while maintaining self-respect and respecting others.

**Structure of DBT Skills Group**

The DBT Skills group will include the youth in the DBT Program and a DBT Coach.

**Expectations for the coaches:**

* Available to attend the DBT skills group on a regular basis.
* Willing to learn DBT skills to improve their own ability to support DBT youth.
* Available to DBT youth to coach them on applying their DBT skills during difficult situations.

Each skills group will begin with a mindfulness activity. Then there will be a lesson for that session including the related DBT skills. Then the coaches and youth will divide into separate groups in order to practice the skills taught. Then the whole group will come together for a closing activity and homework.

**Goals of the DBT Program & Skills Group**

**C:\Documents and Settings\markp\Local Settings\Temporary Internet Files\Content.IE5\5WMB17VW\MCj03200320000[1].wmfWe want to DECREASE:**

* Chaos in our personal lives
* Emotions that become very strong very quickly and are hard to control
* Impulsive behavior that gets us into trouble

**We want to INCREASE:**

* Ability to have positive interactions with friends and family
* Some control over how we respond to our emotions
* The ability to tolerate distress without freaking out
* Core mindfulness skills

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**Skills Group Program Outline**

**Introduction**

* Purpose of DBT
* Structure of Weekly Sessions
* Rules and Expectations
* DBT Assumptions
* Biosocial Theory

**Module I: Mindfulness**

* Wise Mind, Emotional Mind, Rational Mind
* How and What Skills
* Identifying Judgments
* Review:Purpose of DBT & Mini Mindfulness Review

**Module II: Distress Tolerance**

* Distraction Skills: ACCEPTS
* Engaging the 5 Senses (self-sooth)
* Willingness Vs. Willfullness
* Pro’s & Con’s
* Radical Acceptance
* Review:Purpose of DBT & Mini Mindfulness Review

**Module III: Emotional Regulation**

* Goals of Emotion Regulation
* Myths about emotions
* Identifying, observing, and describing emotions
* ABC Please
* Opposite Action
* Review:Purpose of DBT & Mini Mindfulness Review

**Module IV: Interpersonal Effectiveness**

* Goals of Interpersonal Effectiveness
* GIVE
* DEARMAN
* Review of Interpersonal Effectiveness Skills
* Practice Exercise of Interpersonal Effectiveness
* Review:Purpose of DBT & Mini Mindfulness Review

**Weekly DBT Skills Group**

**Session Outline**

1. Mindfulness Exercise
2. Food Break
3. DBT Assumption
4. Skills Practice
5. Lesson
6. Divide into Separate Parent/Coach & Youth Groups
7. Mindful Check Out

C:\Documents and Settings\markp\Local Settings\Temporary Internet Files\Content.IE5\1YM25A59\MCj03972420000[1].wmf**Group Expectations**

1. Youth who drop out of the skills group are out of the group until the beginning of the next module.
2. Each youth has to be in the full DBT Program including ongoing individual therapy.
3. Youth are not to come to session under the influence of drugs or alcohol.
4. Youth are not to discuss self-harm behaviors with other group members.
5. Youth who call one another for help must be willing to accept help from persons called.
6. Information obtained during sessions, as well as the names of group members, must remain confidential.
7. Youth who are going to be late or miss a session should call ahead of time.

Other Identified Group Expectations:

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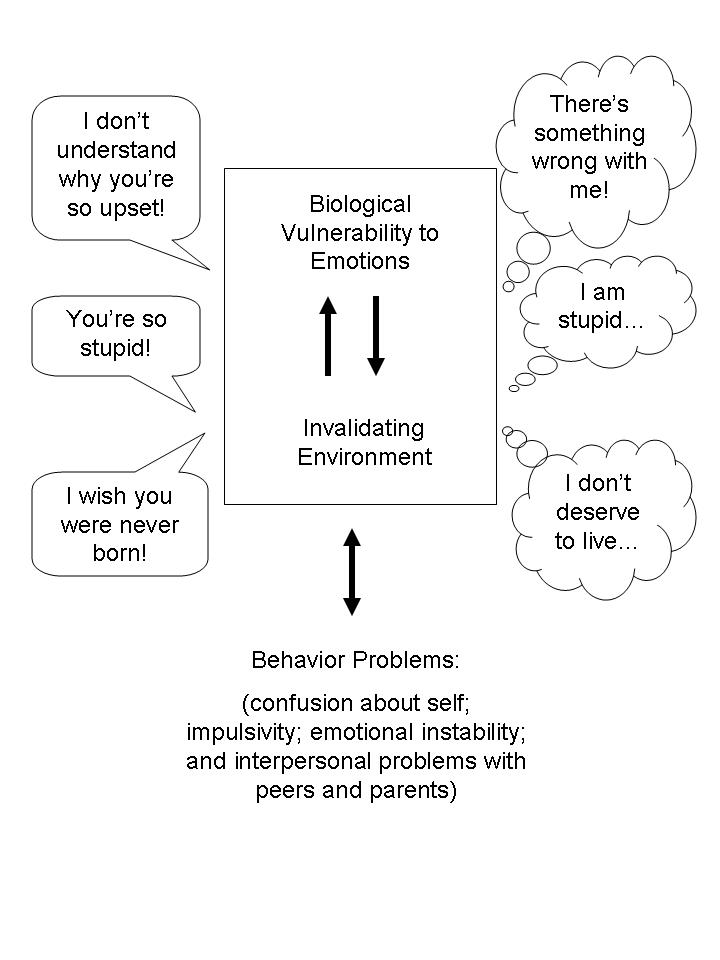
1. Expectation:
2. Expectation:
3. Expectation:

**DBT Assumptions**

1. Youth are doing the best they can.
2. Youth want to improve.
3. Youth need to do better, try harder and be more motivated to change.
4. Youth may not have caused all of their own problems, but they have to solve them anyway.
5. The lives of depressed and distressed youth are painful as they are currently being lived.
6. Youth must learn new behaviors in all important situations in their lives.
7. There is no absolute truth.
8. Youth and their families should take things in a well meaning way, rather than assuming the worst.
9. Youth cannot fail DBT.

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**Biosocial Theory**

**Characteristics of Emotional Dysregulation:**

**C:\Users\Mark\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\KA3OKYBL\MCj03122600000[1].wmfBiological Vulnerability to Emotions (*Sensitive Wiring*):**

High Sensitivity

* Immediate reactions
* Reactions with only a little provocation

High Reactivity

* Extreme reactions
* High arousal makes thinking clearly difficult

Slow return to baseline

* Long-lasting reactions
* Higher sensitivity to next emotional event

**C:\Users\Mark\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\KA3OKYBL\MCj02922040000[1].wmfLow Emotion Modulation**

That means:

* Difficulties with changing one’s own emotions
* Difficulties with paying attention (e.g., in class) when emotions are felt
* Difficulty in stopping from acting *right away* when emotions are felt

**What Triggers You?**

**Emotional Regulation Practice #1**

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**Identify Triggers**

Describe of a situation which tends to trigger you to react with intense feelings:

**Precipitating Events**

Are there things that tend to occur before these triggering situations (for example: are you tired, worried, irritated)? Describe them:

**Thoughts and Sensations**

What are your bodily sensations during these triggering events? (Example: does your heart pound fast, are you restless)? What thoughts go through your mind?

Sensations:

Thoughts:

**Negative & Positive Responses from Others (Validation)**

When we are emotionally dysregulated, responses from people around us can either help us calm down, or they can make the situation worse. Describe each type:

Responses that make it worse (Invalidating):

Responses that help me calm down (Validating):

**Invalidating Environments**

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Invalidate means “to discredit, disprove, refute.”

In an invalidating environment, an individual’s thoughts and feelings are met by unpredictable and extreme responses from family, friends, teachers, and bosses. An individual is led to believe that he/she is **wrong** to have those thoughts and feelings

**Examples:**

A child or young adult may be upset, crying, and say to their parent or friend, “Nobody likes me. I’m no good at anything. My life is worthless.”

Parent or Friend may say: “What! You are great at all kinds of things! You are a great athlete, artist, or singer. You have many friends. You clearly are not a failure. You are a beautiful, talented kid.”

*The parent or friend saying this believes they are saying something positive and supportive to this youth (and true to the parent/friend).*

**Invalidating experience**

**What these statements sound like to the youth:**

*My parent/friend thinks that what I feeling is wrong; that I have no reason to feel the way I do.*

*My parent/friend thinks they are helping me, but I end up feeling bad because they don’t understand what I am experiencing. They don’t value what I am saying.*

*My parent/friend thinks I should feel great, but I feel like a bigger failure because I cannot feel the way they want me to feel.*

**Consequences of Invalidating Environments**

In an invalidating environment, the individual does not learn to:

* Label feelings
* Effectively regulate emotions
* Trust feelings

By making problem solving seem easier than it is, the environment does not teach the individual to:

* Effectively tolerate stress
* Form realistic goals and expectations

When communication of anger or sadness is punished *and/or* when only intense anger or sadness are responded to, the environment teaches the individual to:

* Vary between having **no emotions** and having **extreme emotions**.

**Types of Dysregulation**

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Emotional

* + Emotional labiality (increased mood changes)
  + Problems with anger

Interpersonal

* + Chaotic relationships
  + Fears of abandonment

Self

* + Not knowing where you fit in
  + Sense of emptiness

Behavioral

* + Self injurious behaviors/threats
  + Impulsive behaviors

Cognitive

* + Feeling disconnected or paranoid
  + Difficulties in thinking clearly
  + Feeling numb

**Dialectical Behavior Therapy**

**Problems**

**(Behaviors to Decrease)**

1. Confusion about yourself

*(do not know what you feel)*

1. Impulsivity

*(acting without thinking it all through)*

1. Emotional Instability

*(fast, intense mood changes with little control)*

1. Interpersonal Problems

*(pattern of difficulty getting along with others)*

**Skills**

**(Behaviors to Increase)**

1. Mindfulness
2. Distress Tolerance
3. Emotion Regulation
4. Interpersonal Effectiveness

**Validation**

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

**Validation ≠ Agreement**

**WHAT should we validate?**

* Feelings, thoughts, and behaviors in:
  + Ourselves
  + Other People

**Do not validate the invalid**

Do not validate statements people may say about themselves or others which are not true; and which would be damaging to consider as “true.”

