

Watch your thoughts, they
become words.

Watch your words, they become actions.

Watch your actions they become habits.

Watch your habits, they become character.

Watch your character it becomes your
destiny!

Lao Tzu

Diary Card

DBT Skills Group

Name: _____

Today I felt.... on a scale of 0 to 9 (0 = not at all; 9 = highest)

Date: _____ / _____ / _____

Monday Tuesday Wednesday Thursday Friday Saturday Sunday

Good/Happy							
Anxious/Tense							
Miserable							
Angry/Irritable							
Depressed							
Hopeful							
Empty/Alone							
Disconnected/ Unreal							
Physically Bad							

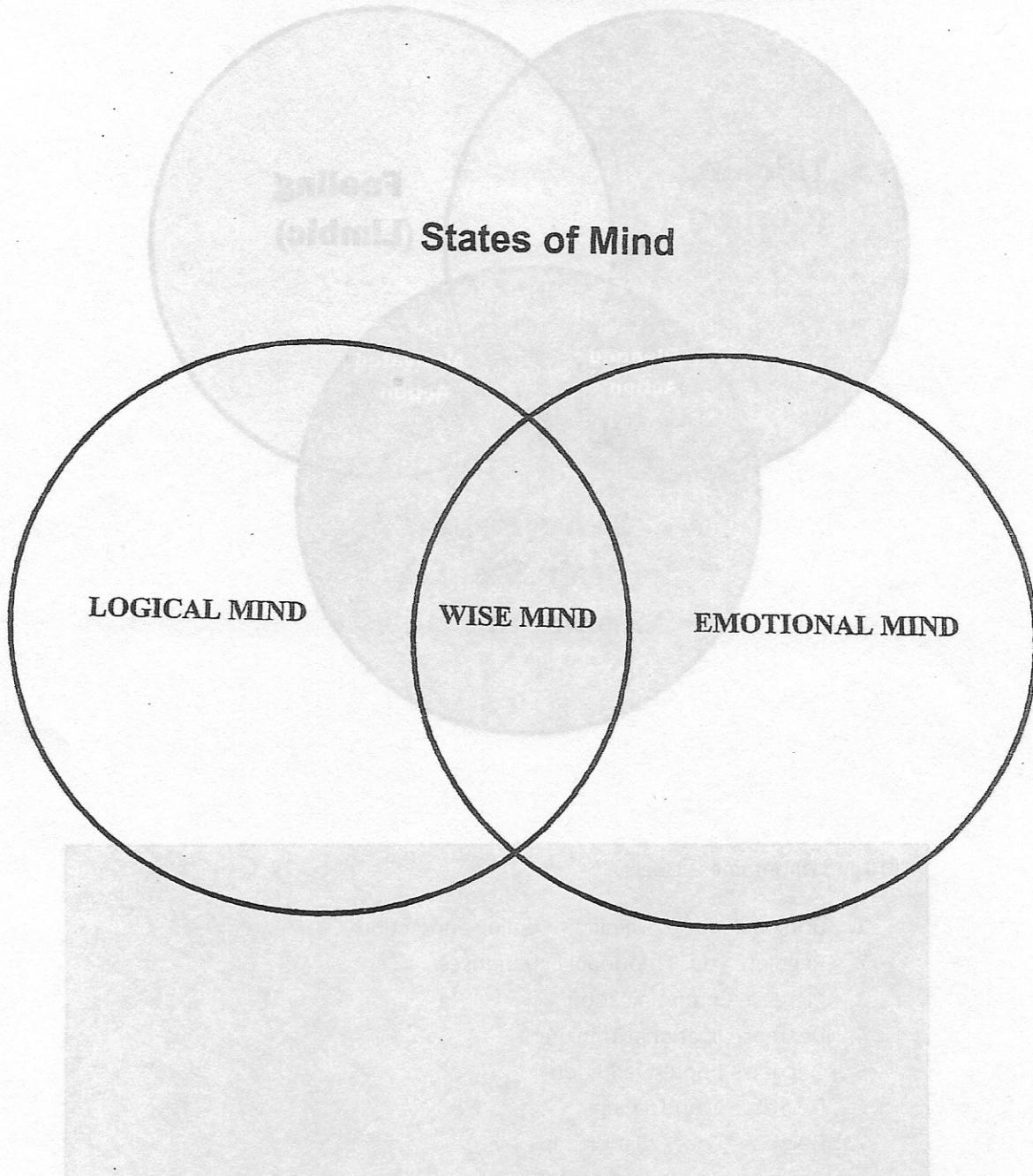
Today I felt an urge to..... on the same scale of 0 to 9 (0 = not at all; 9 = highest)
(Check corner box if you acted on the urge)

