



Adolescent DBT



Table of Contents

| | |
|--|---------|
| <i>Adolescent DBT Program Rules and Expectations</i> | 1 |
| Mindfulness Handouts | 28 |
| Taking Hold of Your Mind | 30 |
| Why Bother? | 31 |
| Three States of Mind | 32-33 |
| Observe Yourself in Each State of Mind | 34-35 |
| What/How/How-To Skills | 36-40 |
| Thinking Mistakes | 41 |
| | |
| Ineffective Behaviors | 42-51 |
| Why Bother Tolerating Painful Feelings and Urges? | 54 |
| Crisis Survival Skills | 55-69 |
| Urge Surfing (US) | 75 |
| Bridge Burning (BB) | 77-83 |
| Grounding Yourself (GY) | 84 |
| Accepting Reality | 92-99 |
| | |
| Emotion Regulation Handouts | 100-105 |
| Feelings Model | 106-109 |
| Emotions, Thoughts & Situations | 110-112 |
| Attend to Relationships (A2R) | 119-120 |
| Mood Momentum (MM) | 121 |
| Attend to Relationships (A2R) | 129 |
| | |
| Interpersonal Effectiveness | 139 |
| Boundaries (BO) | 163 |
| Using Boundary (BO) | 167 |



Group Rules and Expectations Adolescent DBT

Group members are expected to use their Wise Mind to act respectfully and effectively in the group. Additional rules for specific program groups may be added at the discretion of the group facilitator.

Confidentiality

Group members are expected to keep information about all clients at MHS private. This includes names of group members, issues discussed in group, and disclosing how you know a group member. Breaking confidentiality may lead to discharge from programming. Therapists are required by law to act on behalf of all members if there are reports of maltreatment, neglect, or safety concerns if a member cannot commit to safety.

Communication with Caregivers

Therapists will use their discretion in what they share with your caregiver. Therapists will provide updates and involve them in treatment goal planning. Caregivers will be updated when safety or other concerning behaviors increase and/or are needed to support change. MHS believes it is best practice to support collaborative communication between caregivers and teens, and therapists aim to facilitate this process.

Safety

Safety is the primary goal of therapy. Group members are encouraged to avoid sharing details about suicidal ideation, self-injury, or other sensitive topics that may cause distress to others. Members are not allowed to act on suicidal ideation (SI) or self-injurious behavior (SIB) urges while on premises; doing so would be grounds for discharge. Group members may not make contact with other group members for 24 hours after acting on SI or SIB.

Assessing Safety

If safety concerns are present, they will be addressed via safety planning. Teen will review the current safety plan or choose to create a new one. Therapists will ask for a commitment to safety. If the teen cannot commit to following their safety plan, using the skills and supports identified until returning to program, the therapist will initiate a Transport Hold in which police and paramedics will support transporting them to the hospital. If caregivers refuse this process and/or further assessment, this may be grounds for discharge.

Attendance

Group members are expected to attend every group on time and stay for all scheduled hours. If your attendance falls below 90%, you will be put on an attendance contract. Group members are expected to inform the therapist of absences. Please contact your therapist if you will be late or absent from programming. If you do not attend, do not make attempts to contact your therapist, and are unable to be reached for three therapy sessions in a row; you will be discharged from programming.

Treatment Team

Group members are required to participate in ongoing individual therapy, comply with prescribed medications and recommendations from psychiatrists and other medical professionals. Group facilitators will contact members of your treatment team regularly to coordinate care.

Relationships with Group Peers

Group members are not allowed to spend time with each other outside of programming, have romantic, or private relationships with one another. Each group facilitator will establish specific expectations regarding communication between group members outside of programming. If communication outside of programming is permitted, group members should not discuss safety concerns or any other ineffective behaviors/topics with each other. Anything discussed between group members outside of programming must also be disclosed in the group therapy setting. Group members are not allowed to use alcohol or drugs or participate in other treatment-interfering behaviors together. Violation of any of these rules may lead to discharge.

Drugs and Alcohol

Group members are not allowed to attend programming under the influence of alcohol/drugs or use alcohol/drugs during program time. These behaviors are grounds for discharge. Group members may not glamorize the use of substances, and any discussion about substances in programming is expected to be effective. Group members are not allowed to smoke cigarettes, use smokeless tobacco products, or e-cigarettes (this includes vaping of non-nicotine products) at any time while on the premises.

Preparing for Group

Please arrive on time with your DBT manual and completed diary card. Be prepared to take notes. You may bring a fidget or snacks if desired.

Breaks

Group members are expected to be effective during break times and comply with building rules. Break times include writing diary card on the board and using the restroom as needed. It is expected that group members avoid inappropriate topics, are mindful of their volume, and are respectful of all spaces in the building.

Feedback and Behavior

Group members' feedback and behavior are expected to be respectful at all times. Discrimination and harassment of any kind will not be tolerated and may be grounds for discharge. If a group member is disrespectful, a verbal warning will be given, and the group member may be asked to leave or take a break from programming. Group members may be placed on a behavior contract or discharged from programming for a pattern of disrespectful behavior.

| I will participate in effective behavior by: | Ineffective Behavior is Considered: |
|---|--|
| <ul style="list-style-type: none">- Arriving on time and staying in program until dismissed- Silencing devices- Completing diary card prior to group- Engaging with group by asking questions, answering questions or offering skills suggestions throughout group- Practicing active listening | <ul style="list-style-type: none">- Playing games, doing homework or texting others- Taking phone calls, recording or taking photos within the group room- Swearing or using judgmental language directed at others- Arguing with program therapist |

Families are expected to comply with their monthly payment agreements and can make payments via the MHS website: <https://www.mhs-dbt.com/pay-online/>



Group Rules and Expectations Virtual Adolescent DBT

Group members are expected to use their Wise Mind to act respectfully and effectively in the group. Additional rules for specific program groups may be added at the discretion of the group facilitator.

Confidentiality

Group members are expected to keep information about all clients at MHS private. This includes names of group members, issues discussed in group, and disclosing how you know a group member. Breaking confidentiality may lead to discharge from programming. Therapists are required by law to act on behalf of all members if there are reports of maltreatment, neglect, or safety concerns if a member cannot commit to safety.

Communication with Caregivers

Therapists will use their discretion in what they share with your caregiver. Therapists will provide updates and involve them in treatment goal planning. Caregivers will be updated when safety or other concerning behaviors increase and/or are needed to support change. MHS believes it is best practice to support collaborative communication between caregivers and teens, and therapists aim to facilitate this process.

Safety

Safety is the primary goal of therapy. Group members are encouraged to avoid sharing details about suicidal ideation, self-injury, or other sensitive topics that may cause distress to others. Group members may not make contact with other group members for 24 hours after acting on SI or SIB.

Assessing Safety

If safety concerns are present, they will be addressed by safety planning. Teen will review the current safety plan or choose to create a new one. Therapist will ask for a commitment to safety. If the teen cannot commit to safety using the skills and supports identified until returning to program, the therapist will initiate a Wellness Check. Emergency services will come to your location and determine what services are needed moving forward. **If you accidentally become disconnected during a safety assessment, email or call your therapist immediately. Your therapist will also reach out to your caregiver. If you intentionally disconnect from session during a safety assessment, you will be discharged from program.**

Attendance

Group members are expected to attend every group on time and stay for all scheduled hours. If your attendance falls below 90%, you will be put on an attendance contract. Group members are expected to inform the therapist of absences. Please contact your therapist if you will be late or absent from programming. If you do not attend, do not make attempts to contact your therapist, and are unable to be reached for three therapy sessions in a row; you will be discharged from programming.

Drugs and Alcohol

Group members are not allowed to attend group under the influence of alcohol/drugs or use alcohol/drugs during group time. These behaviors are grounds for discharge. Group members may not glamorize the use of substances, and any discussion about substances in group is expected to be effective

Treatment Team

Group members are required to participate in ongoing individual therapy, comply with prescribed medications and recommendations from psychiatrists and medical professionals. Group facilitators will contact members of your treatment team regularly to check in about your progress in therapy.

Relationships with Group Peers

Group members are not allowed to spend time with each other outside of group or to have romantic or private relationships with one another. Each group facilitator will establish specific expectations regarding communication between group members outside of group. If communication outside of group is allowed, group members should not discuss safety concerns or details of TIBs with each other. Anything discussed between group members outside of group must also be discussed in the group setting. Group members are not allowed to use alcohol or drugs, or participate in other treatment-interfering behaviors together. Violation of any of these rules may lead to discharge.

Preparing for Group

Please arrive early to test your technology. Bring your DBT manual and completed diary card. Be prepared to take notes. Have a fidget, snack, and/or drink ready. Turn your camera on. Use headphones when you are able. You must be in a confidential space with a door closed without others around. You are not able to join group from a moving vehicle.

Breaks

You may turn video and audio off when on break. You will use your break time to prepare your diary card for sharing. Use appropriate volume, tone, and language during breaks. Therapists can monitor breaks to ensure skillfulness.

Feedback and Behavior

Group members' feedback and behavior are expected to be respectful at all times. Discrimination and harassment of any kind will not be tolerated and may be grounds for discharge. If a group member is disrespectful, a verbal warning will be given and the member may be asked to leave or take a break from group. Group members may be placed on a behavior contract or discharged from programming for a pattern of disrespectful behavior.

| I will participate in effective behavior by: | Ineffective Behavior is Considered: |
|---|---|
| <ul style="list-style-type: none">- Arriving on time and staying in program until dismissed- Fully dressed and sitting up, as though you are in person- Silencing other devices- Completing diary card prior to group- Engaging with group by asking questions, answering questions or offering skills suggestions throughout group- Practicing active listening- Showing my face on camera- Using zoom chat feature when needed | <ul style="list-style-type: none">- Recording any part of session- Turning camera on and off- Using multiple devices or other distractions- Playing games, doing homework or texting others- Swearing or using judgmental language directed at others- Privately chatting other group members- Arguing with program therapist |

Families are expected to comply with their monthly payment agreements and can make payments via the MHS website: <https://www.mhs-dbt.com/pay-online/>

MHS DBT Program Attendance Policy

Consistent attendance is necessary for DBT programming to be effective. Research has shown that consistent attendance leads to better results in therapy. Attendance, timeliness, and consistency are also life skills.

It is expected that program members attend all program sessions. Please schedule other appointments around your DBT programming. Attending all scheduled program groups consistently is an essential part of progress not just for individuals, but for the group as a whole. While the policy accounts for absences for illness, emergencies, and other causes, absences are counted regardless of the reason for missing programming. There are no “excused” or “unexcused” absences.

If you miss more than 1 out of 10 sessions, you will receive an **attendance contract** for the next 10 sessions. Your therapist will discuss and problem-solve barriers to attendance with you, and may include members of your treatment team as needed. While on an attendance contract you must attend 9 of the 10 sessions to end the attendance contract. If you miss more than 1 of 10 sessions while on an attendance contract you will receive a 10-day **discharge contract** and barriers to attendance will be discussed with all who can help you succeed. Like the attendance contract, you must attend 9 out of 10 of these sessions. If you miss more than one of those 10 sessions, you can be discharged from the program and cannot reapply until the barriers to attendance have been successfully addressed. The goal of all contracts is to support success in programming.

At the discretion of the program, allowances for circumstances beyond a person’s control will be considered prior to discharge. For this to occur documentation of the cause of the absence may be required.

You are responsible for keeping your therapist and the program informed if you have to miss your program session. Always call before programming if you will be absent.

Three consecutive absences without phone calls will be grounds for discharge.

If you are late to an individual therapy session, depending on your history of tardiness and the availability of the therapist, your session could be canceled or rescheduled.

Three instances of tardiness, in a short period of time, count as an absence. A tardy is returning late after break or arriving late for the start of programming.

A **Leave of Absence (LOA)** may be granted at the discretion of the therapist/treatment team and must be planful with a clear time-limit. It is your responsibility to contact your therapist and team during an LOA. Documentation to support a LOA may be required.

Acknowledged by: _____

Diary Card Cheat Sheet

| | | |
|------------|------------------------------------|--|
| Rx | Medication | How many days have you taken all your meds? X/X |
| SI | Suicidal ideation | Intensity of thoughts 0-10/ Y- action or planning N – passive thoughts only |
| SIB | Self-Harm | Intensity of urges 0-10/ Y- action or N – passive/no action |
| TIB | Therapy Interfering Behavior | Intensity of urges 0-10/ Y- action or N – passive/no action |
| Ang | Anger | Scale of 0-10 |
| Dep | Depression | Scale of 0-10 |
| Anx | Anxiety | Scale of 0-10 |
| WI | Willingness | How willing are you to engage in therapy/change (0-10) 10 = most willing |
| Sleep | Hours Slept Last Night | Number of hours |
| BPE & 0-10 | Build Positive Experience + rating | Something that created a positive feeling and positive it felt (0 – 10) 10 = very positive |
| Goals | Treatment Goals | You will have at least 3 to report on |
| Feelings | Feelings from your day | List at least 3 feelings from your day |
| Thankful | Thankful/grateful list | A few things you're thankful for |

| MON | Rx | SI | SIB | TIB | ANG | DEP | ANX | WILLINGNESS | SLEEP | BPE & 0-10 | TREATMENT GOALS |
|-------------|----|----|-----|-----|-----|-----|-----|-------------|-------|------------|-----------------|
| RATING 0-10 | | | | | | | | | | | 1. |
| Skills | | | | | | | | | | | 2. |
| | | | | | | | | | | | 3. |
| TUES | Rx | SI | SIB | TIB | ANG | DEP | ANX | WILLINGNESS | SLEEP | BPE & 0-10 | TREATMENT GOALS |
| RATING 0-10 | | | | | | | | | | | 1. |
| Skills | | | | | | | | | | | 2. |
| | | | | | | | | | | | 3. |
| WED | Rx | SI | SIB | TIB | ANG | DEP | ANX | WILLINGNESS | SLEEP | BPE & 0-10 | TREATMENT GOALS |
| RATING 0-10 | | | | | | | | | | | 1. |
| Skills | | | | | | | | | | | 2. |
| | | | | | | | | | | | 3. |
| THURS | Rx | SI | SIB | TIB | ANG | DEP | ANX | WILLINGNESS | SLEEP | BPE & 0-10 | TREATMENT GOALS |
| RATING 0-10 | | | | | | | | | | | 1. |
| Skills | | | | | | | | | | | 2. |
| | | | | | | | | | | | 3. |
| FRI | Rx | SI | SIB | TIB | ANG | DEP | ANX | WILLINGNESS | SLEEP | BPE & 0-10 | TREATMENT GOALS |
| RATING 0-10 | | | | | | | | | | | 1. |
| Skills | | | | | | | | | | | 2. |
| | | | | | | | | | | | 3. |
| SAT | Rx | SI | SIB | TIB | ANG | DEP | ANX | WILLINGNESS | SLEEP | BPE & 0-10 | TREATMENT GOALS |
| RATING 0-10 | | | | | | | | | | | 1. |
| Skills | | | | | | | | | | | 2. |
| | | | | | | | | | | | 3. |
| SUN | Rx | SI | SIB | TIB | ANG | DEP | ANX | WILLINGNESS | SLEEP | BPE & 0-10 | TREATMENT GOALS |
| RATING 0-10 | | | | | | | | | | | 1. |
| Skills | | | | | | | | | | | 2. |
| | | | | | | | | | | | 3. |

| | FEELINGS | THANKFUL | | |
|-------|----------|----------|--|--|
| MON | | | | |
| TUES | | | | |
| WED | | | | |
| THURS | | | | |
| FRI | | | | |
| SAT | | | | |
| SUN | | | | |