Example:

* Do not validate statements like:
  + “I am a horrible person”
  + “My life isn’t worth living”

**WHY should we validate?**

* It improves relationships
* Validation can show that:
  + We are listening
  + We understand
  + We are not being judgmental
  + We care about the relationship
* Conflict can occur with understanding and acceptance of the other person.

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**Levels of Validation**

|  |
| --- |
| **Validation Level & Goal of Interaction** |
| **One: Listen Non-Judgmentally**  Overall show interest in the other person (through verbal, nonverbal cues), show that you are paying attention (nodding, eye contact, etc.) Ask questions - "What then?" Give prompts - "Tell me more," "Uh-huh.” |
| **Two: Accurate Reflection**  Use accurate reflection - "So you're frustrated because you son hasn't picked up his room." Summarize what the person is sharing, then ask - "Is that right?" Take a nonjudgmental stance toward the person, be matter-of-fact, have an "of course" attitude. Example: "My therapist doesn't like me." Validation: "You are feeling really certain she hates you." Note that you don't have to actually agree with the person about their perceptions. |
| **Three: Articulate Unspoken Thoughts and Feelings**  Try to "read" a person's behavior, imagine what they could be feeling, thinking or wishing for. It feels good when someone takes the time to think about our life experiences. Remember to check for accuracy. It is best to not make assumptions. |
| **Four: Understanding Historical Background of Behavior**  Validate the person's behavior in terms of causes like past/present events even when it may be triggered based on dysfunctional association. \*Validate feelings like, "Since your new boss reminds you of your last one, I can see why you'd be scared to meet with her," or "Since you have had panic attacks on the bus, you're scared to ride one now." |
| **Five: Confirming Thoughts, Behaviors and Feelings Based on Current Circumstances**  Communicate that the person's behavior is reasonable, meaningful, effective. \*Validate feelings like, "It seems very normal to be nervous before a job interview - that sure makes sense to me," or "It sounds like you were very clear and direct with your doctor." |
| **Six: Radical Genuineness & Authenticity**  Treat the person as valid – do not be patronizing or condescending. Recognize the person as they are with strengths and limitations. Give the person equal status, equal respect. Be genuine with the person about your reactions to them and about yourself. Believe in the other person while seeing their struggles and pain. |

**Validating Each Other**

**Validation Practice**

**#1**

The key to noticing the benefits of validation is through practicing them. Throughout the next week practice validating someone close to you. Try using different levels of validation. For each level, write out what you said, and what the other person’s response was.

**Parents & Coaches:** Practice validating the youth you are supporting in DBT.

**Youth:** Practice validating someone close to you (Examples: parent, friend, partner)

**Level I: Listen Non-Judgmentally**

Show interest in the other person (through verbal, nonverbal cues), show that you are paying attention (nodding, eye contact, etc.)

What you did or said:

What the other person’s response was:

**Level II: Accurate Reflection**

Use accurate reflection - "So you're frustrated because you son hasn't picked up his room."  
Summarize what the person is sharing, then ask - "Is that right?"  
Take a nonjudgmental stance toward the person, be matter-of-fact, have an "of course" attitude.

What you did or said:

What the other person’s response was:

**Level III: Articulate Unspoken Thoughts and Feelings**

Try to "read" a person's behavior, imagine what they could be feeling, thinking or wishing for. Remember to check for accuracy. It is best to not make assumptions.

What you did or said:

What the other person’s response was:

**MODULE I:**

MINDFULNESS

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**Why Practice Mindfulness?**

The first skill we will learn is called **mindfulness**. The aim of mindfulness is to allow us to respond to things instead of automatically reacting to them. This requires being able to tolerate the experience of distressful thoughts long enough to decide if those thoughts have value and figure out to how best to respond. We learn this by practicing becoming more aware of where our attention is, and deliberately changing that focus.

* Mindfulness is a way to pay attention to thoughts and feelings moment by moment, without judgment. Often, our pain and mental discomfort come from the judgment we place on what we experience, rather than by what is actually happening.

Example:

* + “Washing the dishes is boring, and I hate doing it. My mom must really hate me to make me do this.” *(This is judgmental)*.
  + “Washing dishes – coordinating dishes with soapy water. Clean dishes can get used again for meals.” *(This is Mindful)*
* When we can’t control our attention, it can create problems for us. Examples: when we can’t stop thinking about something past that was emotionally or physically painful, when we can’t concentrate on a task that is important, when we can’t focus our attention on a person.
* Being mindful is NOT the same as being purposeful. Rather, it is a sense of accepting things as they come, without the expectations that come with purposeful thought.
* Mindfulness does not have to happen in a formal meditation session. You can practice this at any time.
* No therapy or meditation will prevent unpleasant or sad things from happening in our daily lives. But mindfulness allows us to view those things from a more objective place, to see them without letting them pull us into automatic reactions and feelings.

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**States of Mind**

**W**

**I**

**S**

**E**

**M**

**I**

**N**

**D**

|  |  |  |
| --- | --- | --- |
| **Emotional Mind** | **Wise Mind** | **Rational Mind** |
| * Feeling - Centered * Logical thinking is difficult * Facts are distorted to match mood * You may be impulsive or “Hot Headed” * Emotions are in control * Emotions influence and control your thinking & behavior * Operate in “Emo” Mode | * Thoughts + Feelings * Integrate best of emotional & rational minds * Viewing situation with loving detachment * Observing & responding * Not Intense Reacting * Not Cool Distancing * Operate in “Wise” Mode | * Thought – centered * Emotions are ignored * Focus on Facts & Logic * Feelings of self & others not considered * Cool and detached * Operate in “Robot” Mode |

**How Our State of Mind Effects Situations**

**Mindfulness Practice**

**#1**

1. Describe a situation which was difficult or led to conflict with someone else.
2. Under **Emotional Mind,** list the feelings you had during the situation and what your reactions were.
3. Under the **Rational Mind,** list the thoughts you had during the situation and what your rational responses were.
4. Under **Wise Mind**, identify what would have been the most useful and wise thoughts and feelings. List what you did (or could have done different) if you were responding from a Wise Mind state.

**What Mind Are You In?**

**Mindfulness Practice**

**#2**

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This coming week, try to notice one time when you are in Wise Mind, One time when you are in Emotional Mind, and one time when you are in Rational Mind.

Briefly describe your experiences in each state of mind (include when it occurred and where you were):

**Emotional Mind:**

**Rational Mind:**

**Wise Mind:**

**“What” Skills**

*Ways to Achieve Wise Mind*

**“How” Skills**

Ways to Achieve Wise Mind

### 

**Getting Into Wise Mind**

**Mindfulness Practice**

**#3**

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Please check off one “what skill that you will practice along with the “how” skills during the week.

|  |  |
| --- | --- |
| **WHAT Skills** | **HOW Skills** |
| \_\_\_ Observe  \_\_\_ Describe  \_\_\_ Participate | \_\_\_ Don’t judge  \_\_\_ Stay focused  \_\_\_ Do What Works |

Briefly describe your experiences using each skill during the week (include when and where you used them):

Briefly describe whether or not using the skills affected your thoughts, feelings or behavior:

**Fact vs. Judgment**

*Learning to Observe & Describe Rather than Judge*

**Mindfulness Practice**

**#4**

Without even knowing it, we often make judgments about ourselves. Below write a statement you may say about yourself, identify whether it is a fact or judgment. Then record reaction to the statement. For judgmental self-statements, try to re-write the statement based on the facts rather than your judgments about yourself.

**Balanced Relationships**

*Relational Mindfulness for Parents & Coaches*

|  |  |
| --- | --- |
| **WHAT** | **HOW** |
| * **Observe:** Just notice your adolescent * **Describe:** Put words on noticing * **Participate:** Involve Yourself in the experience or activity with your family member | * **Non-Judgmentally:** Let go of “should” and right/wrong * **One-Mindfully:** Only pay attention to your adolescent * **Effectively:** Remember that this is someone you love |

**Using Relational Mindfulness in Relationships**

*Being together when you are together*

There are 3 ways to be together:

1. **Passively Together**

Both people are physically present (e.g., same room or same place) but are not interacting with each other and are not focusing attention on each other.

* Example: A parent could be washing dishes in the kitchen at the same time their adolescent is doing homework at the kitchen table.

1. **Actively Together**

Both people are doing something actively together. Attention is focused primarily on these activities, but there is some awareness of each other.

* Example: A parent and their adolescent working on a school project together. Or, two parents going to see a movie together.

1. **Interactively Together**

Regardless of other activities, attention and focus are on each other. There may be a lot of talking, or very little, but there is enough communication for each person to know that you are doing something together.

* Example: Communication between family members at dinner time.

**Mindfully Spending Time Together**

**Coaches Relational Mindfulness Practice #1**

**#4**

In the following week, practice being relationally mindful of your adolescent on two different occasions.

1. Situation: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
   * Engage in an activity with your adolescent where you two can be “actively together” Describe how the interaction went below.
2. Situation: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
   * Engage in an activity with your adolescent where you two can be “interactively together” Describe how the interaction went below.

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Interrupting Rising Negative

**Coaches Relational Mindfulness Practice #2**

**#4**

*Using mindfulness to observe rising tension and de-escalate negative interactions.*

**Parents/Coaches Rehearsal after an incident:** Note a situation in which your negative emotion was increasing rapidly, maybe turning into anger. Try to re-create the situation and use the steps below to decrease your emotional response.