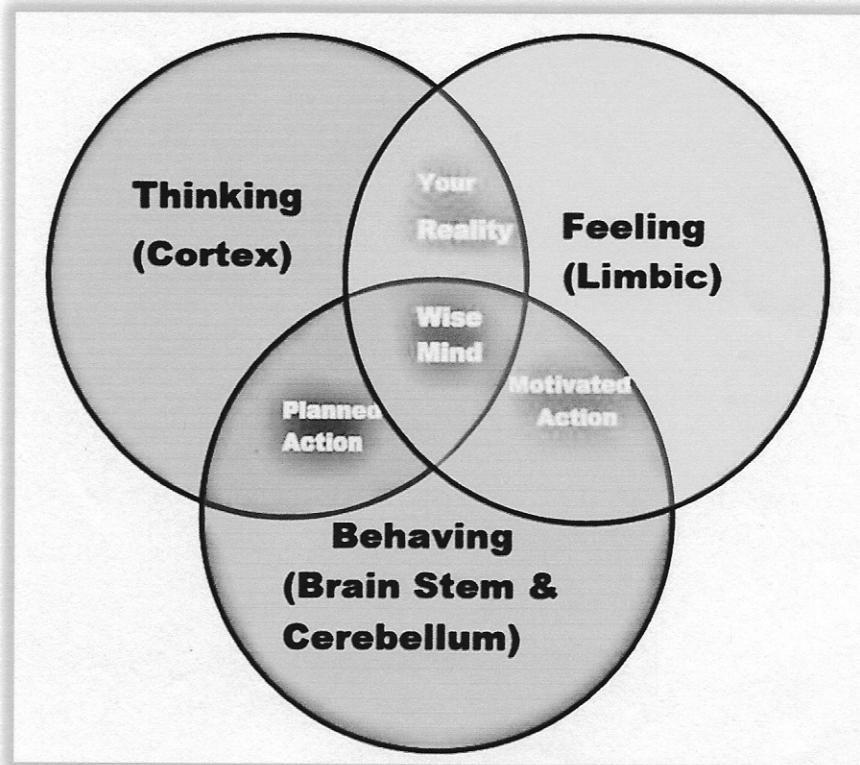
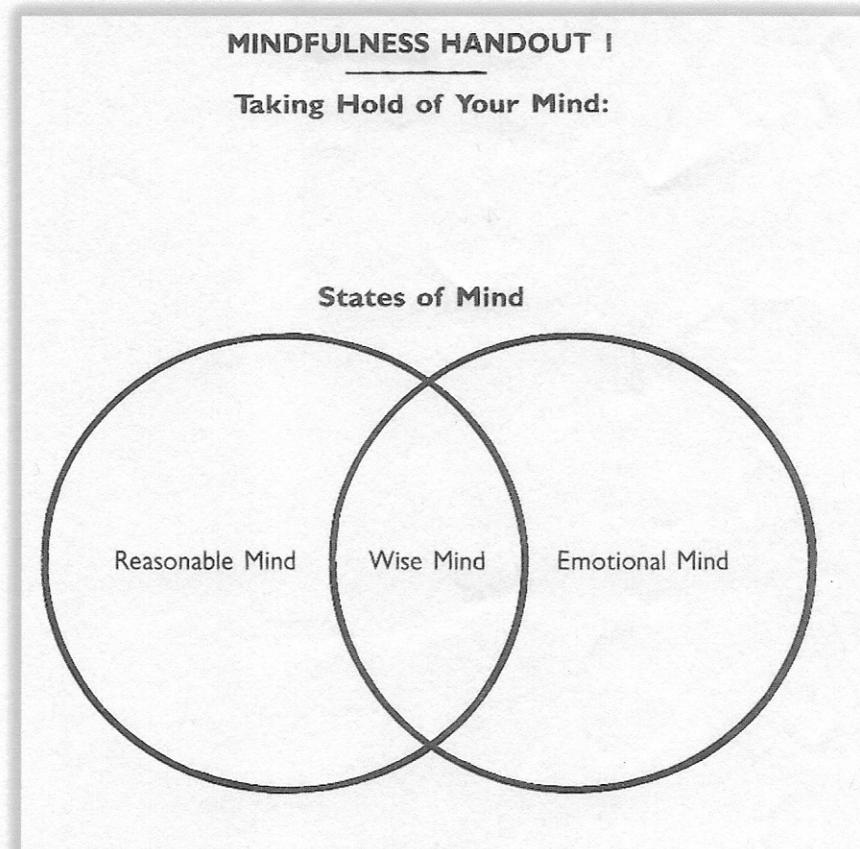
Harm/Injure Myself	<input type="checkbox"/>						
Binge or Purge	<input type="checkbox"/>						
Drink or Use Drugs	<input type="checkbox"/>						
Other: _____	<input type="checkbox"/>						
Other: _____	<input type="checkbox"/>						

Today I used these DBT Skills: Check each skill you used on a particular day, for each day.
(Check corner box if you attempted the skill, but it didn't help)

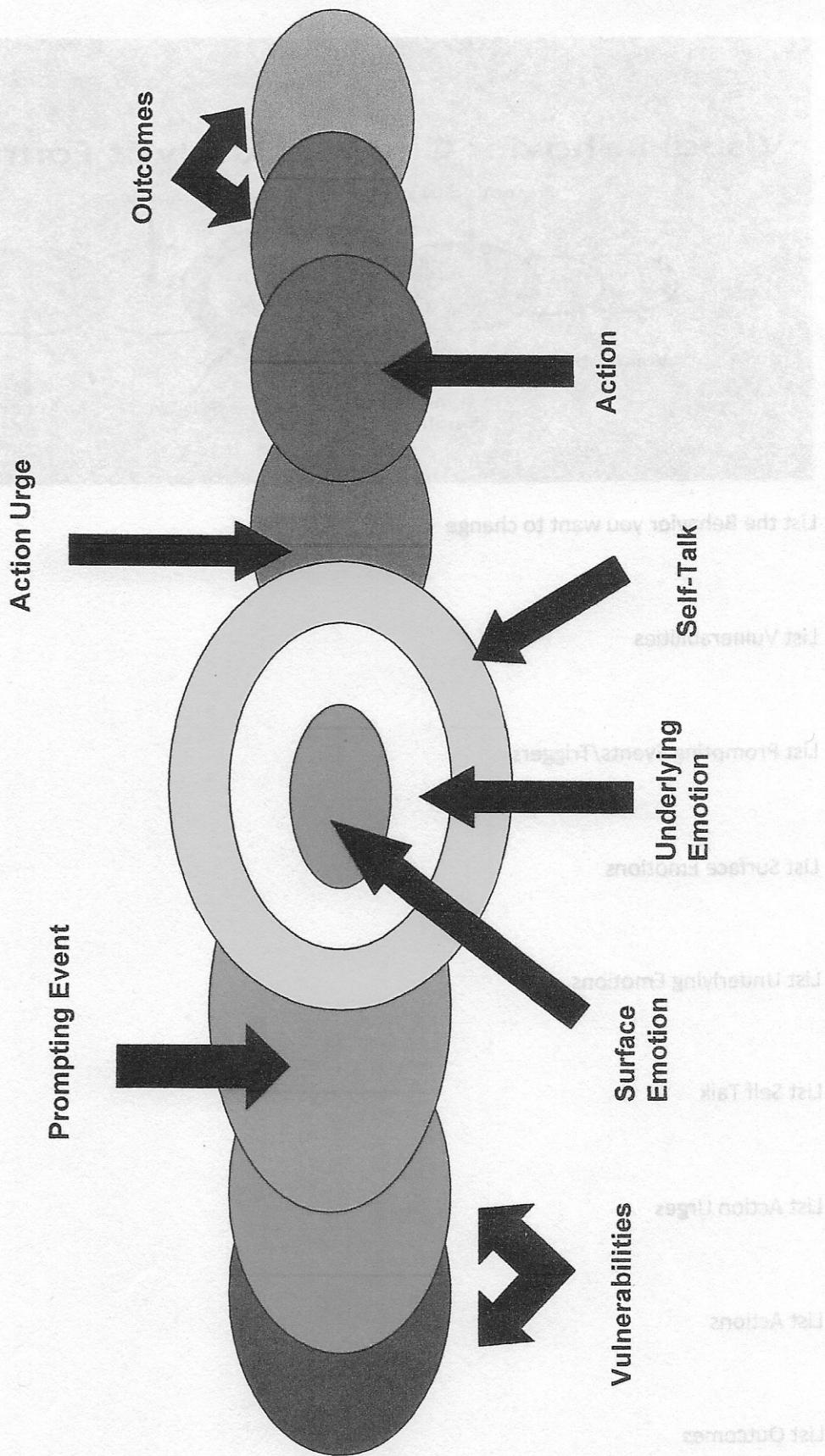
Mindfulness	<input type="checkbox"/>						
Interpersonal Effectiveness	<input type="checkbox"/>						
Emotion Regulation	<input type="checkbox"/>						
Distress Tolerance	<input type="checkbox"/>						