Core Mindfulness

Wise Mind (WM) To dialectically balance emotion and reason so you can respond rather than react
Observe (OB) To just notice experience
Describe (DE) To put words on experience
Participate (PA) To fully enter into your experience
Nonjudgemental Stance (NJS) To not attach strong opinions or labels to experience
One-mindfulness (OM) To focus your attention on one thing
Effectiveness (EF) To focus on what works

Distress Tolerance

Distract with ACCEPTS
Activities (AC): To keep busy and involved
Contributing (CON): To do something for others
Comparisons (COM): To see that others struggle, too
Emotions (EM): To do something that creates other emotions
Push Away (PA): To shelve your problem for later
Thoughts (T): To think about something other than your distress
Sensations (S): To invigorate your senses or to do something physically engaging
Self-Soothe (SS) To relax yourself through the senses
Urge Surfing (US) To ride the ebbs and flows of emotions/urges without reacting
Bridge Burning (BB) To remove the means to act on harmful urges

IMPROVE the Moment

Imagery (IM): To relax or practice skills visually in your mind
Meaning (ME): To find the “why” to tolerate a difficult time
Prayer (PR): To seek connection and guidance from a higher power
Relaxation (RE): To calm the mind and body
One Thing at a Time (OT): To focus on one thing when overwhelmed
Vacation (V): To take a brief break
Encouragement (EN): To coach yourself with positive self-talk

Pros and Cons (P&C) To weigh the benefits and costs of a choice
Grounding Yourself (GY) To use OB and DE to come back to the here and now
Radical Acceptance (RA) To acknowledge “what is” to free yourself from suffering
Everyday Acceptance (EA) To accept daily inconveniences that occur in life
Willingness (WI) To remove barriers and do what works in a situation

Fast (F)

Fair: To be just and take a Nonjudgemental Stance (NJS) with yourself and others.
Apologies Not Needed: To not apologize for having an opinion, for your own viewpoints or for things over which you have no control
Stick to Values: To know what values are non-negotiable and when values conflict, work to resolve the conflict through Wise Mind (WS)
Truth and Accountability: To be honest and accountable with yourself and others

Give (G)

Genuine: To be honest, sincere, respectful and real with others
Interested: To make efforts to connect with a person — listen intently, ask questions and listen to the answers, make appropriate eye contact
Validate: To acknowledge others' feelings, thoughts, beliefs and experiences without judgement
Easy Manner: To treat others with kindness and a relaxed attitude

Dear Man (DM)

Describe: To outline the situation in nonjudgemental language
Express: To share your opinions and feelings if they relate and will help others understand the situation
Assert: To ask clearly for what you want or need, say no or set your boundary
Reward: To let others know what is in it for them, avoid ultimatums and threats
Mindful: To stay focused on your goal
Appear Confident: To use an assertive tone of voice, make eye contact and use confident body language
Negotiate: To strike compromises that make sense, meet in the middle

Interpersonal Effectiveness

Emotion Regulation

Pleased (PL)
Physical Health: To engage in behaviors that keep your body healthy
List Resources and Barriers: To identify your resources and barriers for each area of PLEASED
Eat Balanced Meals: To maintain a healthy diet everyday
Avoid Drugs and Alcohol: To minimize or eliminate drug and alcohol use
Sleep 7 to 10 Hours: To get the amount of sleep that helps you feel good
Exercise: To exercise 20 minutes three to five times each week
Daily: To make PLEASED skills daily habits, for maximum benefit

Build Mastery (BM) To do things to help you feel competent and in control
Build Positive Experience (BPE) To seek out events that create positive feelings
Attend to Relationships (A2R) To connect with meaningful people in your life
Mood Momentum (MM) To perform balanced behaviors to maintain positive moods
Opposite to Emotion (O2E) To do the opposite of the action a negative emotion pulls you to perform

Safety Plan

I, _____, will follow this safety plan until the next time I receive services. This means I will not engage in suicidal behavior. I will use the steps listed below to assist with my safety, call my team members/people in my support system/crisis numbers listed below as needed, or admit myself into the hospital if needed.

Events that might lead to safety concerns:

- 1)
- 2)
- 3)
- 4)

Specific steps I will take to maintain my safety:

- 1)
- 2)
- 3)
- 4)
- 5)

Team members/other people in my support system/crisis numbers I will call for help are:

- | | |
|---|---------------|
| 1) | Phone number: |
| 2) | Phone number: |
| 3) | Phone number: |
| 4) County Crisis Line | _____ |
| 5) Crisis Text Line | 988 |
| 6) Crisis line for MH and Substance Use | 988 |
| 7) Emergency | 911 |

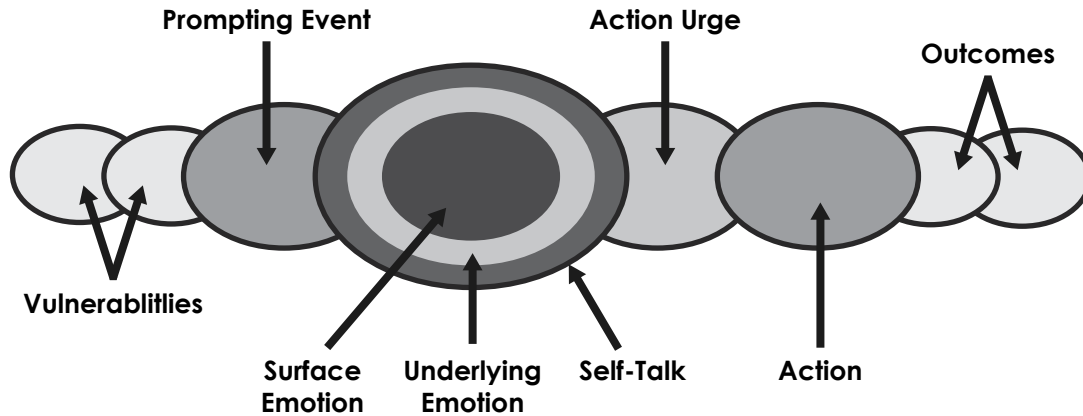
Client signature: _____

Date: _____

Therapist signature: _____

Date: _____

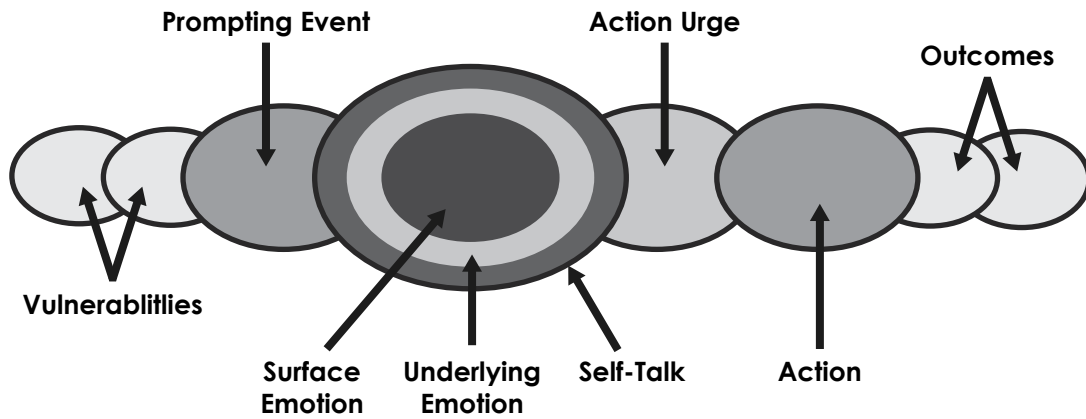
Visual Behavior Change Analysis Directions



DIRECTIONS: The more you understand about behaviors you want to change, the more you can be effective in the use of your skills to meet that goal! Start anywhere on the change (chain) analysis and work forward and/or backward to figure out each link, then identify other skills or choices you could make with your new awareness. Remember to be **NONJUDGMENTAL** with yourself, the situation, and others. The following explains each identified link, but remember that you can add as many links as you need to understand your process and that **EVERY LINK PRESENTS AN OPPORTUNITY FOR CHANGE!** Also, look for skills that you might have already been using but not noticed or for which you need more practice. Chances are you have been using skills!

- **Vulnerabilities:** What made you vulnerable to the prompting event (and what unfolded after it)? Examples might include not doing self-care, having a tough day, getting into a conflict, or other stressors. Be as specific as possible.
- **Prompting Event:** What happened? Describe in nonjudgmental, descriptive words.
- **Surface Emotion:** What feeling(s) occurred after the prompting event that was/were most easily noticed?
- **Underlying Emotion:** Was there a feeling or feelings further below the surface? Examples might include feeling hurt or embarrassed under anger or feeling guilty under depression.
- **Self-Talk:** What automatic thoughts or beliefs were happening that fed your emotions and the following action urge?
- **Action Urge:** What did the feelings pull you to do? This link is a critical moment of choice in changing a behavior.
- **Action:** This is the behavior you might want to change. However, remember that using skills at earlier links might effectively change your action/behavior.
- **Outcomes:** What happened after the behavior you want to change? What did you gain and/or lose, in both the short term and the long term? Did the outcomes cause a new vulnerability or stressor and/or cycle back to the beginning again?
- **SOLUTIONS:** At each step, brainstorm skills or choices that could create behavior change and more effective outcomes. Also plan for how you can deal skillfully with the outcomes you are experiencing, including how you may need to make amends with others.

Visual Behavior Change Analysis Form _____



Describe your vulnerabilities:

Describe the prompting event (what set off the action?):

Describe your emotion on the surface (the one mostly easily noticed):

Describe any underlying emotions (the ones hidden underneath):

Describe your self-talk:

Describe the action urge:

Describe the action:

Describe the outcomes:

SOLUTIONS:

Fill in alternative skills and choices that would be more effective at each step. Consider how these alternatives would have altered the outcomes for you and for other people.

Describe how you will use skills effectively to deal with the outcomes that exist:

Describe who else was affected by your choice(s):

Describe how you will make amends with these people (if appropriate):

Skills Learning Improves Progress Worksheet

What made you vulnerable to the SLIP?

What triggered the SLIP?

What were the consequences of the SLIP (for both you and others)?

What did you learn from the SLIP?

What skills can you use to avoid a similar SLIP?

What skills can you use to deal with the consequences (so they do not become vulnerabilities)?

What skills can you use to make amends with yourself?

What skills can you use to make amends with others?

What are you committed to do to move forward?

With whom are you going to share this commitment?

| Anger | | | | |
|--------------|-------------|------------|------------|-----------|
| Aggravated | Annoyed | Bitter | Cranky | Riled |
| Appalled | Disgusted | Dismayed | Horried | Nauseated |
| Enraged | Exasperated | Frustrated | Furious | Hostile |
| Incensed | Infuriated | Irritated | Outraged | Provoked |
| Offended | Repulsed | Revolted | Ticked Off | Wary |
| Resentful | Steamed | Troubled | Upset | Vicious |

| Happiness | | | | |
|------------------|----------|-----------|-----------|-----------|
| Amused | Blissful | Charmed | Cheerful | Contented |
| Delighted | Ecstatic | Elated | Excited | Fabulous |
| Fortunate | Giddy | Glad | Gratified | Happy |
| Joyous | Jubilant | Marvelous | Pleased | Proud |
| Soothed | Thrilled | Tickled | Wonderful | Fun |

| Hurt | | | | |
|-------------|------------|----------|-------------|-----------|
| Abused | Awful | Betrayed | Devalued | Terrible |
| Crippled | Diminished | Deflated | Forgotten | Put Down |
| Deprived | Deserted | Dreadful | Intimidated | Oppressed |
| Damaged | Rotten | Insulted | Neglected | Slighted |
| Ignored | Isolated | Jilted | Defeated | |
| Snubbed | Upset | Cheated | Persecuted | |

| Inadequacy | | | | |
|-------------------|-----------|-------------|------------|----------|
| Helpless | Incapable | Incompetent | Inadequate | Inept |
| Inferior | Powerless | Useless | Unworthy | Mediocre |

| Embarrassment | | | | |
|---------------|-----------|---------|---------------|------------|
| Absurd | Foolish | Awkward | Mortified | Clumsy |
| Conspicuous | Disgraced | Silly | Uncomfortable | Humiliated |

| Confusion | | | | |
|------------|--------------|---------------|------------|---------|
| Addled | Baffled | Bewildered | Confused | Rattled |
| Distracted | Dumbfounded | Flabbergasted | Flustered | Jarred |
| Jolted | Muddled | Mystified | Perplexed | Puzzled |
| Anxious | Disconcerted | Dazed | Frustrated | |

| Sadness | | | | |
|---------------|--------------|-------------|--------------|------------|
| Anguished | Blue | Burdened | Dejected | Depressed |
| Despondent | Disappointed | Discouraged | Disheartened | Downcast |
| Heavy Hearted | Gloomy | Let Down | Low | Melancholy |
| Abandoned | Alone | Deserted | Empty | Excluded |
| Lonely | Friendless | Ignored | Isolated | Jilted |
| Scorned | Lost | Rejected | Pathetic | Slighted |
| Miserable | Moody | Pained | Troubled | Weary |

| Fear | | | | |
|---------|----------|-------------|------------|------------|
| Afraid | Boxed In | Concerned | Fearful | Frightened |
| Jittery | Jumpy | Nervous | Panicky | Scared |
| Shaken | Spooked | Terrified | Threatened | Agitated |
| Uneasy | Unnerved | Overwhelmed | Alarmed | Worried |

Adolescent Graduation Criteria

| Beginning of treatment | | client | therapist | date |
|-------------------------------|---|---------------|------------------|-------------|
| 1. | No mental health related hospitalizations or ER visits for 3 months | | | |
| 2. | Up to date and meaningful use of Safety Plan and Skills Implementation Plan | | | |
| 3. | No active SI/SIB issues (plans/acts) | | | |
| 4. | Active engagement in addressing targeted Therapy Interfering Behaviors (TIBs) (includes attendance & active participation) | | | |
| 5. | Symptom levels at average of 5/10 or below for 1 month+ | | | |
| 6. | Completion of the 4 DBT modules | | | |
| 7. | Completion of assigned DBT homework | | | |
| 8. | Create a strengths-based clear and specific Vision of Recovery that is integrated into treatment planning and daily life | | | |
| 9. | Identify potential system of support; begin building support | | | |

| Midway | | client | therapist | date |
|---------------|---|---------------|------------------|-------------|
| 1. | No Mental Health Hospitalizations or ER visits for 5 months | | | |
| 2. | Symptom levels at average of 3/10 or below for 1 month+ | | | |
| 3. | Up to date and meaningful use of Safety Plan and Skills Implementation Plan | | | |
| 4. | Completion of DBT modules for 2 nd time, if needed to increase learning, application, and generalization | | | |
| 5. | Create/complete the Graduation Plan ; begin use in daily life. | | | |
| 6. | Revise or expand on your Vision of Recovery that is integrated into treatment planning and daily life | | | |
| 7. | Continue building and expanding support system | | | |