1. Notice your rising emotion
2. Don’t blame the youth/young adult
3. Just describe the situation
4. Now describe your sensations, emotions, thoughts, etc.
5. Remember, this is your child/friend, recall loveable positive things about him or her
6. Slow your breathing
7. Check in again regarding your emotion. If it is still high, or still going up, repeat the above steps. If it’s gone down, notice what you did to make the situation more constructive.

Describe the Experience:

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Dialectics:

Walking the Middle Path

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Dialectics is an important part of DBT. It relates to the idea that two things that seem like opposites can both be true. In Eastern Philosophy it represented by the symbol of the Yin-Yang shown above.

Dialectics teach us that:

* There is always more than one way to see a situation, and more than one way to solve a problem.
* All people have unique qualities and different points of view.
* It is important not to see the world in “black-and-white” ways.
* Change is the only constant.
* Meaning and truth evolve over time.

|  |  |  |
| --- | --- | --- |
| **Acceptance** |  | **Change** |
| Acceptance **AND** Change = Middle Path | | |

Examples:

* You are doing the best you can, AND you need to do better, try harder, and be more motivated to change.
* You are tough AND you are gentle.

A dialectical perspective helps pave the way toward the middle path between extremes, by helping you:

* Expand your thoughts and ways of considering situations
* “Unstick” standoffs and conflicts with others
* Be more flexible and approachable
* Avoid assumptions, blaming, and “For” or “Against” views.

**Tips for Thinking and Acting Dialectically**

1. Move away from “either-or” thinking to “both-and” thinking. Try substituting the word “But” with the word “And.” Avoid extreme words: “always,” “never,” “you make me.” Be descriptive rather than judgmental.
2. Practice looking at all sides of a situation and different points of view.
3. Remember: No one has the *absolute truth.* Be open to alternatives.
4. Use “I feel…” statements rather than “You are…,” “You should…”
5. Accept that different opinions can be valid, even if you do not agree with them
   * Example: “I can see your point of view, even though I do not agree with it.”
6. Do not assume that you know what other people are thinking. Check your assumptions.
   * Example: “What did you mean when you said….?”
7. Do not expect others to know what you are thinking or to “Read your mind.”
   * Example: “What I am trying to say is….?”

**Finding Balance:**

**Dialectics Practice #1**

Dialectics for Youth

Most situations you confront have competing and potentially contradictory goals and wants that you wish satisfied. Dialectics is about finding the middle path between the extreme ways of responding to feelings and situations. Below, think of a situation you are confronting and identify those dialectics so that you can make informed choices about what to give up, what to sacrifice, and what to pursue in service of your goals. The examples below are examples of dialectical dilemmas people often face. Your dialectics may be different than these examples. Find your own words to describe the experience.

|  |  |  |
| --- | --- | --- |
| **One Set of Needs or Wants in a Situation** | **Dialectics/Middle Path** | **Opposing or Competing Wants or Needs** |
| Activity |  | Passivity |
| Trust |  | Suspicion |
| Fearful, Too Careful |  | Impulsive, Reckless |
| Dependence |  | Independence |
| Keep doing things the same |  | Make Changes |
| Focus on Self |  | Focus on Others |
| Follow Rules & Expectations |  | Do What We Want |

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| --- | --- | --- |
| **One Set of Needs or Wants** | **Dialectics/Middle Path** | **Opposing Wants or Needs** |
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**Dialectics for Parents & Coaches**

**Coaches Dialectics Practice #1**

As a parent one of the hardest skills to learn is finding a balance between taking care of our youth, and letting go so that they can learn from the natural consequences of their choices. Below are some of the dialectical dilemmas which parents(and coaches) face in supporting youth as they progress towards adulthood. Look at the extremes and place an **X** along the line where you believe you are in relation to the youth you are coaching. Identify some other competing wants or needs you currently face in dealing with your youth.

|  |  |  |
| --- | --- | --- |
| **One Set of Needs or Wants in a Situation** | **Dialectics/Middle Path** | **Opposing or Competing Wants or Needs** |
| Being too loose or lenient |  | Being too strict or rigid |
| Having clear rules and enforce them consistently, AND at the same time willing to negotiate on some issues | | |
| Making light of problem behaviors |  | Making too much of typical young adult behaviors |
| Recognize when a behavior “crosses the line” and try to get help for that behavior, AND at the same time recognize which behaviors are part of typical adolescent development. | | |
| Protective; Holding on too tight  Save youth from consequences |  | Forcing independence |
| Give guidance, support, and rules to help youth figure out how to be responsible, AND slowly give the youth greater amounts of freedom and independence. | | |
|  |  |  |
| Balanced/Middle Path: | | |
|  |  |  |
| Balanced/Middle Path: | | |

**Mindfulness Exercises**

1. **What’s Different about Me?**

Two group members pair off and mindfully observe each other. They then turn their backs, change three things (eg. Glasses, watch, and hairstyle) and turn back toward each other. Can they notice the changes?

1. **Sound Ball**

One group member “throws” a sound across the room to another group member. That member then “catches” the same sound by repeating it exactly and then “throws” a new sound to someone else, and so on, with a new sound each time. You can also do this using words in stead of sounds.

1. **Snap, Crackle, and Pop**

All group members are instructed to say “snap” when they cross their chests with their left or right arms and point either immediately left or right; to say, “crackle” when they raise their left or right arms over their heads and point immediately left or right; and to say “pop” when they point at anyone around the circle (who does not need to be immediately left or right). Any one person starts by saying “snap” while simultaneously pointing either immediately left or right. Whoever receives the point says “crackle” while simultaneously pointing immediately left or right. Whoever receives the point says “pop” while pointing at anyone in the circle. That person then starts with “snap” and begins the sequence again. Anyone who misspeaks or misgestures, while trying to maintain a reasonably fast pace, is out of this portion of the exercise. These people then become “distractors” and stand outside of the circle trying to distract their peers (verbally, without physical contact). The “snap-crackle-pop” sequence continues until there are only two people remaining in the circle.

1. **Observation of Music**

Leaders play a piece of music that is typically not a teen favorite and ask group members while listening quietly, to observe and describe non-judgmentally while fully letting the experience surround them (their thoughts, emotions, physiological changes, urges). Variants include playing segments of two or three very different pieces (in terms of style, tempo, etc.) and having group members observe changes in the music and in their internal reactions.

1. **Drawing to Different Types of Music**

Groups leaders should prepare two different types of music. The music should be dramatically different, and preferably without words. Provide group members with drawing materials. Instruct them to draw how the music makes them feel. When the music switches, have them take another piece of paper and do another drawing to the second piece of music.

1. **Egg balancing**

Several members try to balance an egg upright on a table for 2 minutes.

1. **Hand Exercise**

Group members stand around an oval or rectangular table. Each member is instructed to place his or her left hand on the table. Then each members places his or her right hand underneath the left hand of the person to the right. One person starts the sequence by picking the right hand off the table and quickly placing it back down. The person to the right quickly lifts up his or her right hand. The hand movements continue around the circle in sequence – until someone does a double tap. This move reverses the direction of the hand movements, and these continue in the reverse direction until someone does a double tap again. Anyone who picks up a hand too early or too late removes that one hand and leaves the other hand on the table (if the other hand was doing what it was supposed to do). The exercise continues until only a couple of hands are left.

1. **Drawing Your own Mandela**

Each member is given a piece of paper and drawing materials.

Instruct:

This mindfulness activity is about drawing your person Mandela. A Mandela is a drawing meant to symbolize a state of mind, or way of being. Take a piece of paper, fold it in half, then draw a circle in the middle of the page (a lid or plate may be used to make the circle).

Members may be instructed to draw seeming opposites on either side of the paper. For example: members can draw how they feel about themselves on one side, and how they think others perceive them on the other side.

The lesson is to teach that apparent opposites or different views can be part of the same.

1. **Mindfully Unwrapping a Hershey’s Kiss**

Each group member sits in a comfortable position with a Hershey’s Kiss in front of him or her. A leader says:

“After I ring the bell the third time, observe and describe the outside of the Hershey’s Kiss to yourself. Feel the differences in the texture between the paper tage and the foil. As you begin to unwrap the chocolate, note how the shape and texture of the foil change in comparison to the paper tag as well as the chocolate. Feel the chocolate and how it changes in your hand if your mind wanders from the exercise, not the distraction without judgment and then return your attention to the chocolate.” After the exercise is completed, you can invite participants to eat the chocolate.

1. **Mindfulness PB&J**

A leader says “Often when we are engaged in a monotonous activity – something we find boring, unengaging, or even unpleasant (but required) – we find that our minds wander. Rather than attending to what we are doing, our heads fill with thoughts of what we wish we were doing, how we can’t stand what we are doing now, how unfair and stupid it is that we are to do this, and so on. Instead of being aware of our thoughts, feelings, and sensations in the present moment, without juging them, we cloud our minds with negative thoughts, feelings and judgments. By using “wise mind,” we are able to participate fully in the moment, without worry about future concerns or feelings of self-consciousness.

Instructions:

“Imagine that you are on the social committee for a group picnic. Your task is to make peanut butter and jelly sandwiches. Your supplies are arrayed on the table in front of you. I want you to pretend you are making a peanut putter and jelly sandwich. Go through each of the actions that you would need to do in order to make the sandwich. Take two pieces of bread, pick up your knife, and so on. Don’t leave out any steps. As you are making your sandwich, concentrate fully on the act of making the sandwich – think about how creamy the peanut butter is, how the consistency of the jelly is different, how you have to handle the bread so as not to damage it. When you are done making your sandwich, put it aside and begin making the next sandwich. Your goal is to concentrate on the act of making the sandwich. If your mind starts to wander, bring your attention back to participating fully in the task.