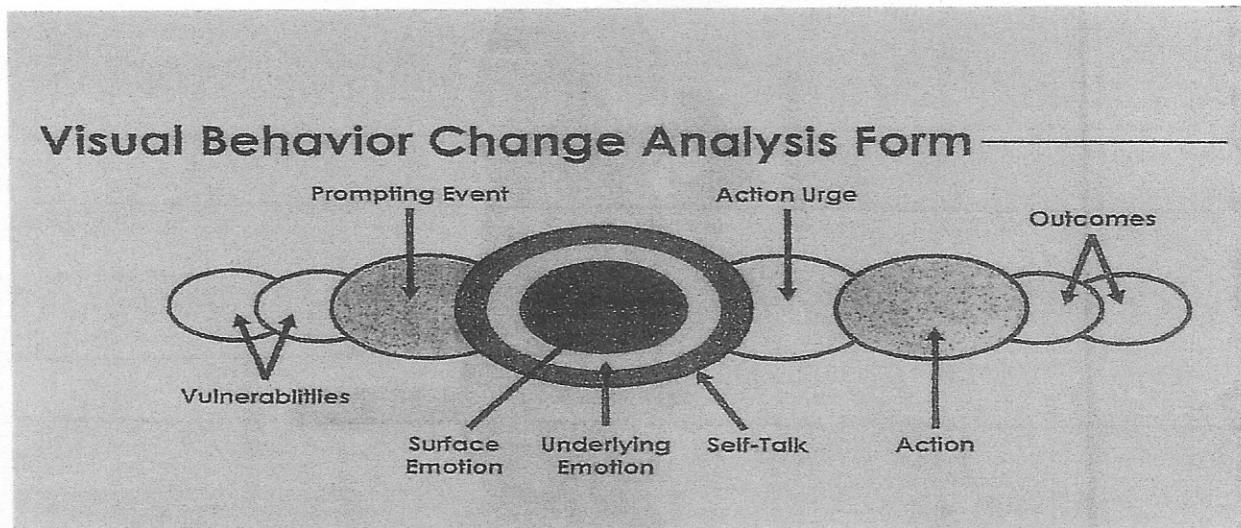
DBT SKILLS GROUP
MINDFULNESS HANDOUT
Taking Hold of Your Mind:





Visual Behavior Change Analysis Form





List the Behavior you want to change

List Vulnerabilities

List Prompting Events/Triggers

List Surface Emotions

List Underlying Emotions

List Self Talk

List Action Urges

List Actions

List Outcomes

THE SKILL MODULE:

MINDFULNESS



"It's your choice, medicate or meditate?"

Mindfulness

Goals

- To increase awareness of thoughts, feelings, and urges.
- To slow the thought process down so not to react impulsively or make hasty decisions.
- Increase the likelihood of acting more effectively.

Skills utilized to foster Mindfulness

What Skills: What to do with your mind.

How Skills: How to do it.

What and How Skills: create a “pause” between the time one experiences an emotion, thought, or urge, and the time when one chooses to react effectively to that emotion, thought, or urge.

DBT SKILLS GROUP
MINDFULNESS HANDOUT
Taking Hold of Your Mind: "What Skills"

OBSERVE

- ◆ JUST NOTICE THE EXPERIENCE. Notice without getting caught in the experience. Experience without reacting to your experience.
- ◆ Have a "TEFLON MIND," letting experiences, feelings, and thoughts come into your mind and slip right out.
- ◆ CONTROL your attention, but not what you see. Push away nothing. Cling to nothing.
- ◆ Be like a guard at the palace gate. ALERT to every thought, feeling, and action that comes through the gate of your mind.
- ◆ Step inside yourself and observe. WATCH your thoughts coming and going, like clouds in the sky. Notice each feeling, rising and falling, like waves in the ocean. Notice exactly what you are doing.
- ◆ Notice what comes through your SENSES - your eyes, ears, nose, skin, tongue. See others' actions and expressions. "Smell the roses."

DESCRIBE

- ◆ PUT WORDS ON THE EXPERIENCE. When a feeling or thought arises, or you do something, acknowledge it. For example, say in your mind, "Sadness has just enveloped me." ... or... "Stomach muscles tightening" ... or ... "A thought 'I can't do this' has come into my mind."
- ◆ PUT EXPERIENCES INTO WORDS. Describe to yourself what is happening. Put a name on your feelings. Call a thought just a thought, a feeling just a feeling. Don't get caught in content

AWARENESS

- ◆ Enter into your experiences. Let yourself get involved in the moment, letting go of ruminating.
- ◆ Awareness does not mean agreeing with a particular event or situation. Rather, you are aware of and accepting your emotional experience in that moment.
- ◆ No action has been taken in reaction to your emotion. Again, you are practicing only identifying and being aware of your emotional experience. In doing so, you are making the shift to a "wise mind" position.

DBT SKILLS GROUP
Mindfulness “What” Skills Homework Sheet

Instructions: Refer to the Mindfulness “what” skills and read the descriptions of “Observe”, “Describe”, and “Awareness.” Remember that “Awareness” does not mean taking action. In the space below, describe your practice of these skills with one specific example (i.e., practice all 3 skills with the same example).

Observe:

Describe:

Awareness:

DBT SKILLS GROUP
MINDFULNESS HANDOUT
Taking Hold of Your Mind: "How Skills"

NON-JUDGMENTALLY

- ◆ See but DON'T EVALUATE. Take a nonjudgmental stance. Just the facts. Focus on the "what," not the "good" or "bad", the "terrible" or "wonderful", the "should" or "should not".
- ◆ UNGLUE your opinions from the facts, from the "who, what, when, and where".
- ◆ ACCEPT each moment, each event as a blanket spread out on the lawn accepts both the rain and the sun, each leaf that falls upon it.
- ◆ ACKNOWLEDGE the helpful, the wholesome, but don't judge it. Acknowledge the harmful, the unwholesome, but don't judge it.
- ◆ When you find yourself judging, DON'T JUDGE YOUR JUDGING.

ONE-MINDFULLY

- ◆ DO ONE THING AT A TIME. When you are eating, eat. When you are walking, walk. When you are bathing, bathe. When you are working, work. When you are in a group, or a conversation, focus your attention on the very moment you are in with the other person. When you are thinking, think. When you are worrying, worry. When you are planning, plan. When you are remembering, remember. Do each thing with all your attention.
- ◆ If other actions, or other thoughts, or strong feelings distract you, LET GO OF DISTRACTIONS and go back to what you are doing - again, and again, and again.
- ◆ CONCENTRATE YOUR MIND. If you are doing two things at once, stop and go back to one thing at a time.
- ◆ "One-Mindfully" can be practiced by doing the Mindfulness Exercise.

EFFECTIVELY

- ◆ FOCUS ON WHAT WORKS. Do what needs to be done in each situation. Stay away from "fair" and "unfair", "right" and "wrong", "should" and "should not".
- ◆ PLAY BY THE RULES. Don't "cut off your nose to spite your face."
- ◆ Act as SKILLFULLY as you can, meeting the needs of the situation you are in. Not the situation you wish you were in; not the one that is more comfortable; not the one that is "just"....; not the one that...
- ◆ Keep an eye on YOUR OBJECTIVES in the situation and do what is necessary to achieve them.
- ◆ LET GO of vengeance, useless anger, and righteousness that hurts you and doesn't work.