- TOP outcome guidelines for transition
 - 1) No TOP “Red Alert” in latest administration
 - 2) If recent TOP has a “Yellow Alert,” we will reassess if you are meeting the above criteria
 - 3) Must not have any “extreme” elevations on scales for depression, mania, psychotic symptoms, substance abuse, social conflict, suicide, or violence
 - 4) Must not have more than two “moderate” elevations on above scales
 - 5) Short term elevations in above scales due to unusual events will be considered in decision making process

| Graduation Preparation | | client | therapist | date |
|-------------------------------|--|---------------|------------------|-------------|
| 1. | No significant TIBs—attends on time, completes diary card, participates effectively | | | |
| 2. | Up to date and meaningful use of Safety Plan and Skills Implementation Plan (SIP) —re-do the SIP | | | |
| 3. | Up to date and active use of Relapse Prevention Plan | | | |
| 4. | Use of Graduation plan in daily life | | | |
| 5. | Symptom levels at average of 3/10 or below for 2 months+ | | | |
| 7. | Consistent use of stable system of support & start participating in activities outside of DBT program. | | | |
| 8. | Transition plan for Graduation approved by entire treatment team. Identify and coordinate transitional care. | | | |



Skills Implementation Plan

Crisis Behavior _____

0-1 No Crisis

What is a typical situation where you experience this level of distress? _____

What are your thoughts? _____

Feelings? _____

Behaviors? _____

Skills to maintain or improve the situation: _____

1-2 Early Warning Signs

What is a typical situation where you experience this level of distress? _____

What are your thoughts? _____

Feelings? _____

Behaviors? _____

Skills to maintain or improve the situation: _____



3-4 Some Distress

What is a typical situation where you experience this level of distress? _____

What are your thoughts? _____

Feelings? _____

Behaviors? _____

Skills to maintain or improve the situation: _____

5-6 Increased Distress

What is a typical situation where you experience this level of distress? _____

What are your thoughts? _____

Feelings? _____

Behaviors? _____

Skills to maintain or improve the situation: _____



7-8 Intense Distress

What is a typical situation where you experience this level of distress? _____

What are your thoughts? _____

Feelings? _____

Behaviors? _____

Skills to maintain or improve the situation: _____

9-10 Crisis Point

What is a typical situation where you experience this level of distress? _____

What are your thoughts? _____

Feelings? _____

Behaviors? _____

Skills to maintain or improve the situation: _____

CLIENT NAME:

Diagnoses and Symptoms

Medications

| | | |
|----|-------|--------------|
| 1. | _____ | Dosage _____ |
| 2. | _____ | Dosage _____ |
| 3. | _____ | Dosage _____ |
| 4. | _____ | Dosage _____ |
| 5. | _____ | Dosage _____ |
| 6. | _____ | Dosage _____ |

Medical alerts (such as asthma, allergies to medications) _____

Contacts: List people to call for support (family, friends, mental health team members)

| | |
|---------------------|---------------|
| Therapist: _____ | Phone # _____ |
| Psychiatrist: _____ | Phone # _____ |
| Case Manager: _____ | Phone # _____ |
| Friend: _____ | Phone # _____ |
| Other: _____ | Phone # _____ |
| Other: _____ | Phone # _____ |

IN CASE OF EMERGENCY:

If you have used all available skills and contacts, and still feel unsafe, please call for help. During work hours you may call your therapist for crisis skills coaching. After work hours, or if the therapist doesn't answer, call Crisis Connection at 612-379-6363, call 911, or go to your nearest Emergency Room.



Vision of Recovery

At intake you were asked to identify a Vision of Recovery, a description of what you want your life to look like when you have completed therapy and made the changes you want in your life. This is to be thought of as a destination you plan to get to—what do you want to be doing or feeling? Identifying and keeping your mind on a destination is important in any journey, it gives direction, a way to measure progress and a goal of your own choice to attain. All of this will help to focus and motivate you as you move through the program.

My Vision of Recovery is:

What have I done to move toward this Vision?

What other steps can I take to move even closer to my Vision?

What will I do to keep on track with my Vision?_____



6600 France Ave, Suite 230
Edina, MN 55435
P: 952-835-2002
F: 651-383-4935

CLIENT NAME:

Relapse Prevention Plan

Step 1: How will I spend my time?

What are my plans to fill up my time after graduation? What structure will I have in place?

What unskillful urges or behaviors will I and my family look and plan for?

What skills will be most helpful to address these urges and behaviors?

How will I keep track of how I am doing?

Step 2: What is my support system like?

Who are my STRONGEST, HEALTHIEST, and most ENCOURAGING supporters?

Where are my safe places –places I can go to feel calm or receive support?



Step 3: What are my long term goals?

What are my short term goals? Where do I see myself next month? What am I doing?

What are my long term goals? Where do I see myself next year? What am I doing? What am I looking forward to?

In what ways do I feel better today than when I first came to program? What have I done to improve symptoms?

Step 4: Closure.

What tells me I am ready and prepared to leave the program?

How do I feel when I think about leaving the program?

How can I use group and individual therapy to prepare for my last day?



6600 France Ave, Suite 230
Edina, MN 55435
P: 952-835-2002
F: 651-383-4935

CLIENT NAME:

Step 5: After graduation.

What are the skills that help me the most when I feel ANGRY?

What are the skills that help me the most when I feel SAD?

What are the skills that help me the most when I feel ANXIOUS?



Steps to Graduation

- ☐ Start talking with my DBT program therapist about progress & readiness for graduation.
- ☐ Complete this Graduation packet.
- ☐ Return packet so that my DBT program therapist can consult with the clinical team about graduation.
- ☐ If approved, set a graduation date.
 - o **Date:** _____
- ☐ If not approved, complete missing assignments or address other goals identified by your therapist.
- ☐ Think about my graduation day—how would I like to celebrate my accomplishments?
- ☐ Share this packet with my support system (i.e. parent/guardian(s) & individual therapist).
- ☐ Celebrate!

Client Signature: _____ **Date:** _____

Parent Signature: _____ **Date:** _____

Therapist Signature: _____ **Date:** _____

CONGRATULATIONS!

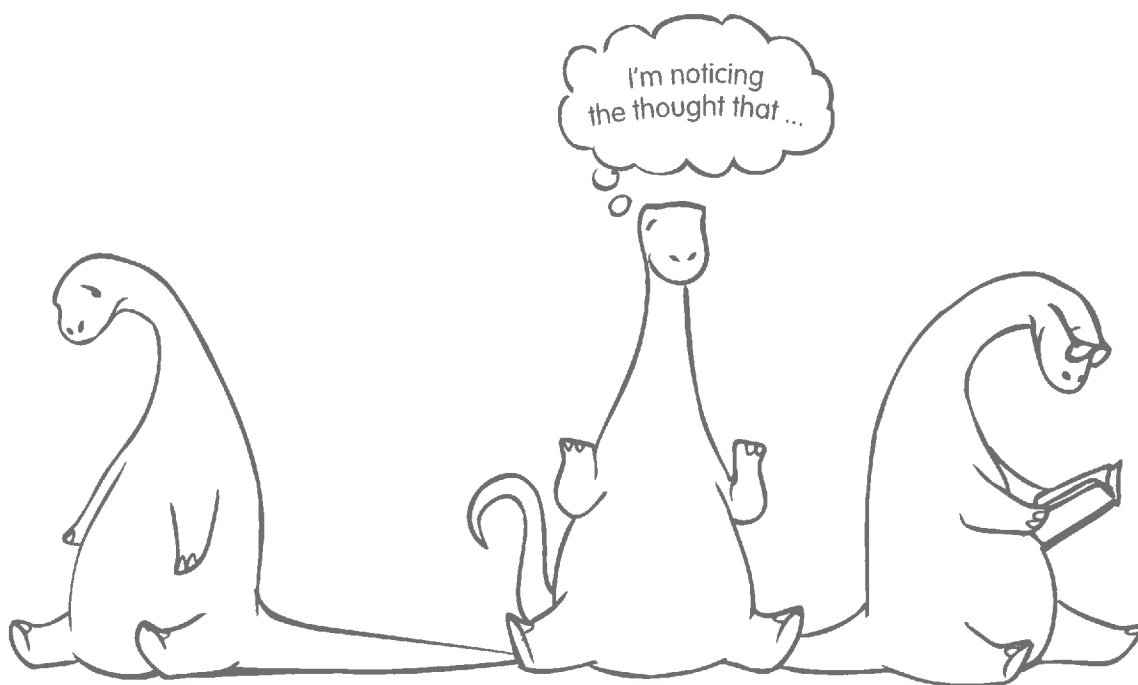
Skill Modules Checklist

Check off each module after you complete it:

1st 2nd

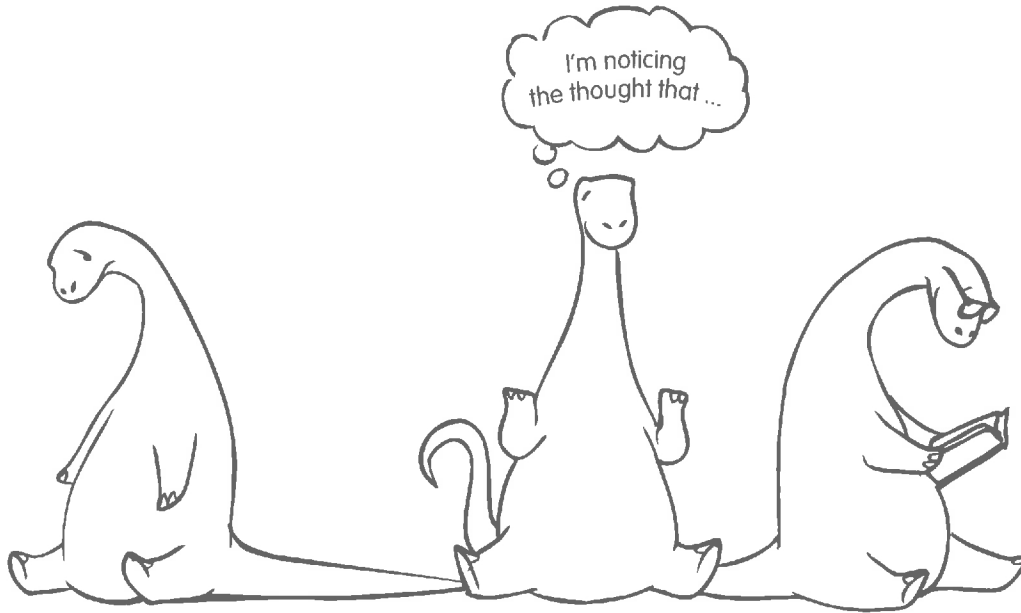
- ☐ ☐ Core Mindfulness
- ☐ ☐ Distress Tolerance
- ☐ ☐ Emotion Regulation
- ☐ ☐ Interpersonal Effectiveness

MINDFULNESS HANDOUTS



Mindfulness: Taking Hold of Your Mind

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



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

From *DBT® Skills Manual for Adolescents*, by Jill H. Rathus and Alec L. Miller. Copyright 2015 by The Guilford Press. Permission to photocopy this handout is granted to purchasers of this book for personal use only (see copyright page for details).

Mindfulness: Why Bother?

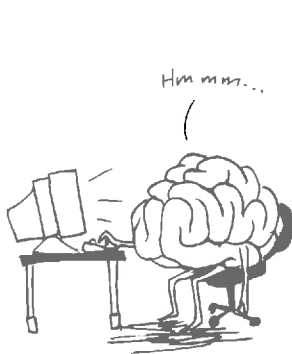
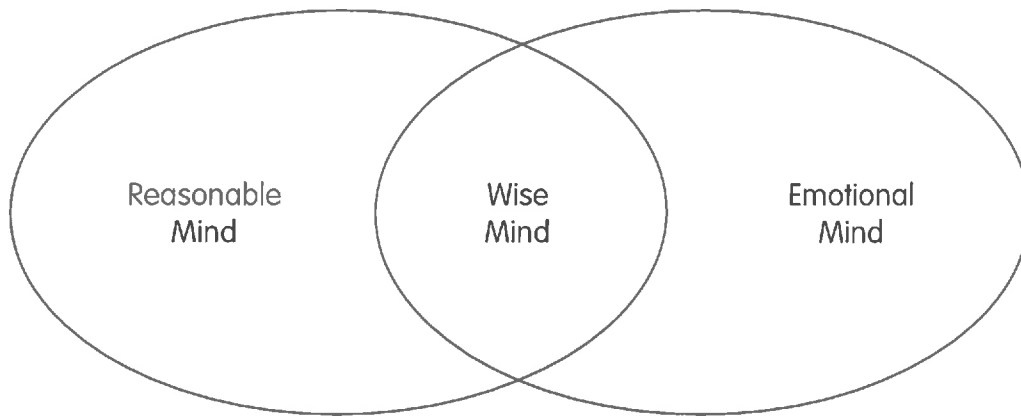
Being mindful can . . .

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

Practice, practice, practice

From *DBT® Skills Manual for Adolescents*, by Jill H. Rathus and Alec L. Miller. Copyright 2015 by The Guilford Press. Permission to photocopy this handout is granted to purchasers of this book for personal use only (see copyright page for details).

Three States of Mind



Emotional Mind is “hot,” ruled by your feelings and urges.

When I am in Emotional Mind, I tend to: _____

(continued)

Adapted from *DBT® Skills Training Handouts and Worksheets, Second Edition*. Copyright 2015 by Marsha M. Linehan. Adapted by permission.

From *DBT® Skills Manual for Adolescents*, by Jill H. Rathus and Alec L. Miller. Copyright 2015 by The Guilford Press. Permission to photocopy this handout is granted to purchasers of this book for personal use only (see copyright page for details).

Three States of Mind (page 2 of 2)

Reasonable Mind is "cool," ruled by thinking, facts, and logic.

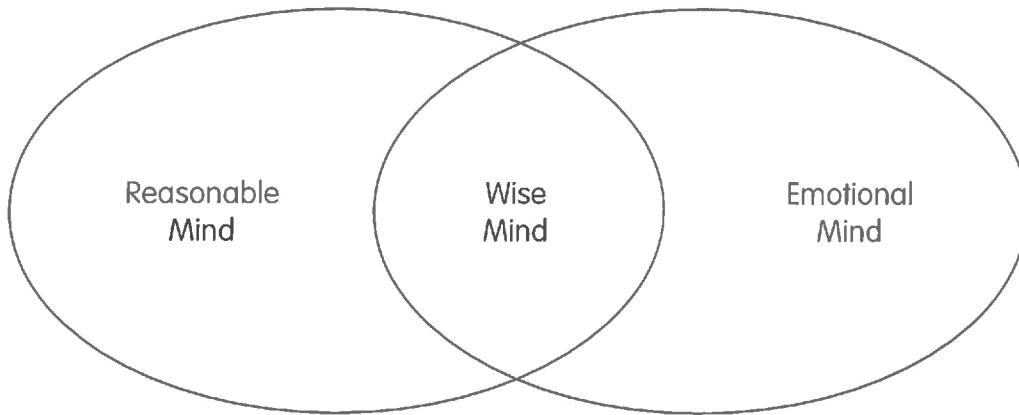
When I am in Reasonable Mind, I tend to: _____

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

When I am in Wise Mind, I tend to: _____

Practice Exercise: Observing Yourself in Each State of Mind

Due Date: _____



Emotional Mind

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

(continued)

Adapted from *DBT® Skills Training Handouts and Worksheets, Second Edition*. Copyright 2015 by Marsha M. Linehan. Adapted by permission.

From *DBT® Skills Manual for Adolescents*, by Jill H. Rathus and Alec L. Miller. Copyright 2015 by The Guilford Press. Permission to photocopy this handout is granted to purchasers of this book for personal use only (see copyright page for details).

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

Reasonable Mind

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

Wise Mind

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

Mindfulness “What” Skills

Observe

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

Describe

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

Participate

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

Adapted from *DBT® Skills Training Handouts and Worksheets, Second Edition*. Copyright 2015 by Marsha M. Linehan. Adapted by permission.