1. **Repeating an Activity**

A leader says “When the bell rings, sit at the table with your arms resting on the table. Very slowly, reach several inches to pick up a pen. Raise it a few inches and then set it down. Move your hand back to its original position of rest. While you repeat this action throughout the time period, experience each repetition with freshness, as though you have never done it before. You can allow your attention to wander toward different aspects of the movement: watching your hand or feeling the muscles contracting. You can even notice your sense of touch, being aware of the different textures and pressures. Let go of any distractions or judgments you may have. This activity will help you to become mindful of a simple activity that you perform often throughout the day.”

1. **Focusing on Scent**

Leaders bring in scented candles or essential oils (one drop on a tissue per person). Group members are instructed: “Choose a candle. When the bell rings, sit back in your chair and find a comfortable and relaxed position. Close your eyes and begin to focus on the smell of the candle. Let go of any distractions or judgments. Notice how the smell makes you feel and what images it evokes.” Afterward, leaders and participants discuss observations, emotions, thoughts, feelings, and sensations: “How did the scent make you feel? What images came to your mind? Did the smell remind you of anything in particular?”

1. **Mindfully Eating a Raisin**

Group leaders distribute raisins. Group members are each asked to hold a raisin; observe its appearance, texture, and scent; then put it in their mouths and slowly, with awareness, begin eating- noticing the tastes, sensations, and even the sounds of eating. This can also be done with candies (sweet tarts, caramels, fruit chews, fireballs, etc.)

1. **Switched-Candy Exercise**

Leaders bring in a box of assorted chocolates or bag of assorted treats, and ask group members to carefully select the item they thing they would enjoy the most and place it in front of them. Leaders remind the group members to be fully present and nonjudgmental of the experience. Just before they begin, each member is asked to pass the chosen item to the person on his or her left. Members observe their reactions. Now members place their new piece of candy in their mouths; close their eyes; and use all of their senses to observe the smell, texture, and taste of their candy. Leaders remind them to bring their attention back to the selected focus if their minds wander. After a few minutes, group members are instructed to open their eyes, and leaders elicit observations about the experience.

1. **Ice Cube Exercise**

Each group member holds an ice cube in a hand, lets it melt, and observes/describes the experience.

1. **Texture Exercise**

Group members feel different –textured objects in a bag, and observe/describe these.

1. **Banging the Drum**

Group members are asked to drum a beat on the table. One person starts, then the adjacent person adds to it, and so on, until all are drumming and keeping their beat.

1. **Walking the Line**

Leaders put a line of tape on the floor. Each group member in turn walks on the line, placing one foot directly in front of the other, with full attention to the activity. The members share observations about it (eg, losing their balance, etc.).

*Variant:* Balancing on one foot. Group members stand up and get behind their chairs. With one hand on the chair to steady themselves, each member lifts one foot and attempts to balance on the other. When able, each person can remove the hand from the chair and balance on the one foot, with full attention to the activity.

1. **Wise Mind Charades**

Group leaders act out each of three states of mind, one at a time, while role-playing a scenario (argument with a relative over curfew). Group members try to guess their state of mind. They then discuss how they came to the answer (tone of voice, body language, word choice, etc.) Finally, leaders ask for two group member volunteers to act out a state of mind in their own role play.

1. **Row Your Boat**

Group members are divided into two or three groups, and are asked to sing “Row, Row, Row, Your Boat” in rounds, starting with the first group. Leaders gesture when each group should start. Members then describe their experiences, including self- consciousness and judgments. Leaders discuss the notion of nonjudgmental participation, and now ask members to try again this time really “hamming it up” with hand gestures and booming voices, throwing themselves into the experience. Leaders and participants discuss the difference between the first and second times.

1. **Mindful Listening**

Leaders ask group members to break into pairs and discuss a topic of importance to them. The listeners are asked not to be mindful, and instead to act distracted or bored. Leaders then ask the speakers what it was like to talk to someone who was not being mindful. Now the pairs practice again, with the listeners being mindful, putting all attention into the interaction. Leaders and speakers discuss the difference: What was it like?

1. **What’s in a Face?**

A leader says: “Be mindful of your face. Notice the different parts of your face from your forehead to your chin. Are they relaxed or tensed? Are there other sensations? What is your facial expression? Try to notice without changing your expression or experience.” Afterward leaders and participants discuss observations.

*Variant:* Body sensations. Leaders ask group members to be mindful of sensations, tension, position, and so forth within their bodies, since paying attention to physical sensations is important for learning to identify emotions.

1. **Focusing on Breath**

A leader says: “Get into a comfortable position and just notice the experience of your breath going in and out. Pay attention to what each breath feels like coming in through your nose or mouth, and notice how your lungs expand like aballoon. Then notice how it feels when you exhale.”

1. **Observing Emotions**

A leader says: “Notice the emotions you are experiencing, and try to note how you know you are having those emotions. That is, what labels do you have in mind? What thoughts, what body sensations, and so on give you information about the emotions? Describe to yourself where you feel the sensations.”

1. **What’s My Experience?**

A leader says, “Focus your mind on your experience this very moment. Be mindful of any thoughts, feelings, body sensations, urges, or anything else you become aware of. Don’t judge your experience, or try to push it away or hold onto it. Just let the experiences come and go like clouds moving across the sky.

1. **Noticing Urges**

A leader says, “Sit very straight in your chair. Throughout the exercise, notice any urges- whether to move, shift positions, scratch an itch, or do something else. Instead of acting on the urge, simply notice it.” Leaders and participants then discuss the experience. Was it possible to have an urge and to not act on it?

1. **Blowing Bubbles**

Leaders pass out containers of bubble solution to group members. Members are asked to dip their wants and begin blowing bubbles – focusing all their attention on this one moment, on the bubbles; noticing their shapes, textures, colors, and so on. If they get distracted by other thoughts, they should gently bring their attention back to the process of bubble blowing.

**MODULE II:**

**DISTRESS TOLERANCE**

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**What is Distress?**

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Distress Tolerance is about “getting through a painful moment without doing something to make it worse.” Most of the self destructive behaviors associated with people who experience extreme emotional dysregulation are an effort to escape from severe emotional pain. Acknowledging that it will take time before individuals learn to effectively reduce the intensity of this pain, DBT offers a large collection of ways to distract attention that are more positive than other destructive choices such as: taking drugs, fighting, cutting. The basic idea is to focus awareness on something other than the hurtful thoughts and emotions.

**What is Distress?**

Definitions of Distress include:

* psychological suffering; "the death of his wife caused him great distress"
* a state of adversity (danger or affliction or need); "a ship in distress"; "after the car broke down, the passengers were stranded in distress"
* extreme physical pain; "the patient appeared to be in distress"
* cause mental pain to; "The news of her child's illness distressed the mother"

Each person has certain situations which are distressing to them and experiences distress differently. We need to remember to validate the experience of distress that we may feel or others may experience.

**Why do we suffer?**

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**What’s the difference between suffering and pain?**  
Suffering is pain plus non-acceptance of the pain. Pain can be difficult or almost impossible to bear, but suffering is even more difficult. Pain is part of living; it can be emotional or physical. Pain is nature’s way of telling us that something is wrong.

**Why do youth suffer?**

Suffering comes when youth cling to getting what they want and refuse to accept what they have. Suffering comes when youth resist reality as it is in the moment.

**Why Learn to Tolerate Pain & Distress?**

Coping with Pain is important for three reasons:

**Pain versus Suffering**

***Fill in the blanks with the correct word for the statements below.***

**Statements about the difference between pain and suffering.**

Fill in the blanks with the word that matches best, from the list:

**Accept Pain Suffering**

\_\_\_\_\_\_\_\_\_\_\_\_ is part of living and can be emotional or physical.

When we \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ pain we can learn to deal with it and move on.

Pain plus non-acceptance leads to \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

**Distress Tolerance Worksheet #1**

**Pain: Awareness or Avoidance**

**Distress Tolerance Homework #1**

Observe experiences that are shared in music, television, or books.

1. *Try to identify the painful experience that is being described or shown.*
2. *Then identify if the person “accepted” the painful experience, or if they were in “non-acceptance” and tried to avoid or oppose the experience.*

|  |  |  |
| --- | --- | --- |
| **Painful Experience**  **(Music, Video, Book, etc)** | **Acceptance (A)**  **Or Suffering (S)**  **(non-acceptance)** | **What happened afterward?** |
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**Crisis Survival Skills:**

**Distraction from Distress using ACCEPTS**

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**Crisis Survival Skills:**

**Distraction from Distress using ACCEPTS**

Please check off two DISTRACT skills to practice during the week when you feel upset

\_\_ **A**ctivities

\_\_ **C**ontributing

\_\_ **C**omparisons

\_\_ **E**motions

\_\_ **P**ushing away

\_\_ **T**houghts

\_\_ **S**ensations

Briefly describe the stressful situation you were in when you chose to practice your skill:

Did using this skill help you to

1) Cope with uncomfortable urges and feelings and/or

2) Avoid conflict of any kind?

Circle: YES NO

If YES, please describe how it helped:

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

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

**Crisis Survival Skills:**

**Self Soothing using the Senses**

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**Urge Surfing**

When you are tempted to engage in a behavior that is habitual or impulsive and unhelpful (e.g. binge, use substances, self harm, throw or break something, yell at your loved one, quit your job, over-spend, “run away”), and the urge feels irresistible, **Urge Surfing** is the foundational skill. It buys you time to calm down so you can make a wiser mind choice.

Every urge has three characteristic periods or phases.

1. Ramp-up period begins at the trigger point or prompting event, when the idea of doing the behavior first arises.
2. The peak is the intense high point of the urge.
3. Ramp-down or fall off period as things gradually return to baseline – even if you never give in to the urge!