DBT SKILLS GROUP Mindfulness "How" Skills Homework Sheet

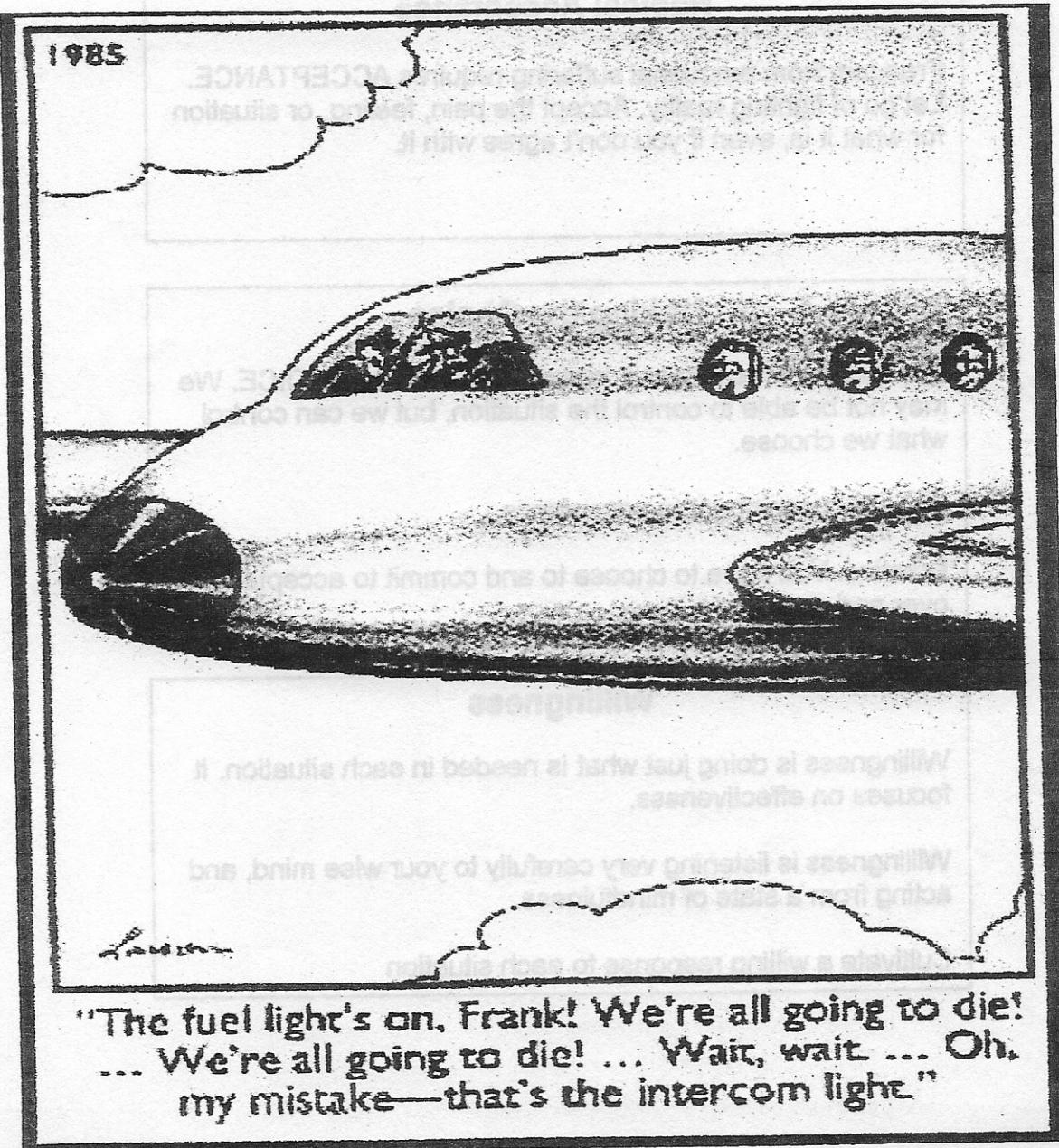
Instructions: Refer to the Mindfulness "How" skills and read the descriptions of "Non-Judgmentally", "One-Mindfully", and "Effectively." In the space below, describe your practice of each of these skills using a specific example (does not have to be the same example for each skill).

Non-Judgmentally: _____

One-Mindfully: _____

Effectively: _____

THE SKILL MODULE: DISTRESS TOLERANCE



"The fuel light's on, Frank! We're all going to die!
... We're all going to die! ... Wait, wait ... Oh,
my mistake—that's the intercom light!"

DBT SKILLS GROUP

DISTRESS TOLERANCE HANDOUT

Accepting the Moment Skills

Skills for tolerating painful events and emotions when you cannot make things better right away.

Radical Acceptance

Freedom from emotional suffering requires ACCEPTANCE. Let go of fighting reality. Accept the pain, feeling, or situation for what it is, even if you don't agree with it.

Making the Choice

Acceptance of reality as it is requires an act of CHOICE. We may not be able to control the situation, but we can control what we choose.

Make a commitment to acceptance.

Practice. You have to choose to and commit to acceptance over and over again.

Willingness

Willingness is doing just what is needed in each situation. It focuses on effectiveness.

Willingness is listening very carefully to your wise mind, and acting from a state of mindfulness.

Cultivate a willing response to each situation

DBT SKILLS GROUP

DISTRESS TOLERANCE HANDOUT

Accepting the Moment Skills

Skills for tolerating painful events and emotions when you cannot make things better right away.

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, rather than fighting reality.

SERENE FACE

Accept reality with your body. Relax (by letting go or by just tensing and then letting go) your face, neck, and shoulder muscles. Try to adopt a serene facial expression. If it helps, try practicing in front of a mirror to see what your facial expression looks like. Remember, your body communicates to your mind.

AWARENESS

This can be practiced in any time and place. Begin to focus your attention on your breath. Breathe quietly and more deeply than usual. Be mindful of the position of your body, whether you are walking, standing, lying, or sitting down. Be aware of the purpose of your position. If there is no purpose, be aware that there is no purpose.

DBT SKILLS GROUP
Guidelines for Accepting Reality:
Distress Tolerance Homework Sheet

Describe one event for each of the following skills in which you might have tried to either fight off reality, control a situation that was out of your control, and/or refuse to do only what was necessary at the time. Again, use the same event for each skill.

Radical acceptance: _____

Making the Choice:

Willingness:

DBT SKILLS GROUP
DISTRESS TOLERANCE HANDOUT
COPING STRATEGIES
DBT SKILLS GROUP
DISTRESS TOLERANCE HANDOUT
Enduring Skills

Skills for tolerating painful events and emotions when you cannot make things better right away.

DISTRACT with "Wise Mind ACCEPTS."

Activities
Contributing
Comparisons
Emotions
Pushing Away
Thoughts
Sensations

SELF-SOOTHE the FIVE SENSES

Vision
Hearing
Smell
Taste
Touch

IMPROVE THE MOMENT

Imagery
Meaning
Prayer
Relaxation
One thing at a time
Vacation
Encouragement

PROS AND CONS

DBT SKILLS GROUP
DISTRESS TOLERANCE HANDOUT
CRISES SURVIVAL STRATEGIES

DISTRACTING

A useful way to remember these skills is the phrase:
"Wise Mind ACCEPTS"

With Activities:

Engage in exercise or hobbies; do cleaning; go to events; call or visit a friend; play computer games; go walking; work; play sports; go out to a meal; have a decaf coffee or tea; go fishing; do gardening.