From *DBT® Skills Manual for Adolescents*, by Jill H. Rathus and Alec L. Miller. Copyright 2015 by The Guilford Press. Permission to photocopy this handout is granted to purchasers of this book for personal use only (see copyright page for details).

Mindfulness “How” Skills

Don’t Judge

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

Stay Focused

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

Do What Works

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

Adapted from *DBT® Skills Training Handouts and Worksheets, Second Edition*. Copyright 2015 by Marsha M. Linehan. Adapted by permission.

From *DBT® Skills Manual for Adolescents*, by Jill H. Rathus and Alec L. Miller. Copyright 2015 by The Guilford Press. Permission to photocopy this handout is granted to purchasers of this book for personal use only (see copyright page for details).

Mindfulness Cheat Sheet

1. Identify what you will focus on:

Examples: Your breath

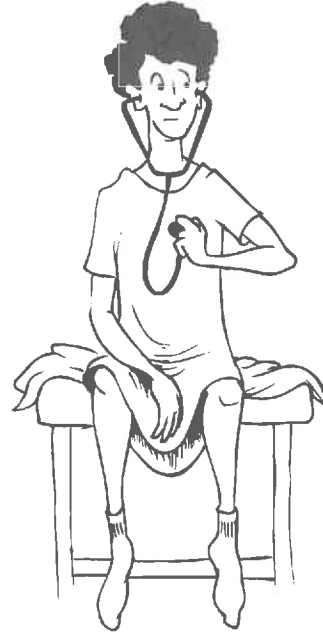
An object (a picture, burning candle)

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

2. Bring your attention to the object of focus.

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

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



To Get Started

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

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

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

Due Date _____

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

“What” Skills

- ____ Observe
- ____ Describe
- ____ Participate

“How” Skills

- ____ Don’t Judge
- ____ Stay Focused
- ____ Do What Works

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

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

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

Adapted from *DBT® Skills Training Handouts and Worksheets, Second Edition*. Copyright 2015 by Marsha M. Linehan. Adapted by permission.

From *DBT® Skills Manual for Adolescents*, by Jill H. Rathus and Alec L. Miller. Copyright 2015 by The Guilford Press. Permission to photocopy this handout is granted to purchasers of this book for personal use only (see copyright page for details).

Dialectics “How-to” Guide

Hints for Thinking and Acting Dialectically:

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

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

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

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

3. Remember: No one has the absolute truth. Be open to alternatives.
4. Use “I feel . . .” statements, instead of “You are . . .,” “You should . . .,” or “That’s just the way it is” statements.

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

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

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

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

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

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

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

(continued)

From *DBT® Skills Manual for Adolescents*, by Jill H. Rathus and Alec L. Miller. Copyright 2015 by The Guilford Press. Permission to photocopy this handout is granted to purchasers of this book for personal use only (see copyright page for details).

Thinking Mistakes

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

From *Cognitive Behavior Therapy: Basics and Beyond, Second Edition*, by Judith S. Beck. Copyright 2011 by Judith S. Beck. Adapted by permission.

From *DBT® Skills Manual for Adolescents*, by Jill H. Rathus and Alec L. Miller. Copyright 2015 by The Guilford Press. Permission to photocopy this handout is granted to purchasers of this book for personal use only (see copyright page for details).

Ineffective Behaviors

Introduction to Ineffective Behaviors

■ **CORE CONCEPT:** Understanding ineffective behaviors is the first step to overcoming them.

Ineffective behaviors happen when a person compulsively engages in a behavior despite its harmful consequences. Signs of an ineffective behavior include a preoccupation with the behavior along with a lack of control over it, despite significant negative consequences. Ineffective behaviors are typically characterized by immediate gratification or reward followed by delayed costs and harm. Common ineffective behaviors include:

- Alcohol and/or drug use
- Excessive eating or addiction to certain foods (e.g., sugar, fast food)
- Spending money/shopping
- Gambling
- Harmful relationships
- Exercise
- Internet use
- Sex and/or pornography

People with ineffective behaviors often experience tolerance and dependence. Tolerance means that more and more of the addictive substance or behavior is needed to feel the “fix,” and dependence means that reducing and/or stopping an ineffective behavior causes withdrawal symptoms. Some withdrawal symptoms are physical—such as fatigue, vomiting, and loss of energy—while others are psychological and emotional. All withdrawal is uncomfortable or painful, making the person vulnerable to falling back into the behavior.

Stopping an ineffective behavior is difficult, and it often requires the help of a professional and/or a strong and positive support system. Giving up the immediate rewards, facing up to withdrawal and other consequences, and reaching out to others is hard. In the early stages of change you may not even know or want to accept that you have a problem. See the Ineffective Behaviors Checklist worksheet to evaluate your situation. If you question whether your behavior is an addiction, it is also helpful to:

- Complete a Pros and Cons assessment (see Distress Tolerance module) to determine the pros and cons of engaging in the behavior.
- Educate yourself about the risks and costs (physical, psychological, emotional, relational, financial, etc.) of the substance or behavior.

- Try an abstinence holiday from the ineffective behavior.
- Be open to an assessment and assistance from professionals.

Recovery from an ineffective behavior is possible, even for the most “hopeless” individuals. By making a choice to recover, developing a plan, seeking and accepting support from others, and taking recovery one day (or moment) at a time, you can do it. Start by being honest with yourself and others, practicing your skills to build a new life, and recognizing that for most people (probably including you!) recovery is an everyday commitment for life.

Ineffective Behaviors Checklist

CORE CONCEPT: Use this checklist to determine whether you struggle with an ineffective behavior.

People with an ineffective behavior show many different signs and symptoms. Review this list and take an inventory of each behavior and/or concern as it relates to your life. Check each item that applies to your ineffective behavior. Remember that an honest self-assessment is essential to committing to change an ineffective behavior.

- L Difficulty stopping the behavior:** Your attempts to stop the behavior have been unsuccessful.

- L Withdrawal symptoms:** You experience physical, psychological, and emotional symptoms when coming off the behavior. These symptoms might include cravings, disturbances with appetite and sleep, moodiness, anger, and attention and concentration problems, among others. At an extreme you may experience trembling, sweats, seizures, hallucinations, or even a medical emergency with certain ineffective behaviors.

- L Health problems:** You continue to engage in the behavior even when it puts you at risk of or causes health problems.

- L Legal trouble:** You have been arrested or have had other legal consequences as a result of your behavior.

- L Large doses and excessive engagement in the behavior:** You take a large dose of a substance to “get started” or you engage in a behavior in an extreme manner.

- L Keeping a supply and/or hidden “stash”:** You maintain a supply and/or hide away substances, pornography, food, or other items in various parts of your home, office, or car.

- L Needing the ineffective behavior to cope:** You feel unable to deal with the ups and downs of life without your ineffective behavior.
- L Preoccupation:** You find yourself constantly thinking about and planning to engage in the ineffective behavior.
- L Hobbies and activities decrease:** You decrease or stop engaging in hobbies and activities you used to enjoy. The ineffective behavior has crowded out healthy and fun activities you used to prioritize.
- L Missing out:** You choose not to participate in activities in which you cannot also engage in your ineffective behavior.
- L Risk-taking:** You put yourself in dangerous situations as a result of the ineffective behavior.
- L Secrecy and isolation:** You hide your behavior and participate in it alone.
- L Minimizing and denial:** You downplay the effects of your ineffective behavior on yourself and/or others or even outright deny the possibility that your behavior is a problem.
- L Financial difficulties:** Paying for your ineffective behavior causes strain on your or someone else's finances.
- L Relationship problems:** You have conflicts with other people about your ineffective behavior.



Describing the Consequences of Ineffective Behaviors

CORE CONCEPT: Use this worksheet to assess how your ineffective behavior impacts important areas of your life.

Describe how your ineffective behavior affects the following areas of your life.

Mental health:

Physical health:

Spiritual health:

Family:

Friends:

Education and/or self-learning:

Work, volunteering, and/or productivity:

Leisure:

Other areas:

Ineffective Behavior Prevention Plan

List the reasons why you want to work on decreasing/abstaining from ineffective behaviors:

List the short-term and long-term consequences that often follow ineffective behaviors. How do the consequences interfere with your goals and life:

List your strengths and resources for decreasing/abstaining from ineffective behaviors, including skills and behaviors that have helped in the past:

List what makes you vulnerable to ineffective behaviors:

List the skills and behaviors you can employ to decrease your vulnerability to ineffective behaviors:

List the warning signs that often lead to ineffective behaviors (i.e. indications that you are in the danger zone):

List the skills and behaviors you can use to effectively respond to your warning signs:

List primary triggers that immediately set off ineffective behaviors:

List the skills and behaviors you can use to effectively respond to your triggers:

List ways you can burn the bridge between your urges and reacting with ineffective behaviors:

List the self-care skills and behaviors that decrease your overall vulnerability and that are important to use at all times:

List skills and behaviors to replace ineffective behaviors and to tolerate distress and/or crisis:

List the people in your personal support system:

List the people in your professional support system:

If you have a SLIP, describe your action plan for minimizing the mistake, repairing it, and getting back to your goal of decreasing/abstaining from ineffective behaviors:

Cycle of Emotions and Ineffective Behaviors

■ **CORE CONCEPT:** Understand cycles of ineffective behavior to break them.

Emotions and ineffective behaviors follow a cyclical pattern. Notice how vulnerabilities, triggers, emotions, and action urges pull us into ineffective behaviors in an attempt to cope. These behaviors usually fall into two categories: mood-congruent behaviors, which maintain emotional or mood states, and escape and avoidance behaviors, which we use to get away from emotional or mood states.

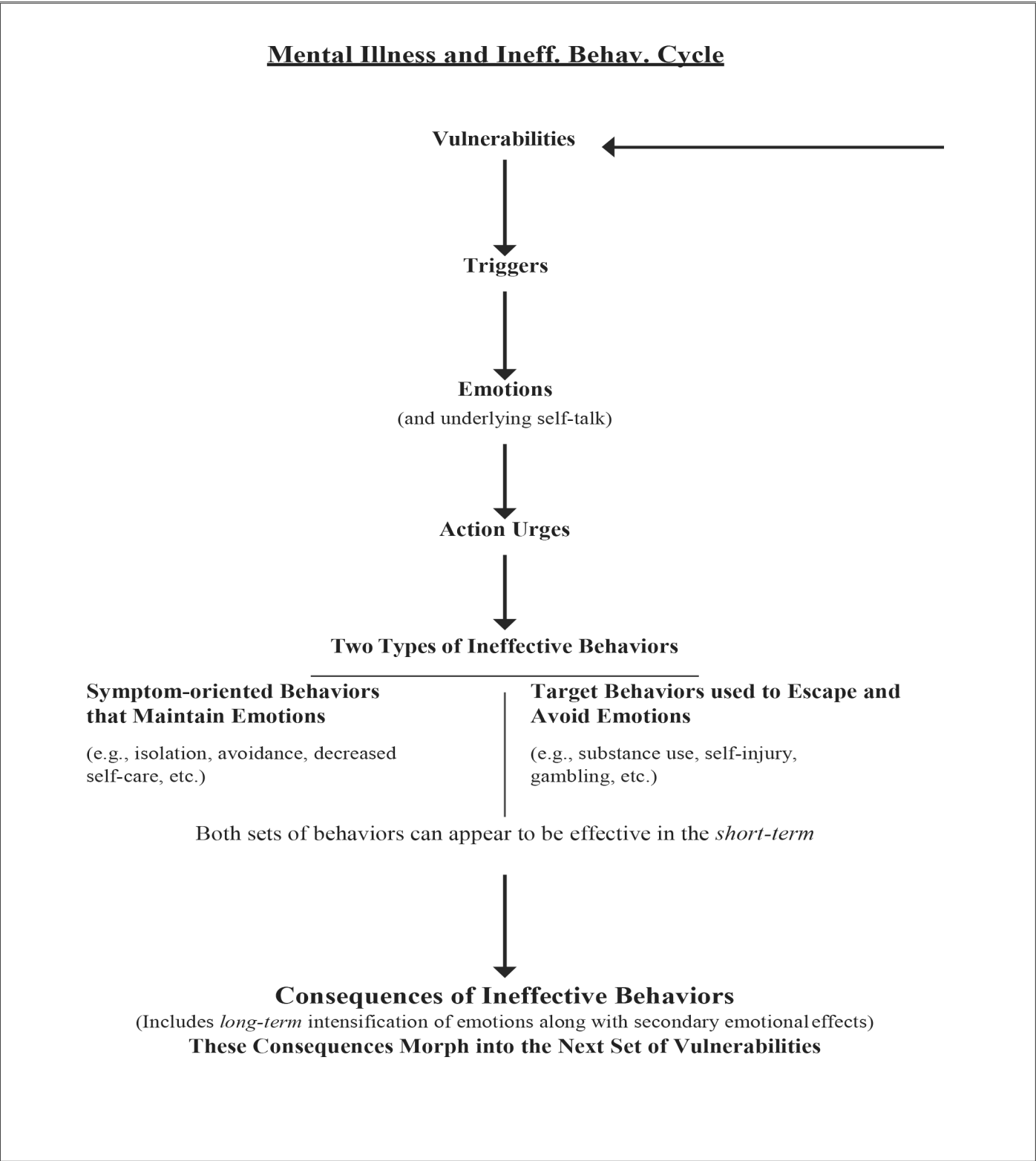
Ineffective behaviors often meet short-term needs, but their consequences can intensify the emotions that we struggle with in the first place. Further, these behaviors can cause other secondary painful emotions such as regret, guilt, and shame. These consequences then feed into the next vulnerabilities at the top of the cycle. Over time, you become psychologically and/or physically dependent on your ineffective behavior to cope.

Study this cycle and use it to identify the specifics of your emotions and your ineffective behavior cycle. As you understand your cycle, start to think of ways to skillfully intervene at each point of the cycle; each potential problem is an opportunity for practice. Also consider that both ineffective behaviors and symptoms of mental illness need to be addressed at the same time for your efforts to be effective.