During the ramp-up, the thought of doing the behavior arises and as soon as it does, the urge becomes strong – sometimes very strong. The ramp up period may be a few hours or a few moments, and it is during this time you have the most options for making wiser choices. During the ramp up you can begin using distress tolerance skills (observe the breath, self soothe, distract) and mindfulness/wise mind skills (pros/cons, wise mind shift). But what if your ramp-up on a given occasion is only a few moments and you realize you are about to engage in a behavior that you are trying to stop? Urge Surf!

To **Urge Surf** it is important to:

1. Begin with a few deep breaths and a conscious willingness to reduce the urge and let go of the behavior as a solution for that moment’s pain.
2. If possible, remove yourself from the situation if you can (e.g. walk out of the room where the food, substance or self harm implement is). Whether or not you can leave the area of temptation, the next step is to
3. Try to relax the body and practice breathing or calming techniques while staying mindful and present-focused. Avoid getting into debates with yourself about whether you will or won’t do the behavior, just stay present and breathe. Sit down or lie down if you can.

As soon as you feel the urge lessening and you feel a bit calmer, now is the time to return to distress tolerance skills (self-soothing, improve the moment, distract) and if you haven’t yet put distance between yourself and the tempting object, do so now!  
Later, when you are much calmer and have had time to self care and self soothe and get back to your wise mind, you will need to look back on the triggering situation to decide if any further wise mind action is needed to avoid being in that same dilemma again.

**URGE SURFING HOMEWORK SHEET**

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Urge Surfing involves mindful observing of the urge to enact maladaptive behaviors. Urge surfing involves stepping back from your experience and using mindfulness skills, including non-judgmental observing and describing of urges or cravings. Urge Surfing involves awareness without mindlessly giving in to the urge. Urge Surfing notices the urge without pushing it away or holding on to it. One simply notices and describes moment-to-moment, the ebb and flow of the urge without reacting to it, maintaining a willingess to ride it through without acting on it.

**Instructions:** In the space below, describe your practice of Urge Surfing. Be very detailed. Describe your moment-to-moment observations. Describe the ebb and flow of your thoughts, feelings, sensations, urges.

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**PROS AND CONS**

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Select one crisis where you found it REALLY hard to tolerate, avoid destructive behaviors, and not act impulsively.

Destructive behavior I want to do:

|  |  |  |
| --- | --- | --- |
|  | PROS | CONS |
| Engaging in Destructive Behavior |  |  |
| Change -  Doing Something Different |  |  |

**RADICAL ACCEPTANCE**

C:\Users\Mark\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\KQYDMAUR\MCj02316120000[1].wmf*Grant me the serenity to accept the things I cannot change,*

*Courage to change the things I can,*

*And wisdom to know the difference.*

**What is Radical Acceptance?**

Radical Acceptance is turning suffering that you can’t cope with into pain you can cope with. Radical acceptance is not judging something as good. Radical acceptance reduces suffering.

**Why do youth suffer?**

Suffering comes when youth cling to getting what they want and refuse to accept what they have. Suffering comes when youth resist reality as it is in the moment.

**What’s the difference between suffering and pain?**  
Suffering is pain plus non-acceptance of the pain. Pain can be difficult or almost impossible to bear, but suffering is even more difficult. Pain is part of living; it can be emotional or physical. Pain is nature’s way of telling us that something is wrong.

**Common myths about acceptance:**

* If you refuse to accept something, it will magically change or disappear.
* If you accept your painful situation, you will become soft and just give up or give in.
* If you accept your painful situation, you are accepting a life of pain.

**Willingness vs. Willfullness:**

Willingness is accepting what is and responding to what is and responding to what is, in an effective or appropriate way. Willingness is “playing the hand you were dealt” or “doing what works”. Willfulness is imposing one’s will on reality, trying to fix everything, or refusing to do what is needed. It is the opposite of “doing what works”.

**Distress Tolerance Skills Homework Sheet**

Check each time you practice CRISIS SURVIVAL STRATEGIES, ACCEPTANCE EXERCISES, RADICAL ACCEPTANCE, TURNING THE MIND, and WILLINGNESS. If instead you practice WILLFULLNESS, check that as well.

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Skills | Mon | Tues | Wed | Thur | Fri | Sat | Sun |
| **Crisis Survival Skills: Wise action to feel a little better in a difficult moment** | | | | | | | |
| Self Soothe |  |  |  |  |  |  |  |
| Improve the Moment |  |  |  |  |  |  |  |
| Distraction |  |  |  |  |  |  |  |
| Think of Pros/Cons |  |  |  |  |  |  |  |
| **Accepting Reality: Letting things be as they are for the moment** | | | | | | | |
| Observing Breath |  |  |  |  |  |  |  |
| Breathing with feelings |  |  |  |  |  |  |  |
| Half smile |  |  |  |  |  |  |  |
| Awareness practices |  |  |  |  |  |  |  |
| Radical Acceptance/Turning the Mind |  |  |  |  |  |  |  |
| Willingness |  |  |  |  |  |  |  |
| Urge Surfing |  |  |  |  |  |  |  |
| **Nonacceptance of Reality: fighting with the way things are in the moment** | | | | | | | |
| Willfulness |  |  |  |  |  |  |  |

**Breathing with Feelings**

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**Observe Your Emotion**

* NOTE its presence
* Step BACK, BREATHE!
* Get UNSTUCK from the STORY about the emotion

**Experience Your Emotion**

* As a WAVE, coming and going
* Try not to BLOCK emotions
* Try not to SUPPRESS emotions
* Don’t try to GET RID of emotions
* Don’t PUSH it away
* Don’t HOLD ON to it
* Don’t AMPLIFY it

**Remember: You Are Not Your Emotion**

* Do not necessarily ACT on emotion. Emotions are real, but not reality.
* Remember times when you have felt DIFFERENTLY.

**Practice Accepting Your Emotion**

* Don’t JUDGE your emotion
* Practice WILLINGNESS
* Radically ACCEPT your emotion

**Observing-Your-Breath Exercises**

**Observing Your Breath:**  
Focus your attention on your breath coming in and out. Observe your breathing as a way to center yourself in your wise mind. Observe your breathing as a way to take hold of your mind, dropping off non-acceptance and avoidance of reality.

1. **Deep Breathing**

Lie on your back. Breathe evenly and gently, focusing your attention on the movement of your stomach. As you begin to breathe in, allow your stomach to rise in order to bring air into the lower half of your lungs. As the upper half of your lungs begin to fill with air, your chest will rise and your stomach will lower. Don’t tire yourself. Continue for 10 breaths. The exhalation will be longer than the inhalation.

1. **Measuring Your Breath By Your Footsteps**

Walk slowly in a yard, along a sidewalk, or on a path. Breathe normally. Determine the length of your breath, the exhalation and 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. Continue for 10 breaths.

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 give delight. After 20 breaths, return your breath to normal. About five minutes later, you can begin the practice of lengthened breaths again. When you feel the least bit tired, return to normal. After several sessions of the practice of lengthened breath, your exhalation and inhalation will grow equal in length. Do not practice long, equal breaths for more than 10 to 20 breaths before returning to normal.

1. **Counting Your Breath**

Sit cross-legged on the floor (sit in the half or full lotus position if you know how); or sit in a chair with your feet on the floor; or kneel; or lie flat on the floor; or take a walk. As you inhale, be aware that, “I am inhaling ‘one’.” When you exhale, be aware that, “I am exhaling ‘one’.” Remember to breathe from the stomach. When beginning the second inhalation, be aware that, “I am inhaling ‘two’.” And slowly exhaling, be aware that, “I am exhaling ‘two’.” Continue up through 10. After you have reached 10, return to one.

1. **Following Your Breath While Listening to Music**

Listen 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.

1. **Following Your Breath While Carrying on a Conversation**

Breathe long, light and even breaths. Follow your breath while listening to a friend’s words and to your own replies. Continue as with the music.

1. **Following the Breath**

Sit cross-legged on the floor (sit in the half or full lotus position if you know how); or sit in a chair with your feet on the floor; or kneel; or lie flat on the floor; or take a walk. Begin to inhale gently and normally from the diaphragm with the awareness that, “I am inhaling normally.” Exhale with the awareness that, “I am exhaling normally.” Continue for three breaths. On the fourth breath, extend the inhalation with the awareness that “I am breathing in a long inhalation.” Exhale with the awareness that, “I am breathing out a long exhalation.” Continue for three breaths.

Now follow your breath carefully, aware of every movement of your stomach and lungs. Follow the entrance and exit of air. Be aware that, “I am inhaling and following the inhalation from its beginning to its end. I am exhaling and following the exhalation from the beginning to its end.”

Continue for 20 breaths. Return to normal. After 5 minutes, repeat this exercise. Maintain a half-smile while breathing. Once you have mastered this exercise, move on to the next.

1. **Breathing to Quiet the Mind and Body**

Sit cross-legged on the floor (sit in the half or full lotus position if you know how); or sit in a chair with your feet on the floor; or kneel; or lie flat on the floor. Half-smile. Follow your breath. When your mind and body are quiet, continue to inhale and exhale very lightly. Be aware that, “I am breathing in and making the breath and body light and peaceful. I am exhaling and making the breath and body light and peaceful.” Continue for three breaths while giving rise to the thought, “I am breathing in, while my body and mind are at peace. I am breathing out while my body and mind are at peace.” Maintain this thought in awareness from five to 30 minutes according to your ability and the time available to you. The beginning and end of the practice should be relaxed and gentle. Wait a moment before standing up.

**MODULE III:**

EMOTIONAL REGULATION

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C:\Users\Mark\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\9KG0HE95\MCj01498610000[1].wmf

**C:\Users\Mark\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\9KG0HE95\MCj03394480000[1].wmfWhy Are Emotions Important?**

* Emotions **communicate** to ourselves information that something is happening.
  + For Example: “I feel very nervous standing alone in this dark alley.”
* Emotions **communicate** to and **influence** others.
  + For Example: Your sad facial expression may cause the other person to come closer to you, ask if you are OK, and give you some support.
* Emotions **prepare us for action**.
  + For Example: If you step off the sidewalk without looking and hear a horn, your fear makes you automatically step back.