With Contributing:

Contribute to someone; do volunteer work; give something to someone else; make something nice for someone else; do a surprising, thoughtful thing.

With Comparisons:

Compare yourself to people coping the same as you or less well than you. Compare yourself to those less fortunate than you. Watch soap operas; read about disasters, others' suffering.

With opposite Emotions:

Read emotional books or stories, old letters; go to emotional movies; listen to emotional music. Be sure the event creates different emotions. Ideas: scare movies, joke books, comedies, funny records, religious music, marching songs; going to a store and reading funny greeting cards.

With Pushing away:

Push the situation away by leaving it for a while. Leave the situation mentally. Build an imaginary wall between yourself and the situation.

Or, push the situation away by blocking it in your mind. Censor ruminating. Refuse to think about the painful aspects of the situation. Put the pain on a shelf. Box it up and put it away for a while.

With other Thoughts:

Count to 10; count colors in a painting or tree, windows, anything; work puzzles; watch T.V.; read.

With intense other Sensations:

Hold ice in hand; squeeze a rubber ball very hard; stand under a very hard and hot shower; listen to very loud music; put rubber band on wrist, pull out, and let go.

DBT SKILLS GROUP
DISTRESS TOLERANCE HANDOUT
CRISES SURVIVAL STRATEGIES

SELF-SOOTHE

A useful way to remember these skills is to think of soothing each of your:
FIVE SENSES

With Vision:

Buy one beautiful flower; make one space in a room pretty; light a candle and watch the flame. Set a pretty place at the table, using your best things, for a meal. Go to a museum with beautiful art. Go sit in the lobby of a beautiful old hotel. Look at nature around you. Go out in the middle of the night and watch the stars. Walk in a pretty part of town. Fix your nails so they look pretty. Look at beautiful pictures in a book. Go to a ballet or other dance performance, or watch one on T.V.. Be mindful of each sight that passes in front of you, not lingering on any.

With Hearing:

Listen to beautiful or soothing music, or to invigorating and exciting music. Pay attention to sounds of nature (waves, birds, rainfall, leaves rustling). Sing to your favorite songs. Hum a soothing tune. Learn to play an instrument. Call 800 or other information numbers to hear a human voice. Be mindful of any sounds that come your way, letting them go in one ear and out the other.

With Smell:

Use your favorite perfume or lotions, or try them on in the store; spray fragrance in the air; light a scented candle. Put lemon oil on your furniture. Put potpourri in a bowl in your room. Boil cinnamon; bake cookies, cake, or bread. Smell the roses. Walk in a wooded area and mindfully breathe in the fresh smells of nature.

With Taste:

Have a good meal; have a favorite soothing drink such as herbal tea or hot chocolate (no alcohol); treat yourself to a dessert. Put whipped cream on your coffee. Sample flavors in an ice cream store. Suck on a piece of peppermint candy. Chew your favorite gum. Get a little bit of a special food you don't usually spend the money on, such as fresh-squeezed orange juice. Really taste the food you eat; eat one thing mindfully.

With Touch:

Take a bubble bath; put clean sheets on the bed. Pet your dog or cat. Have a massage; soak your feet. Put creamy lotion on your whole body. Put a cold compress on your forehead. Sink into a really comfortable chair in your home, or find one in a luxurious hotel lobby. Put on a silk blouse, dress, or scarf. Try on fur-lined gloves or fur coats in a department store. Brush your hair for a long time. Hug someone. Experience whatever you are touching; notice touch that is soothing.

DBT SKILLS GROUP
DISTRESS TOLERANCE HANDOUT
CRISES SURVIVAL STRATEGIES

IMPROVE THE MOMENT

A useful way to remember these skills is the word:
IMPROVE

With Imagery:

Imagine very relaxing scenes. Imagine a secret room within yourself, seeing how it is decorated. Go into the room whenever you feel threatened. Close the door on anything that can hurt you. Imagine everything going well. Imagine coping well. Make up a fantasy world that is calming and beautiful and let your mind go with it. Imagine hurtful emotions draining out of you like water out of a pipe.

With Meaning:

Find or create some purpose, meaning, or value in the pain. Remember, listen to, or read about spiritual values. Focus on whatever positive aspects of a painful situation you can find. Repeat them over and over in your mind. Make lemonade out of lemons.

With Prayer:

Open your heart to a supreme being, greater wisdom, God, your own wise mind. Ask for strength to bear the pain in this moment. Turn things over to God or a higher being.

With Relaxation:

Try muscle relaxing by tensing and relaxing each large muscle group, starting with your hands and arms, going to the top of your head, and then working down; listen to a relaxation tape; exercise hard; take a hot bath or sit in a hot tub; drink hot milk; massage your neck and scalp, your calves and feet. Breathe deeply; half-smile; change facial expression.

With One thing in the moment:

Focus your entire attention on just what you are doing right now. Keep yourself in the very moment you are in; put your mind in the present. Focus your entire attention on physical sensations that accompany nonmental tasks (e.g., walking, washing, doing dishes, cleaning, fixing). Be aware of how your body moves during each task. Do awareness exercises.

With a brief Vacation:

Give yourself a brief vacation. Get in bed and pull the covers up over your head for 20 minutes. Rent a motel room at the beach or in the woods for a day or two; drop your towels on the floor after you use them. Ask your roommate to bring you

coffee in bed or make you dinner (offer to reciprocate). Get a schlocky magazine or newspaper at the grocery store, and read it. Take a blanket to the park and sit on it for a whole afternoon. Let your answering machine screen your calls. Take a 1-hour breather from hard work that must be done.

With Encouragement:

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

Thinking of PROS AND CONS

Make a list of the pros and cons of tolerating the distress. Make another list of the pros and cons of not tolerating the distress – that is, of coping by hurting yourself, abusing alcohol or drugs, or doing something else impulsive.

Focus on long-term goals, the light at the end of the tunnel. Remember times when pain has ended.

Think of the positive consequences of tolerating the distress. Imagine in your mind how good you will feel if you achieve your goals, if you don't act impulsively.

Think of all the negative consequences of not tolerating your current distress. Remember what has happened in the past when you have acted impulsively to escape the moment.