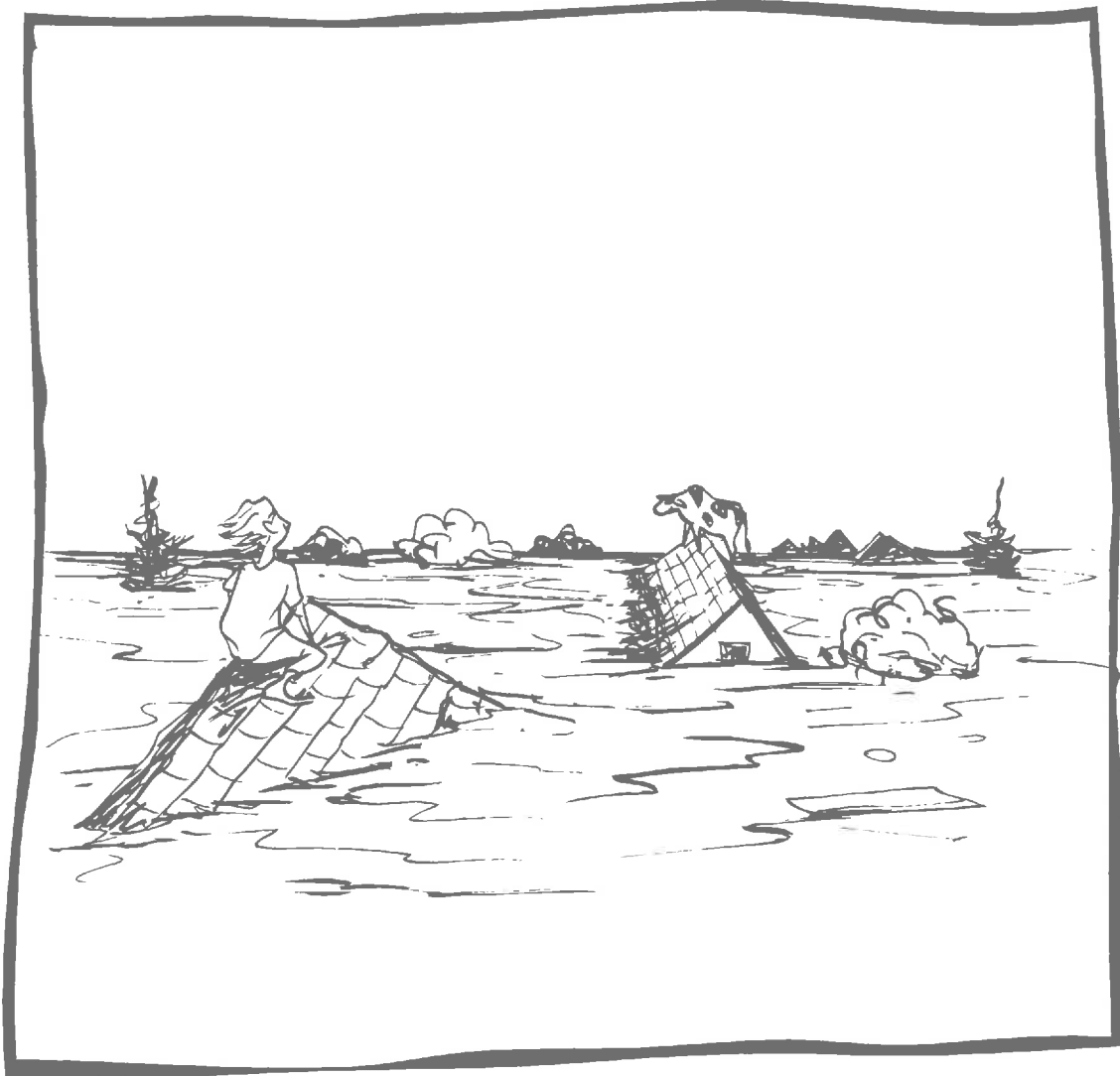
As you learn more about your cycle and its components, consider how you will use that information in your skills plan(s).

Mental Illness and the Ineffective Behavior Cycle

- **CORE CONCEPT:** Symptoms of mental illness and ineffective behavior follow recurring cycles that can be interrupted.



DISTRESS TOLERANCE HANDOUTS



Why Bother Tolerating Painful Feelings and Urges?

Because . . .

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

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

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

From *DBT® Skills Manual for Adolescents*, by Jill H. Rathus and Alec L. Miller. Copyright 2015 by The Guilford Press. Permission to photocopy this handout is granted to purchasers of this book for personal use only (see copyright page for details).

Crisis Survival Skills Overview

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

Distract with "Wise Mind ACCEPTS"

Activities
Contributing
Comparisons
Emotions
Pushing Away
Thoughts
Sensations

SELF-SOOTHE with Six Senses

Vision
Hearing
Smell
Taste
Touch
Movement

IMPROVE the Moment

Imagery
Meaning
Prayer
Relaxation
One thing in the moment
Vacation
Encouragement

PROS AND CONS

TIPP

Temperature
Intense exercise
Paced breathing
Progressively relaxing your muscles

Adapted from *DBT® Skills Training Handouts and Worksheets, Second Edition*. Copyright 2015 by Marsha M. Linehan. Adapted by permission.

From *DBT® Skills Manual for Adolescents*, by Jill H. Rathus and Alec L. Miller. Copyright 2015 by The Guilford Press. Permission to photocopy this handout is granted to purchasers of this book for personal use only (see copyright page for details).

Crisis Survival Skills: Distract with “Wise Mind ACCEPTS”

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

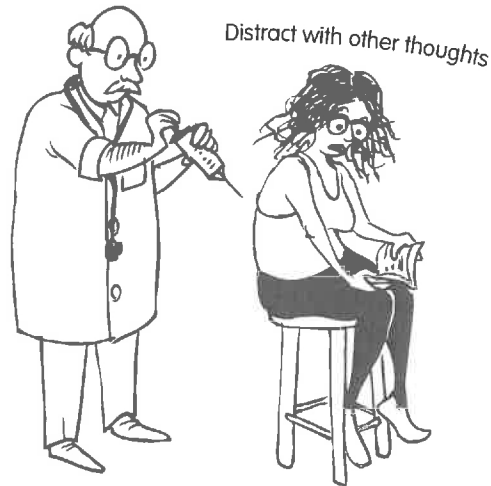
Adapted from *DBT® Skills Training Handouts and Worksheets, Second Edition*. Copyright 2015 by Marsha M. Linehan. Adapted by permission.

From *DBT® Skills Manual for Adolescents*, by Jill H. Rathus and Alec L. Miller. Copyright 2015 by The Guilford Press. Permission to photocopy this handout is granted to purchasers of this book for personal use only (see copyright page for details).

Practice Exercise: Distract with “Wise Mind ACCEPTS”

Due Date _____

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



Distract with “ACCEPTS”

Activities _____

Contributing _____

Comparisons _____

Emotions _____

Pushing away _____

Thoughts _____

Sensations _____

(continued)

Adapted from *DBT® Skills Training Handouts and Worksheets, Second Edition*. Copyright 2015 by Marsha M. Linehan. Adapted by permission.

From *DBT® Skills Manual for Adolescents*, by Jill H. Rathus and Alec L. Miller. Copyright 2015 by The Guilford Press. Permission to photocopy this handout is granted to purchasers of this book for personal use only (see copyright page for details).

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

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

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

Circle Yes or No.

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

If YES, please describe how it helped: _____

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

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

Crisis Survival Skills: TIPP Skills for Managing Extreme Emotions

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

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

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

Temperature

- **Tip the temperature of your face with cold water to calm down fast.** Holding your breath, put your face in a bowl of cold water; keep water above 50° F. Or, hold a cold pack or ziplock bag with ice water on your eyes and cheeks, or splash cold water on your face. Hold for 30 seconds.

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



Intense Exercise

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

(continued)

Adapted from *DBT® Skills Training Handouts and Worksheets, Second Edition*. Copyright 2015 by Marsha M. Linehan. Adapted by permission.

From *DBT® Skills Manual for Adolescents*, by Jill H. Rathus and Alec L. Miller. Copyright 2015 by The Guilford Press. Permission to photocopy this handout is granted to purchasers of this book for personal use only (see copyright page for details).

Paced Breathing

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

Progressive Muscle Relaxation

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

Practice Exercise: TIPP Skills

Due Date _____

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

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

TIPP your body chemistry with:

____ Temperature

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

____ Intense exercise

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

____ Paced breathing

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

____ Progressive muscle relaxation

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



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

Adapted from *DBT® Skills Training Handouts and Worksheets, Second Edition*. Copyright 2015 by Marsha M. Linehan. Adapted by permission.

From *DBT® Skills Manual for Adolescents*, by Jill H. Rathus and Alec L. Miller. Copyright 2015 by The Guilford Press. Permission to photocopy this handout is granted to purchasers of this book for personal use only (see copyright page for details).

Crisis Survival Skills: Self-Soothe with Six Senses

VISION HEARING
SMELL TASTE
TOUCH MOVEMENT

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



Adapted from *DBT® Skills Training Handouts and Worksheets, Second Edition*. Copyright 2015 by Marsha M. Linehan. Adapted by permission.

From *DBT® Skills Manual for Adolescents*, by Jill H. Rathus and Alec L. Miller. Copyright 2015 by The Guilford Press. Permission to photocopy this handout is granted to purchasers of this book for personal use only (see copyright page for details).

Practice Exercise: Self-Soothe Skills

Due Date _____

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



SELF-SOOTHE WITH SIX SENSES:

VISION _____

HEARING _____

SMELL _____

TASTE _____

TOUCH _____

MOVEMENT _____

(continued)

Adapted from *DBT® Skills Training Handouts and Worksheets, Second Edition*. Copyright 2015 by Marsha M. Linehan. Adapted by permission.

From *DBT® Skills Manual for Adolescents*, by Jill H. Rathus and Alec L. Miller. Copyright 2015 by The Guilford Press. Permission to photocopy this handout is granted to purchasers of this book for personal use only (see copyright page for details).

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

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

1. _____

2. _____

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

Circle Yes or No.

If YES, please describe how it helped: _____

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

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

Crisis Survival Skills: IMPROVE the Moment

IMPROVE the Moment with:

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

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

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

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

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

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

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



Adapted from *DBT® Skills Training Handouts and Worksheets, Second Edition*. Copyright 2015 by Marsha M. Linehan. Adapted by permission.

From *DBT® Skills Manual for Adolescents*, by Jill H. Rathus and Alec L. Miller. Copyright 2015 by The Guilford Press. Permission to photocopy this handout is granted to purchasers of this book for personal use only (see copyright page for details).

Practice Exercise: IMPROVE the Moment

Due Date _____

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

Imagery _____

Meaning _____

Prayer _____

Relaxation _____

One Thing in the Moment _____

Vacation _____

Encouragement _____

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

(continued)

Adapted from *DBT® Skills Training Handouts and Worksheets, Second Edition*. Copyright 2015 by Marsha M. Linehan. Adapted by permission.

From *DBT® Skills Manual for Adolescents*, by Jill H. Rathus and Alec L. Miller. Copyright 2015 by The Guilford Press. Permission to photocopy this handout is granted to purchasers of this book for personal use only (see copyright page for details).

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

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

Circle YES or NO

If YES, please describe how it helped: _____

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

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

HALT

- **CORE CONCEPT:** Before engaging in any ineffective behaviors, ask yourself: are you...

HUNGRY

- When did I last eat?
- Is my hunger emotional or does my body need food?
- If my body is asking for food, can I find something nutritious to snack on?

ANGRY

- What stressors am I experiencing right now?
- What is making me angry and how can I diffuse that anger?

LONELY

- When is the last time I socialized?
- Was it a positive or negative experience?
- Can I reach out to my support system for help?

TIRED

- Have I been getting enough rest and giving my body the breaks it needs?
- How can I energize myself?
- How can I practice self-care?

Take a Break

- **CORE CONCEPT:** Taking a break provides a glimpse of life without your ineffective behavior.

Taking a break means that you set aside a period of time in which you do not engage in an ineffective behavior. To practice this skill you select an amount of time to remain free from your selected behavior in order to Observe and Describe the outcomes. This skill is a form of harm reduction, and it works especially well for people who are unsure about the effect of ineffective behaviors in their lives and/or for people who are not ready to give up their ineffective behavior “forever.” Taking a break can serve as a personal experiment to gauge your level of dependence and the benefits of stopping that behavior.

Taking a break work best when you have established a skills plan for how to deal with urges, how to occupy open time in your schedule, and how to address barriers or problems you anticipate may upset your plans.

Taking a break can be short (e.g., an hour or evening), intermediate (e.g., a week), or a longer period of time (e.g., a month or more). To feel the benefits of moving away from your ineffective behavior, it is best to choose a reasonable amount of time to see what happens, knowing that within this time period you can still take on the challenge one moment at a time. The goal is to recognize that your life can be *better* without your ineffective behavior than with it.

The following are examples of taking a break:

- Going 30 days without drinking alcohol
- Turning off all your electronic devices after 5pm for a week
- Avoiding added sugar for 2 weeks
- Going without cutting for the weekend
- Not seeing a harmful friend for a month
- Attending a concert without consuming drugs or alcohol
- Not smoking marijuana for 6 months.

Ready to try life without your ineffective behavior for a while? Use the following Taking a Break worksheet to get started.



Taking a Break

CORE CONCEPT: Use this worksheet to monitor your break.

Taking a break is an opportunity to try life without one (or more) of your ineffective behaviors. This worksheet is set up for 1 week, but your break can be for any length of time. A good rule of thumb is to plan to go long enough for the average difficulty of abstaining from the behavior (rated from 10, extreme difficulty, to 0, no difficulty) to drop while the average observed benefits increase (rated from 10, great benefits, to 0, no benefits). You want to see that life can be better without the behavior!

If at any time you revert to the behavior, try dialectical abstinence and get back to your plan as soon as possible.

L Monday

Average level of difficulty: _____ Observed benefits: _____

L Tuesday

Average level of difficulty: _____ Observed benefits: _____

L Wednesday

Average level of difficulty: _____ Observed benefits: _____

L Thursday

Average level of difficulty: _____ Observed benefits: _____

L Friday

Average level of difficulty: _____ Observed benefits: _____

L Saturday

Average level of difficulty: _____ Observed benefits: _____

L Sunday

Average level of difficulty: _____ Observed benefits: _____

Urge Surfing (US)

Core concept: Accept painful emotions and urges and ride the ebbs and flows.

Urge Surfing involves accepting feelings and urges rather than pushing away, fighting, or amplifying them. This approach requires Mindfulness and being nonjudgmental. We are watching and being with the experience without trying to influence or change it. In some ways, this is the opposite of our natural tendency to escape or fix an uncomfortable state. Paradoxically, urge surfing gives us control over what feels uncontrollable.

A surfer goes with the flow and rides a wave to its natural conclusion. High feelings and urges seem like they will not end when we are in the thick of them, often leading us to judge and amplify the experience and/or to act impulsively. Instead, we want to ride them until they ebb and wash out.

You probably have “surfed” urges in life without realizing it. Think about a time you had a strong craving without acting on it or otherwise changing it. The peak of those moments can be hard, but chances are the urge ultimately faded out without you doing anything about it.

To urge surf, we simply Observe the natural ups and downs of emotions and urges. Start by checking in and noting the intensity level from 1 to 10 or simply note whether it is low, medium, or high.

As you continue to Observe, periodically recheck the intensity. You can even chart the intensity level every 5 minutes to get a more objective picture of the ups and downs in actual time (this is a nice way to assess the accuracy of our perceptions of “psychological time”; situations tend to seem longer when we are in distress).

As you practice this skill, you may need to mix in some other Distress Tolerance skills if you get too overwhelmed. Remember to focus on what works. Even world-class surfers stay off of the waves if they are too intense and unsafe!

Bridge-Burning (BB)

- **CORE CONCEPT:** You cannot act on a harmful behavior if you proactively remove the means.

Bridge-Burning refers to proactively removing the means of acting on your urges to engage in ineffective behaviors. The concept of Bridge-Burning recognizes that relapse into harmful behaviors happens more easily when there is the immediate opportunity to act on impulses. Eliminating the opportunities and/or inserting barriers between urge and action will result in more opportunities to practice skills.

Bridge-Burning with substance use

- Remove all alcohol and drugs from your home.
- Remove all alcohol- and drug-related objects and paraphernalia from your home (e.g., cocktail glasses, corkscrew, pipes, papers, lighters, and/or anything associated with use).
- Erase the numbers of using friends, associates, and dealers from your phone.
- Block the phone numbers of using friends, associates, and dealers from your phone or get a new number.
- Stay away from bars, liquor stores, and locations associated with use, changing your routines and routes to actively avoid them.
- Do not carry cash.
- Tell anyone and everyone that you have given up substances.
- Actively tell others when you experience urges to use.

List other ways of Bridge-Burning to substance use:

Bridge-Burning with self-injury and/or suicidal urges

- Remove razors, lighters, and other self-injury tools.
- Mix up and change rituals associated with self-injury.
- Remove the specific method of acting on suicide.
- Tell others when you are unsafe and need help.
- Spend time with others and in locations in which you would not harm yourself.
- Go to the hospital *before* acting on suicidal urges.