## A Short List of Emotions

### *Happy Angry Joy Sadness*

#### Fear Shy Confusion Ecstatic Guilty

Hopeless Suspicious Frustrated Surprised

Bored *Ashamed*  Curious Jealous

Depressed Enraged Embarrassed

Lonely Numb Confused

Suspicious Irritable Interested *Worried*

Rage Nervous Hurt Optimistic

**C:\Users\Mark\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\VOMV4M37\MCj04244840000[1].wmfTaking Charge of Your Emotions…**

**Why Bother?**

Taking charge of your emotions is important because:

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*Difficulties controlling these emotions often lead to impulsive, dangerous or ineffective behaviors.*

*People often have intense emotions such as anger, frustration, depression, or anxiety.*

*Impulsive or ineffective actions are often behavioral solutions to intensely painful emotions, and yet they may have long term negative consequences.*

Interactions of Feelings, Thoughts, & Action:

One way to understand the importance of mindfulness is to understand how our thoughts, and feelings lead to action. This often happens to us automatically. However, when we are mindful we are able to pause and observe this process.

When an event occurs, our mind and body respond with thoughts, feelings, and physical sensations. Based on how we interpret these thoughts, feelings, and sensations, we act. We often experience this as all happening at once. But in reality it is a process.

**THOUGHTS**

**EMOTIONS**

**ACTIONS**

**EVENT**

**BODILY REACTIONS**

Interactions of Feelings, Thoughts,

**Emotional Regulation Practice**

& Action:

Practice Identifying thoughts, feelings, and bodily sensations. For each box that is blank, write examples that fit that area of emotional regulation.

**THOUGHTS**

**ACTIONS**

**EMOTIONS:**

**Angry**

**Frustrated**

**EVENT:**

**Argument with Mother about Curfew**

**BODILY REACTIONS:**

**Heart Pounding**

**Face Flushed**

**Crying**

Interactions of Feelings, Thoughts,

**Emotional Regulation Practice**

& Action:

Practice Identifying thoughts, feelings, and bodily sensations. For each box that is blank, write examples that fit that area of emotional regulation.

**THOUGHTS:**

***No one cares about me***

***That friend is selfish***

***I don’t matter***

**ACTIONS:**

**EMOTIONS:**

**EVENT:**

**Best Friend forgot birthday**

**BODILY REACTIONS:**

Interactions of Feelings, Thoughts, & Action:

***JOY***

**THOUGHTS**

“This is great.”

“I’m happy.”

“This is the best.”

**ACTION**

Hugging people.

Jumping up and down. Laughing.

**EVENT (EXAMPLES)** Being successful.

Getting what you want.

Receiving praise.

Being accepted.

**EMOTION**

#### Joy

**BODILY REACTIONS**

Feeling energetic.

Having a bright and glowing face. Feeling hyper.

Smiling.

Interactions of Feelings, Thoughts, & Action:

***ANGER***

**THOUGHTS**

“It’s not fair.”

“It should be different.”

“I’m right.”

“I’m going to explode.”

**EVENT (EXAMPLES)**

Losing power.

Losing respect.

Being threatened.

Being insulted.

**ACTION** Throwing things.

Cursing. Yelling.

Stomping.

Withdrawing.

**EMOTION**

#### Anger

**BODILY REACTIONS**

Tightness or rigidity.

Muscles tightening.

Crying. Face flush or hot.

Teeth clamping together.

Mouth tightening.

Interactions of Feelings, Thoughts, & Action:

***SADNESS***

**THOUGHTS**

“It will never end.”

“I’m worthless.”

“I won’t get what I need.”

“This is hopeless.”

**ACTION**

Withdrawing from friends. Lying around & being inactive.

**EVENT (EXAMPLES)** Being rejected or

disapproved of.

Being with someone who is sad.

Experiencing a loss.

**EMOTION**

#### Sadness

**BODILY REACTIONS**

Sweating. Feeling jittery.

Shaking or trembling.

Lump in throat. Tense muscles.

Breathing fast.

Feeling cold. Hair on end.

Interactions of Feelings, Thoughts, & Action:

***FEAR***

**THOUGHTS**

“I’m losing control.”

“I might get rejected.”

“I might get harmed.”

“I’m going to fail.”

**ACTION**

Running away.

Hiding.

Freezing.

Screaming.

**EVENT (EXAMPLES)**

Being alone.

Being in the dark.

Being in a new place.

Being in a threatening situation.

**EMOTION**

#### Fear

**BODILY REACTIONS**

Sweating. Feeling jittery.

Shaking or trembling.

Lump in throat. Tense muscles.

Breathing fast.

Feeling cold. Hair on end.

Interactions of Feelings, Thoughts, & Action:

***SHAME***

**THOUGHTS**

“I’m bad.”

“I’m all wrong.”

“I’m stupid.”

“I didn’t live up to expectations.”

**ACTION**

Urge to hide.

Withdrawing.

Asking forgiveness.

Avoiding.

Repairing the harm.

**EVENT**

**(EXAMPLES)**

Being laughed at.

Being made fun of.

Being criticized.

Being betrayed.

Being invalidated.

Hurting someone.

**EMOTION**

#### Shame

**BODILY REACTIONS**

Pain in the pit of the stomach.

Sense of dread. Crying.

Blushing, hot, red face.

Jitteriness. Nervousness.

**Observing Interaction Between Emotions, Thoughts & Behaviors**

**Emotional Regulation Practice #1**

**The Interaction of Behavior with Thoughts and Emotions**

Practice watching how your thoughts, behaviors, and actions are connected. This week, describe an emotional time: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Describe how emotions, thoughts and behaviors were all linked during that situation:

**THOUGHTS**

**EVENT**

**ACTIONS**

**EMOTIONS**

**BODILY REACTIONS**

## Changing Emotions You Want to Change

If there is an emotion that you want to change:

First, determine whether the emotion is justified by the situation.

Deciding whether the emotion is justified helps tell us which skill will be most effective to use:

Is the emotion **Justified**? Is the emotion **Not Justified**?

Problem Solving Skills Opposite Action Skill

|  |  |
| --- | --- |
| Emotion | Is Justified When: |
| Anxiety /Fear | There is a threat to life, health, or well-being. |
| Sadness | You have lost something or someone, OR things are not the way you expected or wanted or hoped for. |
| Anger | An important goal is being blocked, OR you or someone you care about has been attacked, hurt, insulted, or threatened. |
| Envy | Another person or group has things you don’t have and you want or need them AND there are as many reasons for you to have these things as the other person. |
| Jealousy | A relationship that is important to you is threatened or in danger of being lost. |
| Shame | You will be rejected from a very important group if characteristics of yourself or of your behavior are made public. |
| Guilt | Your own behavior violates your own values or moral code. |

**Changing Emotions You Want to Change with Problem Solving**

If the emotion is **JUSTIFIED**, then use Problem Solving to find an effective solution.

**Steps for Problem Solving**

First, try to move towards **Wise Mind**

**THEN ASK:** Can the problem be solved?

If YES, Try Problem Solving.

If NO, Use Acceptance Skills (Distress Tolerance Skills).

**STEP 1:** OBSERVE and DESCRIBE the problem. Describe exactly what makes this situation a problem.

**STEP 2:** BRAINSTORM lots of solutions. Be willing to consider all possibilities without judgment.

**STEP 3:** CHOOSE the potential solutions that are likely to work.

**STEP 4:** Put the potential solution into ACTION. Try out the solution.

**STEP 5:** OBSERVE the outcomes. Is the problem improved or solved? Did you meet your goals?

**STEP 6**: It WORKED? Yeah, reward yourself.

**OR**

**STEP 6:** It DIDN’T WORK? Reward yourself for trying. TRY a new solution.

## Problem Solving to Change Emotions

When an emotion is justified by the situation, you may still want to change that emotion or the intensity of the emotion. Try to find a solution. Here are some solutions that tend to go along with certain emotions. Remember, each situation is different, so this is just a place to start.

|  |  |
| --- | --- |
| Emotion: | Problem Solving: |
| Anxiety/Fear | 1. Remove the threat.2. Avoid the threat. |
| Sadness | 1. Retrieve what you have lost.  2. Accumulate positives.  3. Increase contact with rewarding people.  4. Avoid thinking about what you have lost.  5. Radically Accept. |
| Anger | 1. Overcome the obstacle.  2. Stop further attacks.  3. Avoid threatening people. |
| Envy | 1. Improve yourself and your life. 2. Get others to be fair.  3. Avoid people who have more than you. |
| Jealousy | 1. Protect what you have OR 2. Leave the relationship |
| Shame | 1. Find a new group that fits your values or that likes your personal characteristics OR 2. Change your behavior to fit in OR  3. Avoid groups who disapprove of you |
| Guilt | 1. Repair the error 2. Make things better, repair the harm  3. Commit to avoiding that mistake in the future  4. Accept the consequences gracefully. |

**Practice Problem Solving to Change Emotions**

**Emotional Regulation Practice #1**

Practice *Problem Solving* this week, when an emotion brings you a problem that ***can*** be solved:

**Step 1** – DEFINE the Problem:

What is the emotion that you wish to change? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Step 2** – BRAINSTORM Possible Solutions – **(Remember to avoid judging at this point)**

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

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

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

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

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

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

**Step 3** – CHOOSE the possible solution: one that you think will be most effective. **Circle the number that you chose.**

**Step 4** – What did you do to put this solution into ACTION?

**Step 5 –** OBSERVE the outcome. Did the solution work?

If YES, Reward yourself. If NO, try another possible solution.