THE SKILL MODULE: EMOTION REGULATION



DBT SKILLS GROUP

EMOTION REGULATION

IN-SESSION EXERCISE

Myths about Emotions

1. There is a right way to feel in every situation.

CHALLENGE: _____

2. Feeling bad is a weakness.

CHALLENGE: _____

3. Negative feelings are always bad and destructive.

CHALLENGE: _____

4. Being emotional means being out of control.

CHALLENGE: _____

5. I should always be happy when I am in love.

CHALLENGE: _____

6. My emotions must always be clear.

CHALLENGE: _____

7. All painful emotions are a result of a bad attitude.

CHALLENGE: _____

8. If others don't approve of my feelings, I obviously shouldn't feel the way I do.

CHALLENGE: _____

9. Other people are the best judge of how I am feeling.

CHALLENGE: _____

10. Painful emotions are not really important and should be ignored.

CHALLENGE: _____

11. _____

CHALLENGE: _____

12. _____

CHALLENGE: _____

13. _____

CHALLENGE: _____

14. _____

CHALLENGE: _____

15. _____

CHALLENGE: _____

DBT SKILLS GROUP
EMOTION REGULATION HANDOUT
Be Mindful of Your Current Emotion

OBSERVE YOUR EMOTION

- ◆ NOTE its presence.
- ◆ Step BACK.
- ◆ Get UNSTUCK from the emotion.

EXPERIENCE YOUR EMOTION

- ◆ As a WAVE, coming and going.
- ◆ Try not to BLOCK emotion.
- ◆ Try not to SUPPRESS emotion.
- ◆ Don't try to GET RID of emotion.
- ◆ Don't PUSH it away.
- ◆ Don't try to KEEP emotion around.
- ◆ Don't HOLD ON to it.
- ◆ Don't AMPLIFY it.

REMEMBER: YOU ARE NOT YOUR EMOTION

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

ACCEPT YOUR EMOTION

- ◆ Don't JUDGE your emotion.
- ◆ Have an OPEN MIND.

DBT SKILLS GROUP
EMOTION REGULATION HOMEWORK
Observing and Describing Emotions

EMOTION NAMES: _____

PROMPTING EVENT FOR MY EMOTION: (WHO, WHAT, WHEN, WHERE) WHAT STARTED THE EMOTION?

INTERPRETATIONS (BELIEFS, ASSUMPTIONS, APPRAISALS) OF THE SITUATION?

BODY CHANGES & SENSING: WHAT AM I FEELING IN MY BODY (TENSION, CHILLS, SWEATING)?

BODY LANGUAGE: WHAT IS MY FACIAL EXPRESSION? POSTURE? GESTURES?

ACTION URGES: WHAT DO I FEEL LIKE DOING? WHAT DO I WANT TO SAY?

WHAT I ACTUALLY SAID OR DID IN THE SITUATION: (BE SPECIFIC)

CONSEQUENCES: WHAT AFTER EFFECT DOES THE EMOTION HAVE ON ME (MY STATE OF MIND, OTHER EMOTIONS, BEHAVIOR, THOUGHTS, MEMORY, BODY, ETC.)

DBT SKILLS GROUP
EMOTION REGULATION HANDOUT
Reducing Vulnerability to Negative Emotions

2 TYPES OF EMOTIONAL EXPERIENCE

External: Your emotional reactions to outside circumstances. In other words, things that are happening to you from the environment.

Examples: Feeling angry when someone is yelling at you.
Feeling happy when a friend or loved one comes to visit you.

Internal: Your emotional reactions to your own thoughts, actions, and feelings. In other words, things that are coming from within you.

Examples: Feeling guilty about being angry.
Feeling ashamed about being scared.

Remember, being able to identify whether an emotion is being triggered by an internal or external source is important because it may influence what skills we choose to use.

THESE SELF-CARE SKILLS ARE DESIGNED TO REDUCE YOUR VULNERABILITY TO BEING "STUCK" WITHIN THE *EMOTIONAL MIND*.

- 1) **Treat Physical Illness:** Take care of your body. See a doctor when necessary. Take medication only as prescribed (never more than or less than).
- 2) **Balance Eating:** Don't eat too much or too little. Stay away from foods that make you feel overly emotional (e.g., feeling guilty later for eating a particular food).
- 3) **Avoid Mood-Altering Drugs:** Stay off non-prescribed drugs, including alcohol.
- 4) **Balance Sleep:** Try to get the amount of sleep that helps you feel good. Keep to a sleep program if you are having difficulty sleeping.
- 5) **Get Exercise:** Do some sort of exercise every day; try to build up to 20 minutes of vigorous exercise.
- 6) **Build Mastery:** Try to do one thing a day to make yourself feel competent and in control.

DBT SKILLS GROUP
EMOTION REGULATION HANDOUT
Steps for Increasing Positive Emotions

BUILD POSITIVE EXPERIENCES

SHORT TERM: Do pleasant things that are possible now.

- ◆ INCREASE pleasant events that prompt positive emotions.
- ◆ Do ONE positive activity each day.

LONG TERM: Make changes in your life so that positive events will occur more often. Build a "life worth living."

- ◆ Work toward goals: ACCUMULATE POSITIVES.
 Make list of positive events you want.
 List small steps toward goals.
 Take first step.
- ◆ ATTEND TO RELATIONSHIPS.
 Repair old relationships.
 Reach out for new relationships.
 Work on current relationships.
- ◆ AVOID AVOIDING.

BE MINDFUL OF POSITIVE EXPERIENCES

- ◆ FOCUS attention on positive events that happen.
- ◆ REFOCUS when your mind wanders to just the negative experience.

DISTRACT FROM WORRIES

DISTRACT from:

- Thinking about when the positive experience WILL END.
- Thinking about whether you DESERVE this positive experience.
- Thinking about how much more might be EXPECTED of you now.

DBT SKILLS GROUP
EMOTION REGULATION HANDOUT
Steps for Decreasing Emotional Suffering

- 1. Let go of painful emotions by being mindful to them instead of fighting them or walling them off.**
 - Consider how much energy and effort it takes to try and "fight off" an emotion.
- 2. Avoid excessive isolation.**
- 3. Seeking out the most effective kind of supports.**
 - Effective support involves choosing people who can attend to your needs at the moment, versus someone who might further aggravate your current situation.

A story to be mindful of...

A woman bought a new house and decided that she was going to have a very beautiful lawn. She worked on it every week, doing everything the gardening books told her to do. Her biggest problem was that the lawn always seemed to have dandelions growing where she didn't want them. The first time she found dandelions, she pulled them out. But, they grew back. She bought weed killer, and this worked for some time. But, after a rainy period, alas, she found dandelions again. She worked and pulled and killed dandelions all summer. The next summer, she thought she would have no dandelions at all, since none grew over the winter. But then, all of a sudden, she had dandelions all over again. This time, she decided the problem was with the type of grass. So, she spent a fortune and had all new sod put down. This worked for some time and she was very happy. Just as she started to relax, a dandelion came up. A friend told her it was due to the dandelions in the lawns of the neighbors. So, she went on a campaign to get all her neighbors to kill all their dandelions. By the third year, she was exasperated. She still had dandelions. So, after consulting every local expert and garden book, she decided to write the U.S. Department of Agriculture for advice. Surely the government could help. After waiting several months, she finally got a letter back. She was so excited! Help at last! She tore open the letter and read the following: "Dear Madam: We have considered your problem and have consulted all of our experts. After careful consideration, we think we can give you very good advice. Madam, our advice is that you learn to love those dandelions."