List other ways of Bridge-Burning with self-injury and/or suicidal urges:

Bridge-Burning with spending

- Cut up credit cards (if you need to keep one, freeze it in water so it will take longer to access it or have someone trustworthy hold it for you).
- Have someone trustworthy keep your excess money when urges are high.
- Establish a “waiting period” that you must adhere to before making a decision to buy any nonessential item.
- Stay away from stores, the mall, online shopping, and/or TV shopping.

List other ways of Bridge-Burning with spending:

Bridge-Burning with unhealthy and/or hopeless relationships

- Erase the other person’s number from your phone.
- Block the other person’s number or get a new number.
- Route emails from the other person to your junk mail folder or block them altogether.
- Tell anyone and everyone that you have moved on from the relationship.
- Fill your free time with activities and healthy people.

List other ways of Bridge-Burning with hopeless relationships:

Bridge-Burning with overeating

- Keep binge and “comfort” foods out of your home.
- Dish out your portions and put the rest away before eating.
- Avoid “all-you-can-eat” restaurants and buffets.
- Eat multiple times a day, mindfully, including healthy snacks.

List other ways of Bridge-Burning with overeating:

Bridge-Burning with gambling

- Avoid places where gambling occurs.
- Limit your access to cash and credit that can be used for gambling.
- Have someone trustworthy hold on to your money when urges are high.
- Block internet access to gambling websites.

List other ways of Bridge-Burning with gambling:

Bridge-burning works best in conjunction with other skills. When we remove the ability to act on harmful behaviors, we need to replace them with something new and skillful. *Be careful not to trade one unhealthy behavior for another.*

Building New Bridges

■ **CORE CONCEPT:** Build bridges to new ways to meet your wants and needs.

Burning bridges removes the means of acting on your ineffective behavior. As a rule, anytime you subtract a behavior from your life, you should look to add new behaviors to replace what was lost. This is where bridge-building comes in.

If your ineffective behavior made you feel good (in the short term)

- Increase opportunities to laugh (e.g., listen to comedy, watch a favorite sitcom, read a joke book and tell others your favorites).
- Practice Build Positive Experience.
- Boost your endorphins through movement, physical touch, or getting outdoors.
- Practice affirmations.

List other ways of feeling good:

If your ineffective behavior relaxed you

- Practice Self-Soothe skills.
- Practice deep breathing every hour.
- Schedule down time in which you can turn off your electronics and not be responsible for anything.
- Learn to let go of the “small stuff.”

List other ways of practicing relaxation:

If your ineffective behavior involved a ritual

- Start a meditation practice.
- Develop a prayer routine.
- Create morning and bedtime rituals.
- Take morning or afternoon tea time.

List other ways of getting into rituals:

If your ineffective behavior had social aspects

- Go to a 12-step meeting.
- Get involved in a cause or advocacy group.
- Develop friendships with people who do not involve themselves in your ineffective behavior.
- Make time for small talk with people as you go through your day.

List other ways of being social:

If your ineffective behavior involved fun

- Identify new hobbies.
- Get a do-it-yourself guide on something you're interested in doing or creating.
- Join a sports league (softball, bowling, kickball, flag football, etc.).
- Play music and sing and/or dance.

List other ways of having fun:

If your ineffective behavior involved the excitement of risks or danger

- Take up an exciting hobby such as trail running, snow-boarding, or rock climbing.
- Join (or form) a band.
- Invest a small amount in penny stocks (but do your homework and avoid scams).
- Work up a comedy routine and show up on amateur night.

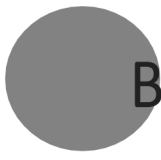
List other ways of creating excitement through safe risks:

If your ineffective behavior is a way to rebel and break rules

Practice alternative rebellion by:

- Questioning commonly held beliefs
- Speaking your mind or writing a letter to the editor of a newspaper or other publication
- Supporting a fringe cause or political candidate you believe in
- Learning to stand out from the crowd in positive ways.

List other ways to rebel that do not hurt you or other people:



Bridge-Burning

CORE CONCEPT: Use this exercise to remove the means to act on your harmful behavior.

Describe how you can use the Bridge-Burning skill with a harmful behavior (e.g., self-injury, drinking or drug use, spending, promiscuous sex, overeating). Be specific about how the means to act will be removed:

Describe the new behaviors and skills you will use to replace the old behavior:

Describe how you and others will benefit from effective Bridge-Burning (e.g., how you and others will feel, how it will affect your self-respect, what other practical benefits will occur):

Describe how your life will be different when you burn bridges to your harmful behavior(s):

Grounding Yourself (GY)

Core concept: Grounding exercises bring you back to the here and now.

Grounding exercises help us when we drift from the present moment or when we struggle with dissociation or with feeling unreal. Leaving reality is a skill when reality would be too painful for anyone bear. At the same time, leaving reality is less effective when we are distressed but not in imminent psychological and/or physical danger.

Practice these exercises proactively, and they will decrease symptoms of dissociation and derealization. Remember to bring your Mindfulness skills along:

- Open your eyes and Observe and Describe your surroundings in detail.
- Who or what is around you? You are here, now. The more detail, no matter how minor, the better.
- Work your senses: Name what you see, hear, smell, and touch right here and now, again using as many details as possible.
- Use the Sensations skill from ACCEPTS. Practice the different variations of Sensations.
- Observe your body in contact with your chair. Feel your back, behind, and back of your legs in connection with the chair. Feel your arms in connection with the armrests or your lap. Feel your feet firmly planted on the ground. Now think about how your body is connected to the chair, which is connected to the floor, which is connected to the building, which is connected to the earth.
- Breathe slowly and deeply, counting your breaths.
- Get up and stretch out, feeling your body and moving about.
- Repeat a mantra like “this is now and not then.”
- Think of other ways to ground yourself.

Crisis Survival Skills: Pros and Cons



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

Crisis I am faced with: _____

Crisis urges: _____

- An urge can intensify a crisis when it is intense and acting on the urge will make things worse in the long term.
- Make a list of the pros and cons of acting on your crisis urges. These might be to engage in addictive or harmful behavior or it might be to give in, give up, or avoid doing what is necessary to build a life you want to live.
- Make another list of the pros and cons of resisting crisis urges—that is, tolerating the distress skillfully and not giving into the urge.

(continued)

Adapted from *DBT® Skills Training Handouts and Worksheets, Second Edition*. Copyright 2015 by Marsha M. Linehan. Adapted by permission.

From *DBT® Skills Manual for Adolescents*, by Jill H. Rathus and Alec L. Miller. Copyright 2015 by The Guilford Press. Permission to photocopy this handout is granted to purchasers of this book for personal use only (see copyright page for details).

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

| | PROS | CONS |
|-----------------------------------|------------------------------------|------------------------------------|
| Acting on Crisis Urges | Pros of acting on impulsive urges: | Cons of acting on impulsive urges: |
| | | |
| | | |
| | | |
| | | |
| Resisting Crisis Urges | Pros of resisting impulsive urges: | Cons of resisting impulsive urges: |
| | | |
| | | |
| | | |
| | | |

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

Practice Exercise: Pros and Cons

Due Date _____

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

Crisis I am faced with: _____

Crisis urges: _____

| | PROS | CONS |
|-----------------------------------|------------------------------------|------------------------------------|
| Acting on Crisis Urges | Pros of acting on impulsive urges: | Cons of acting on impulsive urges: |
| | | |
| | | |
| | | |
| | | |
| Resisting Crisis Urges | Pros of resisting impulsive urges: | Cons of resisting impulsive urges: |
| | | |
| | | |
| | | |
| | | |

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

Adapted from *DBT® Skills Training Handouts and Worksheets, Second Edition*. Copyright 2015 by Marsha M. Linehan. Adapted by permission.

From *DBT® Skills Manual for Adolescents*, by Jill H. Rathus and Alec L. Miller. Copyright 2015 by The Guilford Press. Permission to photocopy this handout is granted to purchasers of this book for personal use only (see copyright page for details).

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

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

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

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

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____

From *DBT® Skills Manual for Adolescents*, by Jill H. Rathus and Alec L. Miller. Copyright 2015 by The Guilford Press. Permission to photocopy this handout is granted to purchasers of this book for personal use only (see copyright page for details).

Accepting Reality: Choices We Can Make

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

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

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

Why Bother Accepting Reality?

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

Radical Acceptance

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

(continued)

Adapted from *DBT® Skills Training Handouts and Worksheets, Second Edition*. Copyright 2015 by Marsha M. Linehan. Adapted by permission.

From *DBT® Skills Manual for Adolescents*, by Jill H. Rathus and Alec L. Miller. Copyright 2015 by The Guilford Press. Permission to photocopy this handout is granted to purchasers of this book for personal use only (see copyright page for details).

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

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

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

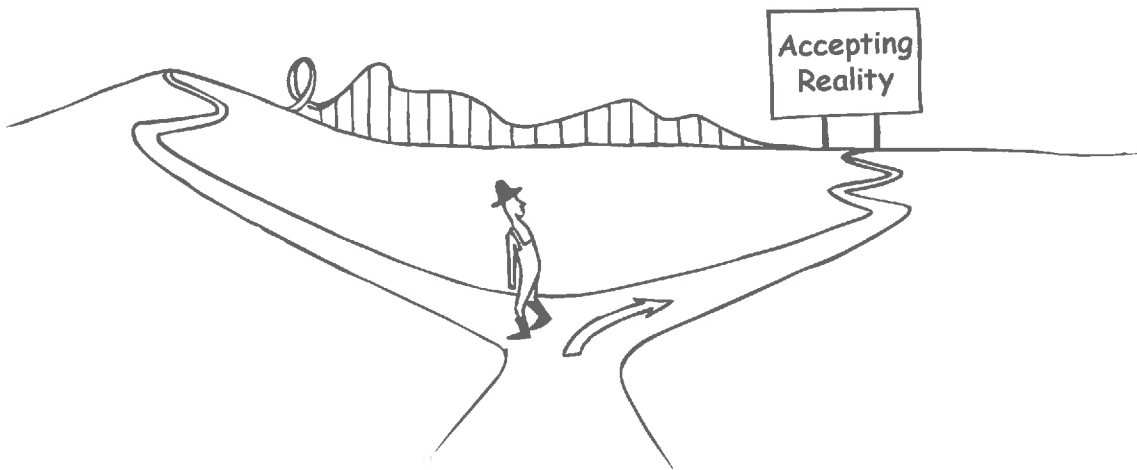
Accepting Reality: Turning the Mind

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

Factors That Interfere with Acceptance

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

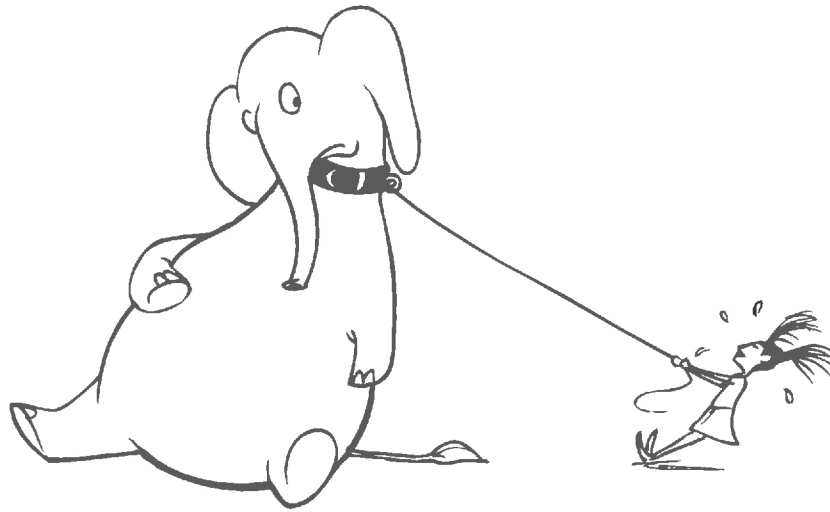
REMEMBER: ACCEPTANCE DOES NOT MEAN APPROVAL!



Adapted from *DBT® Skills Training Handouts and Worksheets, Second Edition*. Copyright 2015 by Marsha M. Linehan. Adapted by permission.

From *DBT® Skills Manual for Adolescents*, by Jill H. Rathus and Alec L. Miller. Copyright 2015 by The Guilford Press. Permission to photocopy this handout is granted to purchasers of this book for personal use only (see copyright page for details).

Willingness



WILLFULNESS IS . . .

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

REPLACE WILLFULNESS WITH *WILLINGNESS*.

WILLINGNESS IS . . .

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

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

(continued)

Adapted from *DBT® Skills Training Handouts and Worksheets, Second Edition*. Copyright 2015 by Marsha M. Linehan. Adapted by permission.

From *DBT® Skills Manual for Adolescents*, by Jill H. Rathus and Alec L. Miller. Copyright 2015 by The Guilford Press. Permission to photocopy this handout is granted to purchasers of this book for personal use only (see copyright page for details).

Willingness (page 2 of 2)

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

Where were you willful? _____

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

What happened? _____

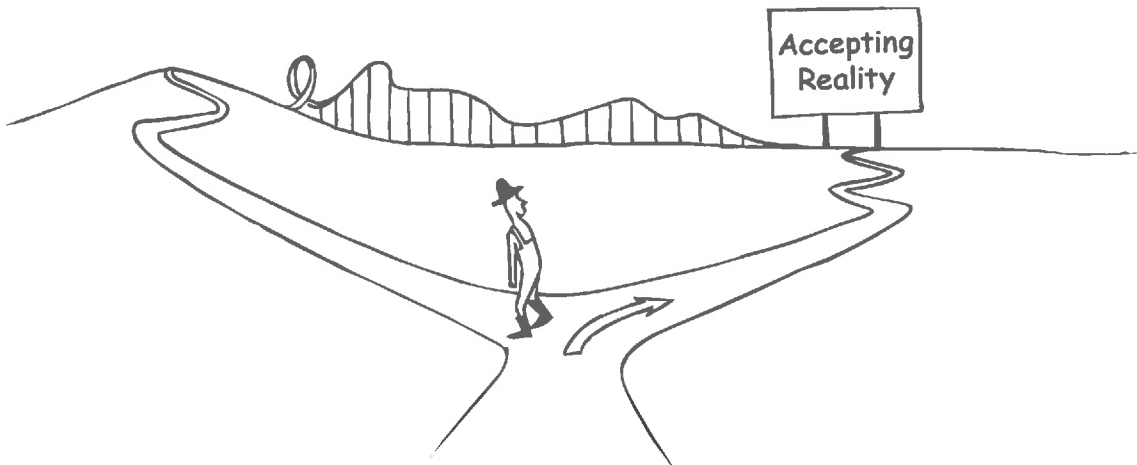
Where were you willing? _____

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

What happened? _____

Ways to Practice Accepting Reality

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



Adapted from *DBT® Skills Training Handouts and Worksheets, Second Edition*. Copyright 2015 by Marsha M. Linehan. Adapted by permission.

From *DBT® Skills Manual for Adolescents*, by Jill H. Rathus and Alec L. Miller. Copyright 2015 by The Guilford Press. Permission to photocopy this handout is granted to purchasers of this book for personal use only (see copyright page for details).