**Opposite Action**

Changing Emotions You Want to Change By

Acting Opposite to the Current Emotion

If the emotion we want to change is Not Justified, then we use the skill of **OPPOSITE ACTION**.

|  |  |  |
| --- | --- | --- |
| Each emotion has an action. If we do the action, the emotion increases or stays around. One way to change an emotion is to do the opposite action. | | |
| Emotion | Action Urge example | Opposite Action |
| Anxiety/Fear | Avoid | Approach |
| Sadness | Withdraw | Get active |
| Anger | Attack | Gently Avoid, Be decent |
| Envy | Sabotaging, criticizing | Count your blessings |
| Jealousy | Accusing, spying | Let go of controlling others,  Share |
| Shame | Hide | Be open |
| Guilt | Hide | Be open |

**Then follow these steps:**

1. Figure out what emotion you are feeling.
2. What is the action that goes with that emotion?
3. Ask yourself: Do I want to change the emotion?
4. Figure out the opposite action.
5. Do the opposite action. ALL THE WAY!

**Changing Emotions that You DO NOT Like**

**Emotional Regulation Practice #3**

Check off ONE OPPOSITE ACTION Skill to practice during the week when you want to change an emotion that is not justified:

This week, use the skill: “OPPOSITE ACTION”

Check off one unjustified emotion that you WANT to change:

🞎 Anxiety/Fear 🞎 Guilt

🞎 Anger 🞎 Sadness 🞎 Envy

🞎 Jealousy 🞎 Shame 🞎 Other:\_\_\_\_\_\_\_\_\_

|  |  |
| --- | --- |
| What action did the unjustified emotion tell you to do? | What is the ***opposite action*** that you did instead? |
| \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |

Did using the skill help you to change the unjustified emotion?

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

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

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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**How to Reduce Vulnerability to Emotional Mind**

To help protect yourself from Emotion Mind, remember the term: “ABC PLEASE”

|  |  |
| --- | --- |
|  |  |
| A | **ACCUMULATE POSITIVE EXPERIENCES**  **In the Short Term:** Do pleasant things that are possible right now.   * Increase pleasant activities that lead to positive emotions. * Do one thing each day from the Pleasant Activities List   **In the Long Term:** Make changes in your life so positive events will occur more often. Build a life worth living.   * Work towards goals: * Make list of positive events you want. * List small steps towards goals. * Take first step. * Pay attention to relationships: * Repair old relationships. * Reach out for new relationships. * Work on current relationships. * Avoid avoiding * Avoid giving up |
| B | **BUILD MASTERY**  Schedule one or more activities each day to build a sense of accomplishment. |
| C | COPE AHEAD OF TIME WITHEMOTIONAL SITUATIONS Create a plan ahead of time so that you are prepared to cope skillfully with emotional situations. Imagine yourself coping effectively. |

***Pleasant Activities List***

1. Soaking in the bathtub
2. Thinking how it will be when I finish school
3. Going out with your boyfriend/girlfriend
4. Relaxing
5. Going to a movie
6. Going for a walk
7. Jogging
8. Listening to music
9. Lying in the sun
10. Reading magazines
11. Hanging out with your friends
12. Saving money
13. Planning your future
14. Reading a book
15. Dancing
16. Fixing or cleaning things around the house
17. Have a quiet evening
18. Cooking
19. Taking care of my pets
20. Going swimming
21. Writing
22. Drawing
23. Exercise
24. Going to a party
25. Playing sports
26. Talking with a friend
27. Singing
28. Going to the beach
29. Download a new ring tone
30. Going rollerblading
31. Traveling
32. Playing musical instruments
33. Making a gift for someone
34. Buying CDs
35. Watching sports on TV
36. Going to a game
37. Shopping
38. Going out to dinner
39. Working
40. Getting your hair done or cut
41. Kissing
42. Going to hear live music
43. Planning to go to school
44. Going for a drive
45. Watching TV
46. Making lists of things you have or want to do
47. Download a new song
48. Going bike riding
49. Buying gifts
50. Going to the park
51. Completing a task
52. Eating foods you love
53. Writing in a diary
54. Sending an IM
55. Going on a picnic
56. Meditating
57. Giving/ receiving hugs
58. Playing cards
59. Looking at pictures
60. Doing word puzzles
61. Playing pool
62. Playing video games
63. Dressing up and looking nice
64. Buying things for yourself
65. Talking on the phone
66. Walking around the city
67. Getting a manicure
68. Saying “I love you”
69. Thinking about your good qualities
70. Fantasizing about life getting better
71. Taking sports, dance or music lessons
72. Other: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
73. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
74. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
75. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Building Positive Experiences**

**Emotional Regulation Practice #4**

**IN THE SHORT-TERM:**

1. Try at least one activity from your pleasant acitivty list each day. Please write down each activity on the list below.
2. Rate your feeling(s) before you started the activity and then after (use the ratinf scale below).

**----------------------0----------------------2.5----------------------5----------------------7.5----------------------10-------------------**

**I feel very upset I feel somewhat I feel OK I feel pretty I feel great**

**(enraged/suicidal) upset good**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Monday | Tuesday | Wednesday | Thursday | Friday | Saturday | Sunday |
| Date: |  |  |  |  |  |  |
|  |  |  |  |  |  |  |
| / | / | / | / | / | / | / |
|  |  |  |  |  |  |  |
| / | / | / | / | / | / | / |

**IN THE LONG-TERM:**

1) List your goals:

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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What is the first step to achieve your #1 long term goal?

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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2) Take the first step. Describe how taking the first step made you feel.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

## Building Mastery: Feeling Good about Learning Something NewC:\Documents and Settings\markp\Local Settings\Temporary Internet Files\Content.IE5\JNXBIJK8\MCj04401410000[1].wmf

Think of something that you like to do, or that you would like to learn how to do.

New Interest:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

What are the steps that someone would take to learn how to do this activity, hobby, or interest (be specific)

1.

2.

3.

4.

5.

During the next week, pick on of these steps that will help you learn this new interest, and do it.

During the next week I will:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

## Cope Ahead: What is Your Emotional Fire Extinguisher

## C:\Documents and Settings\markp\Local Settings\Temporary Internet Files\Content.IE5\S3MXEU1E\MCj02150140000[1].wmfFuture Challenging Situation:

## Write down a difficult event or situation that you anticipate will happen during the next week. For example: Taking a test; or, an argument you tend to have with someone close to you.

## Challenging Event Situation:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

## Explain what typically happens during these situations:

## Alternative Outcome:

## Explain how you would like to see the situation happen:

## What is Your Emotional Fire Extinguisher

## Identify what you can do differently to help you Cope Ahead so that you can increase your chance of having the alternative outcome that you would like to have.

## Describe Your Emotional Fire Extinguisher:

## Using Self Care

## To Reduce VulneraC:\Documents and Settings\markp\Local Settings\Temporary Internet Files\Content.IE5\S4103TX6\MCj04374850000[1].wmfbility to

## Emotional Mind

Treat **P**hysica**L** illness Take care of your body. See a doctor when necessary. Take medication as prescribed.

Balance **E**ating Pay attention to your food intake. Stay away from foods that make you feel overly emotional. Make sure to get enough nutrition.

**A**void Mood-Altering drugs Stay off non-prescribed drugs like pot or alcohol. Be aware of caffeine intake.

Balance **S**leep Try to get the amount of sleep that helps you feel good. Try to keep a regular sleep schedule.

Get **E**xercise Do some sort of exercise every day; try to build up to 20 minutes of intense exercise.

## Reducing Vulnerability to Emotion Mind

**Emotional Regulation Practice #5**

Check off one **ABC Skill** and one **PLEASE** (Self Care) Skill to practice during the week when you want to protect yourself from Emotion Mind:

This week, use the skill: “ABC PLEASE”

*A*ccumulating Positive Experiences\_\_\_\_

*B*uilding Mastery \_\_\_\_

*C*oping Ahead\_\_\_\_

Treat **P**hysica**L** Illness \_\_\_\_

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

**A**void Mood Altering drugs \_\_\_\_

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

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

Briefly describe the ABC SKILL that you used :

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Briefly describe the PLEASE SKILL that you used:

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Did using the skills help you **1)** to feel better? or **2)** to be more able to handle stress?

Circle: **YES/NO**

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

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

**MODULE IV:**

Interpersonal Effectiveness

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**What is Your Goal?** MCj04375230000[1]

Getting something you want done?

* Getting someone else to do something.
* Saying no to someone.
* Having your opinion taken seriously.

Getting or keeping a good relationship?

* Acting in a way that makes another person respect you.
* Balancing your current goal with your long term goal.

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Maintaining your self respect?

* Respecting your own values.
* Acting in a way that makes you feel good about yourself.

**What Stops You From Reaching Your Goal?**

## I) Lack of Skill

You actually DON’T KNOW what to say or how to act.