THE LESSON TO BE LEARNED: *It is equally important to be tolerant of negative emotions just as you would be of positive emotional experiences.*

DBT SKILLS GROUP
EMOTION REGULATION HANDOUT
Opposite Action

5 Steps Towards Opposite Action:

1. Identify what emotion you are experiencing.
2. What is the action/urge associated with the emotion?
3. Do I want to decrease this emotion?
4. What is the opposite action of this emotion?
5. Do the opposite action.

FEAR

- ◆ Do what you are afraid of doing.... OVER AND OVER AND OVER.
- ◆ APPROACH events, places, tasks, activities, & people you are afraid of.
- ◆ Do things to give yourself a sense of CONTROL and MASTERY.
- ◆ When overwhelmed, make a list of small steps or tasks you can do. DO THE FIRST THING on the list.

GUILT OR SHAME

When Guilt or Shame is Justified

- ◆ Say you are sorry. APOLOGIZE.
- ◆ COMMIT to avoiding that mistake in the future.
- ◆ ACCEPT the consequences gracefully.
- ◆ Then LET IT GO.

When Guilt or Shame is Unjustified

- ◆ APPROACH, don't avoid.

SADNESS OR DEPRESSION

- ◆ Get ACTIVE. APPROACH, don't avoid.
- ◆ Do things that make you feel COMPETENT and SELF-CONFIDENT.

ANGER

- ◆ Gently AVOID person you are angry with rather than attacking
- ◆ Try to look at things from their point of view.
- ◆ Imagine SYMPATHY and EMPATHY for other person rather than blame.

DBT SKILLS GROUP
EMOTION REGULATION HOMEWORK
Opposite Action

DESCRIBE AN EVENT WHICH CAUSED A PARTICULARLY STRONG EMOTIONAL REACTION; AN EMOTION YOU WANTED TO CHANGE. NOTE THE EMOTION, THE ACTION-URGE THAT WAS ASSOCIATED WITH THE EMOTION, THE OPPOSITE ACTION YOU CHOSE INSTEAD, AND THE END RESULT AFTER CHOOSING TO DO THE OPPOSITE ACTION.

EVENT: _____

EMOTION: _____

ACTION-URGE: _____

DO I WANT TO DECREASE THIS EMOTION? _____

OPPOSITE ACTION: _____

END RESULT: _____

THE SKILL MODULE:

INTERPERSONAL EFFECTIVENESS



"You can stop saying 'uh-huh'! I stopped talking to you an hour ago!"

DBT SKILLS GROUP
INTERPERSONAL EFFECTIVENESS

IN-SESSION EXERCISE
Myths about Interpersonal Effectiveness

1. I can't stand it if someone gets upset with me.

CHALLENGE: _____

2. If they say no, it will kill me.

CHALLENGE: _____

3. I deserve to get what I want at any cost.

CHALLENGE: _____

4. If I make a request, this will show that I am a very weak person.

CHALLENGE: _____

5. If I can't "fix" this myself, then no one can.

CHALLENGE: _____

6. I have to know whether a person is going to say yes before I make a request.

CHALLENGE: _____

7. My requests should always be fulfilled.

CHALLENGE: _____

8. If I don't get my needs met, then I don't really care.

CHALLENGE: _____

9. Obviously, the problem is just in my head. If I would just think differently I wouldn't have to bother everybody else.

CHALLENGE: _____

10. If I say "yes" to someone's request, then I must be a pushover.

CHALLENGE: _____

DBT SKILLS GROUP
INTERPERSONAL EFFECTIVENESS HANDOUT
Goals of Interpersonal Effectiveness

GETTING YOUR OBJECTIVES OR GOALS IN A SITUATION

- ◆ What specific results or changes do I want from this interaction?
- ◆ What do I have to do to get the results? What will work?

GETTING OR KEEPING A GOOD RELATIONSHIP

- ◆ How do I want the other person to feel about me after the interaction is over?
- ◆ What do I have to do to get (or keep) this relationship?

KEEPING OR IMPROVING SELF-RESPECT

- ◆ How do I want to feel about myself after the interaction is over?
- ◆ What do I have to do to feel that way about myself? What will work?

DBT SKILLS GROUP
INTERPERSONAL EFFECTIVENESS HANDOUT
Factors That Reduce Interpersonal Effectiveness

LACK OF SKILL

You actually DON'T KNOW what to say or how to act. You don't know how to behave to achieve your objectives. You don't know what will work.

WORRY THOUGHTS

Worry thoughts get in the way of your ability to act effectively. You have the ability, but your worry thoughts interfere with doing or saying what you want.

- ◆ WORRIES ABOUT BEING REJECTED.
"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'll probably fall apart," "I'm so stupid."

EMOTIONS

Your emotions can get in the way of your ability to act effectively. You have the ability, but your emotions make you unable to do or say what you want. Emotions, instead of skill, control what you say and do.

INDECISION

You CAN'T DECIDE what to do or what you really want. You have the ability, but your indecision gets in the way of doing or saying what you want. You are ambivalent about your priorities. You can't figure out how to balance:

- ◆ Asking for too much versus not asking for anything.
- ◆ Saying no to everything versus giving in to everything.

EXTERNAL FACTORS

Characteristics of the environment make it impossible for even a very skilled person to be effective.

- ◆ Other people are too powerful.
- ◆ Can't be liked by all people all of the time.
- ◆ Other people won't give you what you need or let you say no without punishing you unless you sacrifice your self-respect, at least a little.
- ◆ Limited resources.

DBT SKILLS GROUP
INTERPERSONAL EFFECTIVENESS HANDOUT
Skills for Interpersonal Effectiveness

ATTEND TO RELATIONSHIPS

- ◆ Don't let hurts and problems build up.
- ◆ Use skills to head off problems.
- ◆ Change expectations.
- ◆ Resolve conflicts before they get overwhelming.

BALANCE PRIORITIES vs. DEMANDS

- ◆ If overwhelmed, reduce or put off low-priority demands.
- ◆ Ask others for help; say NO when necessary.
- ◆ If not enough to do, try to create some structure and responsibilities; offer to do things.

BALANCE THE WANTS-TO-SHOULD

Look at what you do because you enjoy doing it and "want" to do it; and how much you do because it has to be done and you "should" do it. Try to keep the number of each in balance, even if you have to:

- ◆ Recognize the difference between wanting to do something and needing to do something.
- ◆ Share responsibilities.
- ◆ Set reasonable limits.

BUILD MASTERY AND SELF-RESPECT

- ◆ Interact in a way that makes you feel competent and effective, not helpless and overly dependent.
- ◆ Assert yourself without being rude or crude.

DBT SKILLS GROUP
INTERPERSONAL EFFECTIVENESS HANDOUT
Skills for Interpersonal Effectiveness

THE "D.E.S.C." MODEL OF CONFLICT RESOLUTION

D: *DESCRIBE* the behavior which you do not like.

E: *EXPRESS* your feelings regarding the behavior, using an "I" statement.

S: *SPECIFY* a more acceptable behavior, either with or without the input of the person(s) with whom you are experiencing the conflict. This can best be done by listing alternative behaviors and coming to agreement upon one of them.