Practice Exercise: Accepting Reality

Due Date _____

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

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

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

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

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

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

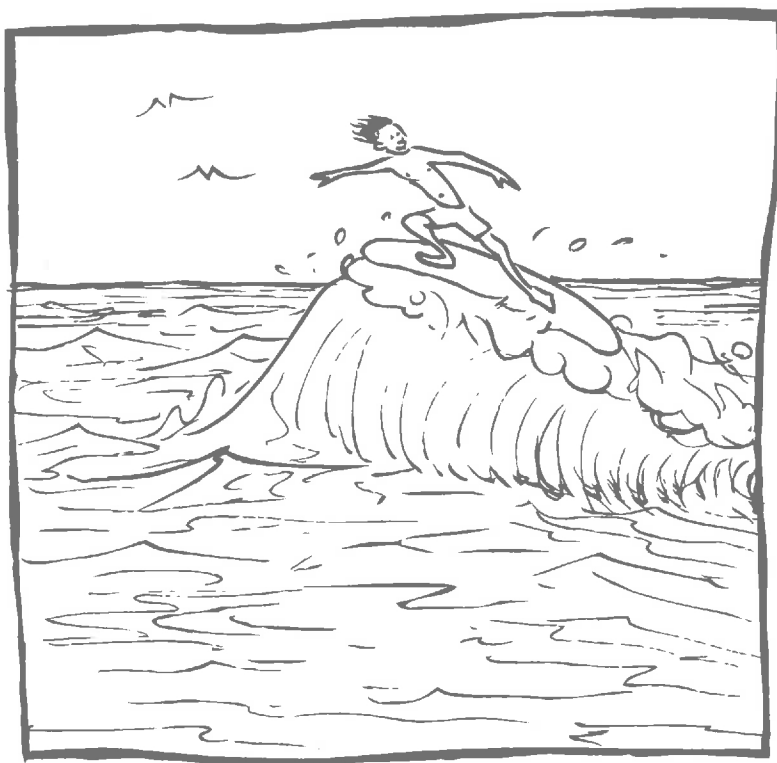
If you chose to stay miserable or make things worse, what did you do? _____

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

Adapted from *DBT® Skills Training Handouts and Worksheets, Second Edition*. Copyright 2015 by Marsha M. Linehan. Adapted by permission.

From *DBT® Skills Manual for Adolescents*, by Jill H. Rathus and Alec L. Miller. Copyright 2015 by The Guilford Press. Permission to photocopy this handout is granted to purchasers of this book for personal use only (see copyright page for details).

EMOTION REGULATION HANDOUTS



Taking Charge of Your Emotions: Why Bother?



Taking charge of your emotions is important because:

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

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

Problematic behaviors are often ineffective solutions to intensely painful emotions.

From *DBT® Skills Manual for Adolescents*, by Jill H. Rathus and Alec L. Miller. Copyright 2015 by The Guilford Press. Permission to photocopy this handout is granted to purchasers of this book for personal use only (see copyright page for details).

Goals of Emotion Regulation Skills Training

I. Understand the emotions that you experience.

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

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

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

III. Decrease the frequency of unwanted emotions.

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

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

Adapted from *DBT® Skills Training Handouts and Worksheets, Second Edition*. Copyright 2015 by Marsha M. Linehan. Adapted by permission.

From *DBT® Skills Manual for Adolescents*, by Jill H. Rathus and Alec L. Miller. Copyright 2015 by The Guilford Press. Permission to photocopy this handout is granted to purchasers of this book for personal use only (see copyright page for details).

Short List of Emotions

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

Other names for emotions I frequently have:

| | |
|-------|-------|
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |

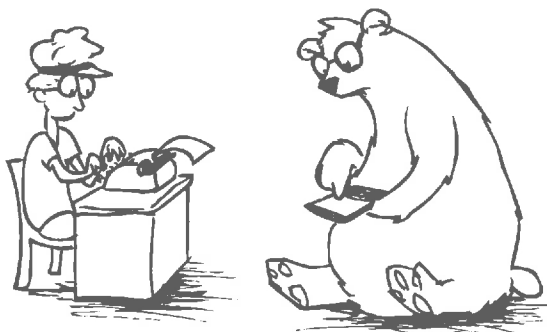
Adapted from *DBT® Skills Training Handouts and Worksheets, Second Edition*. Copyright 2015 by Marsha M. Linehan. Adapted by permission.

From *DBT® Skills Manual for Adolescents*, by Jill H. Rathus and Alec L. Miller. Copyright 2015 by The Guilford Press. Permission to photocopy this handout is granted to purchasers of this book for personal use only (see copyright page for details).

What Good Are Emotions?

Emotions Give Us Information.

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



Emotions Communicate to, and Influence, Others.

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



Emotions Motivate and Prepare Us for Action.

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

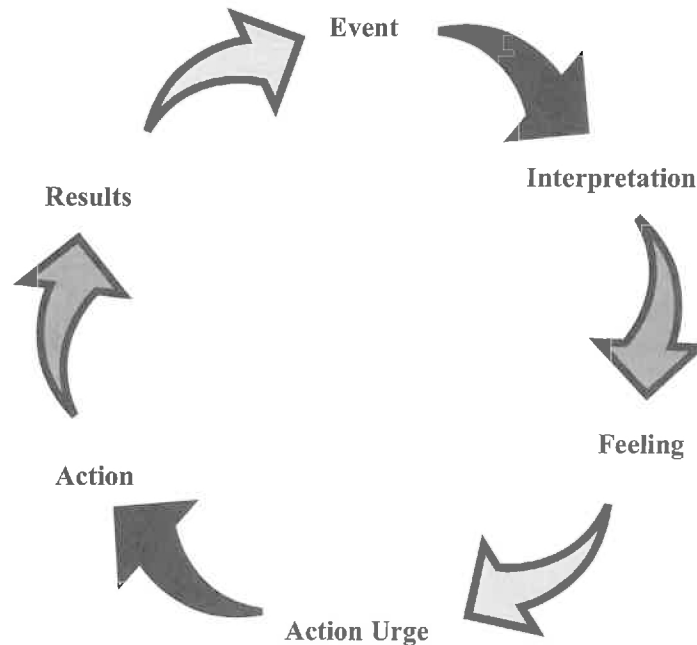


Adapted from *DBT® Skills Training Handouts and Worksheets, Second Edition*. Copyright 2015 by Marsha M. Linehan. Adapted by permission.

From *DBT® Skills Manual for Adolescents*, by Jill H. Rathus and Alec L. Miller. Copyright 2015 by The Guilford Press. Permission to photocopy this handout is granted to purchasers of this book for personal use only (see copyright page for details).

Feelings Model

Core concept: Knowing how feelings happen helps us influence them.



Event: Emotions begin with events, and events can be internal (within us) or external (in our environment). Think of examples of both internal and external events. Use Mindfulness skills to connect an emotion to its source.

Interpretation: How we interpret events has a tremendous influence on what we feel. Use Mindfulness skills to check interpretations (self-talk) of events. Ask if your interpretation works in the situation. Are there other ways of looking at the situation? (Use REASON) Is the interpretation from Wise Mind? Is Nonjudgmental Stance needed?

Feeling: Use Observe and Describe to notice the emotional experience. What is happening in the body (e.g., muscle relaxation or tension, heart rate)? What is happening externally with the body (e.g., facial expressions, posture)? Name the emotion. Remember to observe the experience nonjudgmentally.

Also, try to see if another feeling is underneath what you Observe and Describe on the surface. For example, hurt or embarrassment might underlie anger or guilt, and shame might underlie depression. Getting to the feelings underneath the surface emotion increases understanding. Increased understanding creates more options.

Action Urge/Action: What is the emotion urging or pulling you toward? Or, is an action already happening? Seek clues from your urges and behaviors. Are action urges and actions flowing from Wise Mind? Remember to validate your emotion(s) and choose actions from a centered place. Participate with Effectiveness and respond rather than react.

Results: Observe and Describe what results from the emotion and actions (or inactions). Evaluate what worked and what did not work. Learn from your experience. Emotions and choices in response to feelings influence what happens with subsequent events. Use this knowledge to continue positive emotions with Mood Momentum or break out of ineffective emotions with Opposite to Emotion.

FEELINGS MODEL APPLICATION

Core concept: Use this worksheet to discover how emotions (and emotional patterns) happen.

Describe the **Event** (What happened; who, what, when, and where?):

Describe your **Interpretation** (What judgment, evaluation, self-talk, or belief was activated?):

Describe your **Feeling** (What is happening physically? What is the body language? Put a name on the emotion, using a feeling chart if needed. Identify underlying feelings, too, if possible.):

Describe your **Action Urge** (What is the emotional pull toward an action, inaction, or communication? Would it fit Wise Mind? This is a moment of CHOICE.):

Describe your **Action** (What action or inaction can be made? Participate Effectively.):

Describe the **Results** (What consequences occurred? Include other emotions, thoughts, actions and inactions, and their effect on relationships and situations. How did the results set up the next event (e.g., did a pattern continue or did the cycle change)?:

Emotions, Thoughts, and Situations That Trigger Ineffective Behavior

■ **CORE CONCEPT:** Understand what triggers your ineffective behavior and plan solutions.

Read and discuss the following triggers for ineffective behaviors and check the ones that apply to you. Implement the suggested solutions, and add the information you learn about yourself and what might be effective to your skill plans.

L You feel painful emotions: Anxiety, depression, anger, hopelessness, guilt, and shame are just some of the emotions that can lead you to engage in an ineffective behavior.

Solution: Accept the emotion without judging it, talk to someone supportive, or throw yourself into an activity or distraction. Remember that unhealthy coping of all types feeds painful emotions.

L You find yourself in “high-risk” situations: You are surrounded by people, places, and things that you strongly associate with an ineffective behavior and/or you are in a situation where people are engaging in ineffective behaviors and maybe even pressuring you to engage too.

Solution: Would you stay in a burning building? Figure out how you are going to walk out in a calm and orderly manner, using your skills and/or plan(s).

L You have a bad day: You use a difficult day as an excuse to escape or take a break through ineffective behavior.

Solution: We all need to manage stress on bad days, so develop skills to replace your ineffective behavior.

L You have a great day: You use a great day as an excuse to prolong positive feelings through ineffective behavior.

Solution: Brainstorm other ways to keep good times going without your ineffective behavior.

L You reminisce about the “good old days”: You are nostalgic about your ineffective behavior and do not remember any of the corresponding “bad old days” that came with it.

Solution: Gain some balance by recalling the “bad old days” and how your ineffective behavior has negatively affected you.

L You minimize the effects of your ineffective behavior: You push away how your ineffective behavior affects you and others negatively (e.g., thinking that your addiction is not nearly as bad as that of others).

Solution: Think about the long-term effects of your ineffective behavior on your life (e.g., your health or finances). Remember that you probably have no special defenses against the long-term effects of your ineffective behavior.

L You experience strong physical sensations and cravings: Some bodily sensations can strongly motivate ineffective behavior.

Solution: Practice Urge-Surfing, Opposite to Emotion, relaxation, or distraction. Seek out healthy pleasures and use Build Positive Experience.

└ **You experience withdrawal symptoms:** When you have withdrawal symptoms and feel unwell, it can be tempting to use your ineffective behavior to feel better again. Beware of this vicious cycle!

Solution: Use Radical Acceptance with withdrawal symptoms and consult a physician if needed. Immediately practice PLEASED and/or self-care skills, and try to get into healthy distractions. The discomfort will pass in time.

└ **You think that a little bit of your ineffective behavior won't hurt you:** In truth you know it definitely will not be just a little.

Solution: Count the times that you held to a little bit of your ineffective behavior compared to the times it spiraled into more, or gather this data going forward.

└ **You “reason” that this is the last time you will do you ineffective behavior or that you will change starting tomorrow:** However, your history has proven this to be an unlikely “commitment.”

Solution: Read and talk about stages of change and consider where you are and what you need.

└ **You think that it's unfair that other people can engage in your ineffective behavior, so you should be able to too:** However, others may not engage in the behavior with the same frequency, intensity, or duration or suffer the same ill effects as you do.

Solution: Use Radical Acceptance to understand that life is sometimes unfair, and mindfully refocus on skills to Build Mastery or use Build Positive Experience without your ineffective behavior.

└ **You think your attempts to quit the ineffective behavior are a “lost cause,” or you even think of yourself as a lost cause:** This thinking promotes ineffective behavior to “validate” your sense of being worthless.

Solution: Practice Nonjudgmental Stance, use interpersonal effectiveness to ask for support, or throw yourself into a distraction.

└ **You believe you deserve a celebration:** You think you have earned your ineffective behavior through hard work.

Solution: You do deserve a celebration! Think of healthy and positive ways to recognize yourself and your accomplishment.

└ **You believe you deserve an escape because life has gotten hard:**

Solution: You do deserve an escape! Look at your skills plan or brainstorm with others about healthy pleasures and escapes.

└ **You think that you have to escape this emotion, urge, or situation because it seems unbearable:**

Solution: Practice acceptance, use distress tolerance skills, or reach out to others for validation and problem-solving. Read this (or another) skills manual until the urge passes.

└ **You mix up your wants and needs:** Wanting to engage in an ineffective behavior is not the same as needing to.

Solution: Who “needs” ineffective behaviors other than those who are addicted to them? Get into mindful distractions, relaxation techniques, or other ways to have fun, and use Build Positive Experience.

L You experience myopic thinking and see only a small part of the picture or only today

Solution: Get into dialectical thinking, seeing both the forest and the trees.

L You use a small slip to justify a full-blown relapse: You think, “in for a penny, in for a pound.”

Solution: Actively remember your commitments, take on a Nonjudgmental Stance, and “play the tape through,” considering the likely consequences of a full-blown relapse. Do not burn down a house you worked hard to build.

L You think that no one cares for you anyway: Since you are not worthy of care and concern, you may as well do your ineffective behavior.

Solution: Test that theory by talking to your therapist, another program member, a supportive family member or friend, or someone at a crisis intervention center or meeting. Be open to allowing someone to show concern, and do not punish their efforts by arguing or rejecting what is offered.

List your other triggers to your ineffective behaviors and effective solutions:

ABC PLEASE Overview

How to increase positive emotions
and
reduce vulnerability to Emotional Mind

Accumulating positive experiences

Build mastery

Cope ahead of time with emotional situations

Treat Physical L illness

Balance Eating

Avoid mood-altering drugs

Balance Sleep

Get Exercise



Adapted from *DBT® Skills Training Handouts and Worksheets, Second Edition*. Copyright 2015 by Marsha M. Linehan. Adapted by permission.

From *DBT® Skills Manual for Adolescents*, by Jill H. Rathus and Alec L. Miller. Copyright 2015 by The Guilford Press. Permission to photocopy this handout is granted to purchasers of this book for personal use only (see copyright page for details).

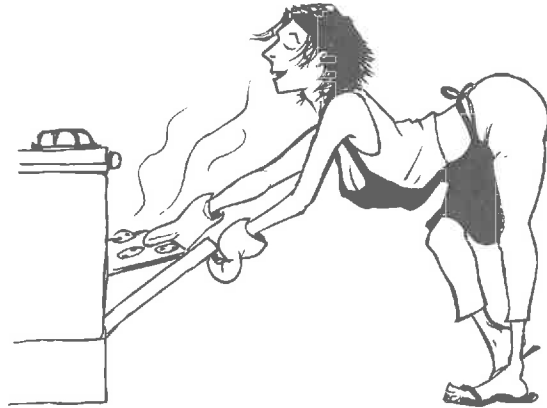
ACCUMULATING Positive Experiences—Short Term

(To Build a Dam between You and the Sea of Emotional Dyscontrol)

In the Short Term:

Do pleasant things that are possible right now.