## II) Worry Thoughts

## You have the skill, but your worries get in the way of doing or saying what you want.

* WORRIES ABOUT BAD CONSEQUENCES

*“They won’t like me.” “She will think I’m stupid.”*

* WORRIES ABOUT WHETHER YOU DESERVE TO GET WHAT YOU WANT

*“I am such a bad person, I don’t deserve this.”*

* WORRIES ABOUT NOT BEING EFFECTIVE AND CALLING YOURSELF NAMES

*“I won’t do it right.” “I’m so stupid.”*

## III) Emotions

*You have the skill, but your emotions (ANGER, FRUSTRATION, GUILT, FEAR) leave you unable to say or do what you want. Emotions, instead of skill, control what you say or do.*

## IV) Indecision

## You have the skill, but you CAN’T DECIDE what you want to do.

## You can’t figure out how to balance:

* Asking for too much versus not asking for anything at all

Saying no to everything versus giving in to everything

## V) Environment

## You have the skill, but the environment gets in the way:

* Other people are too powerful
* Other people may have some reason for not liking you if you get what you want

Other people won’t give you what you need unless you sacrifice your self respect

***Choices for Responding to Any Problem Situation***

**Solve It**

* *Use my interpersonal SKILLS to solve the problem.*
  + *Look at everything I know and remind myself I have the skills to get through this.*
* *Leave*
  + Exit the situation and alter how it ends

**Change It**

* *Change my reaction*
* *Challenge my interpretation of the problem*
* Put the problem in a different light

**Accept It**

* *Cope better with my reaction.*
* *Use my Distress Tolerance SKILLS to cope with the outcome*
* *Non-judgmentally accept my reaction*

**Stay Miserable**

* *Keep complaining*
* *Keep being dissatisfied with the outcome*

**Make it Worse**

* *Act non-skillfully*
* *Engage in ineffective behaviors*

**Understanding Interpersonal Interactions**

**Interpersonal Effectiveness Practice #1**

**#4**

**Part I: Observation of Interpersonal Interactions:**

Observe the video clip/role play demonstration. Write down what you observe regarding the three main goals of interpersonal effectiveness:

1. Getting What You Want Done\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. Keeping a Good Relationship\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. Maintaining Self Respect\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Part II: Obstacles to Interpersonal Effectiveness:**

Identify which obstacles were getting in the way for people in the demonstration you observed. Explain how each obstacle affected the relationship.

1. **Lack of Skill:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**
2. **Worry Thoughts:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**
3. **Emotion:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**
4. **Indecision:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Environment:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Part III: Ways to Respond to Problem Situations:**

Circle the way in which the individuals decided to respond to the problem situation. Explain what you observed.

*Solve it Change it Accept it Stay Miserable*

*Make it Worse*

*Explain:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*

**Worry Thoughts That Interfere with Our Goals**

Sometimes our worry thoughts get in the way of our relationship goals. We can challenge these worry thoughts, even though it may feel awkward to do so.

**Write a cheerleading statement to challenge the following worry thoughts:**

**MCj03056690000[1]**

1. Why bother asking, it won’t make a difference anyway.

CHALLENGE: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. If I ask for something, she’ll think I’m stupid.

CHALLENGE: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. I’m such a bad person. I don’t deserve this.

CHALLENGE: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. If I say no, they’ll never talk to me again.

CHALLENGE: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**More Examples of Cheerleading Statements for Worry Thoughts**

1. It is okay to want or need something from someone else.
2. I have a choice to ask someone for what I want or need.
3. I can stand it if I don’t get what I want or need.
4. The fact that someone says “no” to my request doesn’t mean that I shouldn’t have asked in the first place.
5. If I didn’t get my goals met, that does not mean I didn’t go about it in a skillful way.
6. Standing up for myself over “small” things can be just as important as “big” things are to others.
7. I can insist on my rights and still be a good person.
8. I can sometimes have a right to assert myself, even though I may inconvenience others.
9. The fact that other people might not be assertive does not mean that I should not be.
10. I can understand and validate another person and still ask for what I want.

**More Examples of Cheerleading Statements for Worry Thoughts**

1. There is no law that says that other people’s opinions are more valid than mine.
2. I may want to please people I care about, but I don’t have to please them all the time.
3. Giving, giving, giving is not the be-all of life. I am an important person in this world, too.
4. If I refuse to do a favor for people, that doesn’t mean that I don’t like them. They will probably understand that, too.
5. I am under no obligation to say “yes” to people simply because they ask a favor of me.
6. The fact that I say “no” to someone does not make me a selfish person.
7. I can still feel good about myself, even though someone else is annoyed with me.

OTHERS:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**How to cope with Worry Thoughts**

*Cheerleading statements are positive statements we can say to ourselves to help us cope with worry thoughts.*

Briefly describe the situation where you chose to practice the Cheerleading skill:

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Which Cheerleading statement did you try? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

What was the outcome of the situation? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Briefly describe another situation where you chose to practice the Cheerleading skill:

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Which Cheerleading statement did you try? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

What was the outcome of the situation? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Did using the sheet: Help you better keep your self respect or get what you wanted? Circle: YES/NO.**

If YES, describe how it helped:

If NO, what are your ideas about how you could do it differently? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Interpersonal Effectiveness:

Reminder about your Goals

Remember, most interpersonal situations present you with one of three goals:

1. **Getting something you want done**
2. **Getting or keeping a good relationship**
3. **Maintaining your self respect**

First, decide which goal or goals apply in your current situation. Next, choose the skill that works for each goal:

Goal #1 = DEAR MAN

Goal #2 = GIVE

Goal #3 = FAST

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**How to get someone to do what you want**

A way to remember these skills is to remember the term

**“DEAR MAN”**

|  |  |
| --- | --- |
| **D**ESCRIBE  **E**XPRESS  **A**SSERT  **R**EWARD | **M**IND (Take Hold of Your Mind)  **A**PPEAR CONFIDENT  **N**EGOTIATE |

**Describe** Describe the situation. Stick to the facts.

**Express** Express your feelings about the situation. “I feel…”

**Assert** Assert yourself by asking for what you want or saying no clearly. Remember the other person can’t read your mind.

**Reward** Reward the person ahead of time by explaining the

positive effects of getting what you want. Think about how it will benefit the other person as well. Follow through with this reward.

**Mind** (Take hold of Your mind)

Keep your focus on what you want. Don’t be distracted.

**Appear Confident** Use a confident tone of voice. Make good eye contact.

**Negotiate**  Be willing to GIVE TO GET. Offer other solutions to a

problem. Ask for others’ input on how to solve the problem.

DEAR MAN: Getting What You Want

Practice

Choose one situation during the week in which you used your DEAR MAN skills and describe below.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

What did you want from the other person?

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

DEAR MAN Skills used (write down how you used each one):

Describe (Describe the situation; just the facts):

Express (feelings):

Assert:

Reward:

Mind:

Appear Confident:

Negotiate:

What was the result of using your DEAR MAN Skills?

**How to Keep a Good Relationship**

A way to remember these skills is to remember the word **“GIVE”**

**G**ENTLE

**I**NTERESTED

**V**ALIDATE

**E**ASY MANNER

**(be) GENTLE Be courteous and respectful.**

1. No attacks (verbal or physical; no name calling, no hitting, no clenching fists)
2. No threats
3. No judging (no “shoulds”)
4. Pay attention to your tone of voice (avoid yelling)

**(act) INTERESTED Listen to the other person.**

* don’t interrupt
* be patient
* keep good eye contact
* don’t make faces

**VALIDATE Show you understand the other person’s feelings about the situation.**

verbal statements

* “I hear what you’re saying,” “That sounds tough,” “I understand how you feel even though I feel differently.”

nonverbal gestures

* nodding your head, use of non-threatening body language

**(use an) EASY MANNER Ease the person along**

1. Use a little humor
2. SMILE ☺
3. Be light-hearted

**How To Keep Your Self Respect:**

**FAST**

MCj04377910000[1]A way to remember these skills is to remember the word **“FAST”**

**F - (be) FAIR** Be fair to YOURSELF and to the OTHER person.

**A - (no) APOLOGIES**  No overly apologetic behavior.

No apologizing for making a request.

No apologizing for having an opinion.

No apologizing for disagreeing.

**S - STICK TO VALUES** Stick to YOUR OWN VALUES.

Don’t sell out.

Be clear on what you believe in.

Remember to be fair to yourself and the other person.

T - **(be) TRUTHFUL** DON’T LIE.

DON’T ACT HELPLESS when you aren’t.

Don’t make up excuses.

Don’t exaggerate.

**Balanced Relationships**

*Relational Mindfulness for Parents & Coaches*

|  |  |
| --- | --- |
| **WHAT** | **HOW** |
| * **Observe:** Just notice your adolescent * **Describe:** Put words on noticing * **Participate:** Involve Yourself in the experience or activity with your family member | * **Non-Judgmentally:** Let go of “should” and right/wrong * **One-Mindfully:** Only pay attention to your adolescent * **Effectively:** Remember that this is someone you love |

**Using Relational Mindfulness in Relationships**

*Being together when you are together*

There are 3 ways to be together:

1. **Passively Together**

Both people are physically present (e.g., same room or same place) but are not interacting with each other and are not focusing attention on each other.

* Example: A parent could be washing dishes in the kitchen at the same time their adolescent is doing homework at the kitchen table.

1. **Actively Together**

Both people are doing something actively together. Attention is focused primarily on these activities, but there is some awareness of each other.

* Example: A parent and their adolescent working on a school project together. Or, two parents going to see a movie together.

1. **Interactively Together**

Regardless of other activities, attention and focus are on each other. There may be a lot of talking, or very little, but there is enough communication for each person to know that you are doing something together.

* Example: Communication between family members at dinner time.

**Mindfully Spending Time Together**

**Relational Mindfulness Practice #1**

**#4**

In the following week, practice being relationally mindful of your adolescent on two different occasions.

**Or** for youth…practice being relationally mindful of your coach or close friend on two different occasions.

1. Situation: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
   * Engage in an activity with your youth/coach/friend where you two can be “actively together” Describe how the interaction went below.
2. Situation: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
   * Engage in an activity with your youth/coach/friend where you two can be “interactively together” Describe how the interaction went below.

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Interrupting Rising Negative

**Relational Mindfulness Practice #2**

**#4**

*Using mindfulness to observe rising tension and de-escalate negative interactions.*

**Parents/Coaches Rehearsal after an incident:** Note a situation in which your negative emotion was increasing rapidly, maybe turning into anger. Try to re-create the situation and use the steps below to decrease your emotional response.

1. Notice your rising emotion
2. Don’t blame the youth/young adult
3. Just describe the situation
4. Now describe your sensations, emotions, thoughts, etc.
5. Remember, this is your child/friend, recall loveable positive things about him or her
6. Slow your breathing
7. Check in again regarding your emotion. If it is still high, or still going up, repeat the above steps. If it’s gone down, notice what you did to make the situation more constructive.

Describe the Experience:

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