C: developing *CONSEQUENCES*, both positive and negative, might be helpful, especially if previous efforts at resolving the conflict have led to mistrust. This need not be done if trust is present.

DBT SKILLS GROUP
INTERPERSONAL EFFECTIVENESS HOMEWORK
Applying the DESC Model

USING THE DESC MODEL, DESCRIBE A RECENT EVENT WHERE YOU EXPERIENCED
INTERPERSONAL CONFLICT, AND ATTEMPTED TO RESOLVE IT EFFECTIVELY.

PROMPTING EVENT:

D: DESCRIBE

E: EXPRESS

S: SPECIFY

C: CONSEQUENCES

DBT SKILLS GROUP
INTERPERSONAL EFFECTIVENESS HANDOUT
Skills for Maintaining Relationships

The “G.I.V.E.” Model

Gentle

Be courteous and calm in your approach.

- **No Attacks**
 - No Verbal or physical attacks. No hitting, clenching fists. Express anger directly.
- **No Threats**
 - No “manipulative” statements, no hidden threats (e.g., “I’ll kill myself if you...”). Tolerate a “no” to your request. Stay in the discussion even if it gets painful, and exit gracefully.
- **No Judging**
 - No moralizing (e.g., “If you were a good person, you would...”). Avoid should statements (e.g., “You should..” or “You shouldn’t...”).

Interested

Listen and be interested in the other person.

- **No Overspeaking**
 - Don’t interrupt or talk over the other person. Allow the person to finish their thought.
- **No “Tuning Out”**
 - Listen to the other person’s point of view, opinion, reasons for saying no, or reasons for making a request of you.

Validate

Acknowledge the other person’s feelings, wants, difficulties, and opinions about the situation.

- **Be Nonjudgmental**
 - Be nonjudgmental outloud: “I can understand how you feel, but ...”; “I realize this is hard for you, but ...”; “I see that you are busy, and ...”.

Easy Going

Ease the person along. Use a little humor. Be light-hearted. Use a “soft sell” over a “hard sell”.

DBT SKILLS GROUP
INTERPERSONAL EFFECTIVENESS HANDOUT
Communication Behaviors

Negative Communications

DISCOUNTING

“Your needs are not as valid as mine”

WITHDRAWAL/ABANDONMENT

“Do what I want or I’ll leave or give you the emotional deep freeze”

THREATS, PUNISHMENTS

“I’ll hurt you or deprive you of something if you don’t do what I want”

BLAMING

“My need is your fault. Your need is your fault”

BELITTLING/PUT-DOWNS

“You’re foolish for wanting or thinking that.”

GUILT TRIPPING

“You’re unfair for wanting that... you shouldn’t/should do this because I think so”

DERAILING

“I’m switching topics for what you (or I) started talking about even though we haven’t reached any resolution”

MIND READING

“I know what you *really* think or feel”

SUMMARIZING SELF

“I know you’d agree with me if you could just get what I’m saying, so I’ll repeat myself until you get it”

CROSS COMPLAINING

“If you complain about me, I’ll complain about you”

KITCHEN SINKING

“You did this, and also that, and also that...”

YES, BUT

“I don’t really agree, but I’ll pretend in order to get you off my back”

DISAGREE OR OPINIONS WITHOUT RATIONALE

“I’m right.. I just feel that way, no matter what”

UNCLEAR

“Just... I don’t know... kind of like that”

NEGATIVE NONVERBAL

Frowns, cold voice, rude gestures

YOU STATEMENTS

“You made me feel so mad”

Positive Communications

VALIDATING OTHERS

“I can see how you’d feel that way”

RESPECT, COMMITMENT

“Even though we disagree, I’ll hang in there until we work this out”

POSITIVE REINFORCEMENT

“I’d really like it if you did this for me, and it would lead to this positive outcome for you...”

TEAMWORK, PROBLEM-SOLVING

“Let’s not worry about who’s to blame, but figure out how we can solve the problem”

COMPLIMENTS

“I appreciate how much effort you put into this”

ACCEPTANCE

“I accept who you are and acknowledge you have a right to feel that way, even if I disagree”

BACK ON BEAM

“Wait a second... what do we want to be talking about here?”

CHECKING OUT

“I think this is where you are on this... is that right?”

SUMMARIZING OTHER

“So what I hear you saying is...”

“Sounds like you feel...”

ACCEPT RESPONSIBILITY

“Yes, I did that... I’m sorry it had that effect on you”

FOCUS ON SPECIFICS

“Yesterday, you did X... in the future, I’d like Y”

ACKNOWLEDGE DISAGREEMENT, PROVIDE RATIONALE

“I have a different take on this: my perspective is...”

AGREE/DISAGREE WITH RATIONALE

“Here’s my thinking on this...”

CLARIFICATION REQUEST

“Could you give me some specifics on that?”

POSITIVE NONVERBAL

Smiles, warm voice, eye contact

I STATEMENTS

“When you do X, it pushes my buttons and I get angry”

DBT SKILLS GROUP
INTERPERSONAL EFFECTIVENESS HANDOUT
Maintain Proper Boundaries

UNHEALTHY BOUNDARIES

- Trusting no one/ trusting anyone
 - black & white thinking.
- Talking at intimate level on first meeting.
- Falling in love with *anyone* who reaches out.
- Acting on first sexual impulse.
- Being sexual exclusively for partner, not self.
- Using profanity or intimidation to make your point.
- Touching a person without asking.
- Taking as much as you can get for the sake of getting.
- Giving as much as you can give for the sake of giving.
- Allowing someone to take as much as they can from you.
- Letting others direct your life.
- Believing others can anticipate your needs.
- Expecting others to fill your needs automatically without asking.
- Falling apart so someone will take care of you.
- Self abuse.
- Going against personal values or rights just to please others.
- Not noticing when someone else displays inappropriate boundaries.
- Not noticing when someone invades your boundaries.
- Accepting food, gifts, touch, sex that you don't want.
- Letting others define you.

HEALTHY BOUNDARIES

- Appropriate trust.
- Revealing a little of yourself at a time, then checking to see how the person responds to your sharing.
- Using "I" statements.
- Moving step by step into intimacy.
- Putting a new acquaintanceship on hold until you check for compatibility.
- Deciding whether a potential relationship will be good for you.
- Staying focused on your own growth and recovery.
- Weighing the consequences before acting on sexual impulse.
- Being sexual when you want to be sexual – attending to your needs as well as your partners.
- Maintaining personal values despite fear of criticism.
- Noticing when someone else displays inappropriate boundaries.
- Noticing when someone invades your boundaries.
- Saying "No" to food, gifts, touch, sex you don't want.
- Asking a person before touching them.
- Respect for others – not taking advantage of someone's generosity.
- Self-respect – not giving too much in hope that someone will like you.
- Not allowing someone to take advantage of your generosity.
- Trusting your own decisions.
- Defining your truth, as you see it.
- Knowing who you are and what you want.
- Recognizing that friends and partners are not mind readers.
- Clearly communicating your wants and needs (and recognizing that you may be turned down, but you can ask).