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

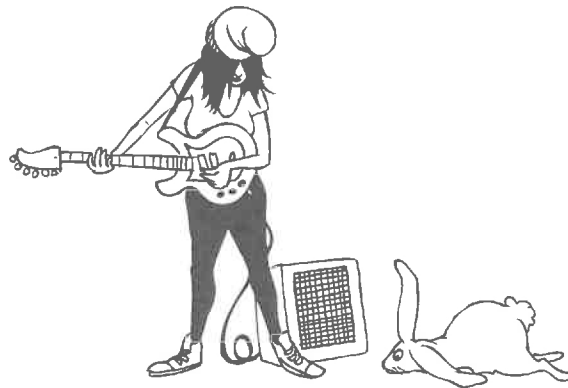


Be Mindful of Positive Experiences:

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

Be Unmindful of Worries:

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



Adapted from *DBT® Skills Training Handouts and Worksheets, Second Edition*. Copyright 2015 by Marsha M. Linehan. Adapted by permission.

From *DBT® Skills Manual for Adolescents*, by Jill H. Rathus and Alec L. Miller. Copyright 2015 by The Guilford Press. Permission to photocopy this handout is granted to purchasers of this book for personal use only (see copyright page for details).

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

In the Long Term:

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

Work toward goals based on your values:

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

1. Goal: _____

2. Some steps toward my goal: _____

3. What's a simple first step I can take? _____

Pay attention to relationships:

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

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

Avoid avoiding:

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

What have I been avoiding? _____

Adapted from *DBT® Skills Training Handouts and Worksheets, Second Edition*. Copyright 2015 by Marsha M. Linehan. Adapted by permission.

From *DBT® Skills Manual for Adolescents*, by Jill H. Rathus and Alec L. Miller. Copyright 2015 by The Guilford Press. Permission to photocopy this handout is granted to purchasers of this book for personal use only (see copyright page for details).

Pleasant Activities List

1. Play video games
 2. Listen to music
 3. Spend time with a friend
 4. Watch TV or movies
 5. Read a book or magazine
 6. Spend time with your pet
 7. Surf the internet
 8. Go to a movie
 9. Practice a musical instrument
 10. Take a walk
 11. Watch funny videos online
 12. Take a bath or shower
 13. Go to a restaurant
 14. Draw or color
 15. Do artwork or crafts
 16. Shop online or go to a store
 17. Dance
 18. Go to a concert or other performance
 19. Journal/write in a diary
 20. Volunteer
 21. Do a word game (e.g. word search, crossword puzzle)
 22. Write a song, rap, or poem
 23. Spend time with family
 24. Cook or bake
 25. Go to the zoo
 26. Watch or participate in sports
 27. Go for a drive
 28. Visit a museum
 29. Listen to a guided meditation
 30. Go swimming
 31. Play a board game or cards
 32. Go for a bike ride
 33. Join a club and attend a meeting
 34. Go sledding
 35. Go to a party
 36. Get a haircut or style your hair
 37. Chat with friends online
 38. Play cell phone games
 39. Organize your bedroom
 40. Listen to a podcast
 41. Eat your favorite food
 42. Go on a date
 43. Think about a past positive event
 44. Interact with social media
 45. Light candles/incense
 46. Play with putty/goo/modeling clay/sculpting sand
 47. Go out for ice cream or frozen yogurt
 48. Make a collage or vision board
 49. Make a music playlist
 50. Look at photos
- Add your own:
-
-
-
-
-

Attend to Relationships (A2R)

Core concept: Tending to relationships creates positive feelings.

Life events, problems, and symptoms can disrupt our relationships. We may have neglected friends and family or have simply lost track of those connections. At other times, we may have actively damaged relationships or burned others out with our struggles. We may be lonely, and isolation tends to create and maintain unwanted feelings.

Attending to Relationships is a way to Build Positive Experience that tends to create positive feelings over time. When you use this skill, remember to also use Interpersonal Effectiveness, BOUNDARIES, Nonjudgmental Stance, and Opposite to Emotion.

Start with two lists of people: those who are currently in your life and those from the past who you would want in your life again. Only list people with whom you have or had a positive connection with overall. *Do not list unhealthy people or people with whom you have had hopeless relationships.*

These people are in my life now:

Describe how you can better attend to each person and how you can repair relationships if needed:

These are people from my past with whom I would like to be reconnected:

Describe how you can reconnect with at least one person on this list, how you can attend to that person, and how you can repair the relationship if needed:

If you find that your lists are short, you are not alone. Many of us need new people in our lives for a lot of different reasons; start thinking about making new relationships.

Describe your resources and places where you might reach out for new relationships:

Describe the other skills you will use to start making new relationships:

Describe how your life will be different when you effectively use Attend to Relationships:

Describe how you will acknowledge and celebrate having healthier relationships:

Mood Momentum (MM)

Core concept: Notice positive moods and choose skills to keep them going.

We influence feelings with the behaviors we choose. When we Observe and Describe an emotion that we want to continue to experience, we can use Mood Momentum. This skill directs us to stay involved in events and thoughts that keep our positive emotions around so we can benefit from the momentum of already feeling well.

Emotions tend to unconsciously draw us to behaviors that are congruent or fit with them. Mood Momentum is a mindful effort to choose these mood-congruent behaviors when they will be helpful. Ways to continue positive moods include the following:

- Engage in using Build Positive Experience
- Balance using Build Positive Experience with using Build Mastery
- Use Mindfulness to reflect on a positive emotion
- Engage in using PLEASED
- Balance active positive events with relaxing positive events
- Engage in healthy relationships
- Work on a responsibility and stay mindful of your efforts and accomplishments (and distract from judgments)
- Practice Mindfulness exercises
- Work on a hobby or project or try something on the Activities List
- Think of other ways you can use Mood Momentum

A key to Mood Momentum is to pick from a variety of positive experiences, activities, and behaviors to keep it interesting. Even the most fun or relaxing event will eventually reach the point where it no longer creates a positive effect. We benefit most from Mood Momentum when we take a balanced approach, switch up our strategies, and keep it fresh.

Building Mastery and Coping Ahead

BUILD MASTERY

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

Example: _____

2. Plan for success, not failure.
 - Do something difficult, *but* possible.
3. Gradually increase the difficulty over time.
 - If the first task is too difficult, do something a little easier next time.

COPE AHEAD OF TIME WITH EMOTIONAL SITUATIONS

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

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

Adapted from *DBT® Skills Training Handouts and Worksheets, Second Edition*. Copyright 2015 by Marsha M. Linehan. Adapted by permission.

From *DBT® Skills Manual for Adolescents*, by Jill H. Rathus and Alec L. Miller. Copyright 2015 by The Guilford Press. Permission to photocopy this handout is granted to purchasers of this book for personal use only (see copyright page for details).

PLEASE Skills

Treat Physical L illness:

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

Balance Eating:

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

Avoid mood-altering drugs:

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

Balance Sleep:

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

Get Exercise:

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



Exercise!



Eat healthy foods!

Get rest!

Adapted from *DBT® Skills Training Handouts and Worksheets, Second Edition*. Copyright 2015 by Marsha M. Linehan. Adapted by permission.

From *DBT® Skills Manual for Adolescents*, by Jill H. Rathus and Alec L. Miller. Copyright 2015 by The Guilford Press. Permission to photocopy this handout is granted to purchasers of this book for personal use only (see copyright page for details).

FOOD and Your MOOD

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

Negative examples:

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

Positive examples:

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

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

Step 3: Start thinking about changes.

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

(continued)

From *DBT® Skills Manual for Adolescents*, by Jill H. Rathus and Alec L. Miller. Copyright 2015 by The Guilford Press. Permission to photocopy this handout is granted to purchasers of this book for personal use only (see copyright page for details).

Step 4: Start small.

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

For example:

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

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

BEST Ways to Get REST: 12 Tips for Better Sleep

Maintaining a balanced sleep pattern will decrease your emotional vulnerability.

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

(continued)

From *DBT® Skills Manual for Adolescents*, by Jill H. Rathus and Alec L. Miller. Copyright 2015 by The Guilford Press. Permission to photocopy this handout is granted to purchasers of this book for personal use only (see copyright page for details).

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

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

Due Date _____

Building Mastery:

List two ways that you built mastery this week.

1. _____
2. _____

Coping Ahead of Time with Emotional Situations:

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

Check off two PLEASE Skills to practice during the week:

- ____ Treat **P**hysical **L** illness
- ____ Balance **E**ating
- ____ **A**void mood-altering drugs
- ____ Balance **S**leep
- ____ Get **E**xercise

Describe specifically what you did to practice your PLEASE Skills. _____

Did you notice a difference in your mood? _____

Adapted from *DBT® Skills Training Handouts and Worksheets, Second Edition*. Copyright 2015 by Marsha M. Linehan. Adapted by permission.

From *DBT® Skills Manual for Adolescents*, by Jill H. Rathus and Alec L. Miller. Copyright 2015 by The Guilford Press. Permission to photocopy this handout is granted to purchasers of this book for personal use only (see copyright page for details).

The Wave Skill: Mindfulness of Current Emotions



EXPERIENCE YOUR EMOTION

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

PRACTICE MINDFULNESS OF EMOTIONAL BODY SENSATIONS

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

REMEMBER: YOU ARE NOT YOUR EMOTION

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

DON'T JUDGE YOUR EMOTION

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

Adapted from *DBT® Skills Training Handouts and Worksheets, Second Edition*. Copyright 2015 by Marsha M. Linehan. Adapted by permission.

From *DBT® Skills Manual for Adolescents*, by Jill H. Rathus and Alec L. Miller. Copyright 2015 by The Guilford Press. Permission to photocopy this handout is granted to purchasers of this book for personal use only (see copyright page for details).

Check the Facts and Problem Solving

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

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

Adapted from *DBT® Skills Training Handouts and Worksheets, Second Edition*. Copyright 2015 by Marsha M. Linehan. Adapted by permission.

From *DBT® Skills Manual for Adolescents*, by Jill H. Rathus and Alec L. Miller. Copyright 2015 by The Guilford Press. Permission to photocopy this handout is granted to purchasers of this book for personal use only (see copyright page for details).

Opposite Action to Change Emotions

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

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

These are common URGES associated with a sample of emotions:

- FEAR → Escaping or avoiding
- ANGER → Attacking
- SADNESS → Withdrawing, becoming passive, isolating
- SHAME → Hiding, avoiding, withdrawing, saving face by attacking others
- GUILT → Overpromise that you will not commit the offense again, disclaim all responsibility, hiding, lowering head, begging forgiveness
- JEALOUSY → Verbal accusations, attempt to control, acting suspicious
- LOVE → Saying "I love you," making effort to spend time with the person, doing what the other person wants and needs, and giving affection

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

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

Fear/Anxiety-----APPROACH

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

Anger-----GENTLY AVOID

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

Sadness-----GET ACTIVE

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

(continued)

Adapted from *DBT® Skills Training Handouts and Worksheets, Second Edition*. Copyright 2015 by Marsha M. Linehan. Adapted by permission.

From *DBT® Skills Manual for Adolescents*, by Jill H. Rathus and Alec L. Miller. Copyright 2015 by The Guilford Press. Permission to photocopy this handout is granted to purchasers of this book for personal use only (see copyright page for details).

EMOTION-----OPPOSITE ACTION

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

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

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

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

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

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

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

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

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

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

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

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

(continued)

OPPOSITE ACTION WORKS BEST WHEN:

1. The emotion does NOT FIT THE FACTS.

- An emotion does *not fit the facts* when:
 - The emotion does *not fit the facts* of the actual situation (e.g., terror in response to speaking in public)
- or
- The emotion, its intensity, or its duration are *not effective* for your goals in the situation (e.g., you feel angry at your math teacher, but three periods later you're still fuming and can't focus on science).

2. The opposite action is done ALL THE WAY.

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

OPPOSITE ACTION REQUIRES THESE seven STEPS:

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

Practice Exercise: Opposite Action

Due Date _____

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

Observe and **Describe** the emotion.

What is the current emotion you want to change?

What is your action urge?

Do the opposite action ALL THE WAY.

How did you feel after acting opposite to your emotion?

Adapted from *DBT® Skills Training Handouts and Worksheets, Second Edition*. Copyright 2015 by Marsha M. Linehan. Adapted by permission.

From *DBT® Skills Manual for Adolescents*, by Jill H. Rathus and Alec L. Miller. Copyright 2015 by The Guilford Press. Permission to photocopy this handout is granted to purchasers of this book for personal use only (see copyright page for details).

INTERPERSONAL EFFECTIVENESS HANDOUTS



What Is Your Goal and Priority?

Keeping and maintaining healthy relationships (GIVE Skills)

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

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

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

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

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

Maintaining Your Self-Respect (FAST Skills)

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

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

Adapted from *DBT® Skills Training Handouts and Worksheets, Second Edition*. Copyright 2015 by Marsha M. Linehan. Adapted by permission.

From *DBT® Skills Manual for Adolescents*, by Jill H. Rathus and Alec L. Miller. Copyright 2015 by The Guilford Press. Permission to photocopy this handout is granted to purchasers of this book for personal use only (see copyright page for details).

What Stops You from Achieving Your Goals?

| |
|---|
| <p>I. Lack of skill</p> <p>You actually <i>don't know</i> what to say or how to act.</p> |
| <p>II. Worry thoughts</p> <p>You have the skill, but your worry thoughts interfere with your doing or saying what you want.</p> <ul style="list-style-type: none"> • Worries about bad consequences: <ul style="list-style-type: none"> ◦ "They won't like me"; "He will break up with me." • Worries about whether you deserve to get what you want: <ul style="list-style-type: none"> ◦ "I'm such a bad person, I don't deserve this." • Worries about being ineffective and calling yourself names: <ul style="list-style-type: none"> ◦ "I won't do it right"; "I'm such a loser." |
| <p>III. Emotions</p> <p>You have the skill, but your emotions (anger, fear, shame, sadness) make you unable to do or say what you want. Emotion Mind, instead of skills, controls what you say and do.</p> |
| <p>IV. Can't decide</p> <p>You have the skills, but you <i>can't decide</i> what you really want: asking for too much versus not asking for anything; saying "no" to everything versus giving in to everything.</p> |
| <p>V. Environment</p> <p>You have the skill, but the environment gets in the way:</p> <ul style="list-style-type: none"> • Other people are too powerful (sometimes despite your best efforts). • Other people may have some reason for not liking you if you get what you want. • Other people won't give you what you need unless you sacrifice your self-respect. |

Adapted from *DBT® Skills Training Handouts and Worksheets, Second Edition*. Copyright 2015 by Marsha M. Linehan. Adapted by permission.

From *DBT® Skills Manual for Adolescents*, by Jill H. Rathus and Alec L. Miller. Copyright 2015 by The Guilford Press. Permission to photocopy this handout is granted to purchasers of this book for personal use only (see copyright page for details).

Worry Thoughts and Wise Mind Self-Statements

Turn negative thoughts into realistic ones.

1. Why bother asking? It won't make a difference anyway.

WISE MIND STATEMENT: _____

2. If I ask for something, she'll think I'm stupid.

WISE MIND STATEMENT: _____

3. I can't take it if he's [she's] upset with me.

WISE MIND STATEMENT: _____

4. If I say "no," they won't like me or want to hang out with me anymore.

WISE MIND STATEMENT: _____

5. If I say "no," they'll be really angry at me.

WISE MIND STATEMENT: _____

6. If I make a request or ask for help, I will look weak.

WISE MIND STATEMENT: _____

Examples of Wise Mind Self-Statements:

1. "Just because I didn't get what I wanted last time does not mean that if I ask skillfully this time that I won't get it."
2. "I can handle it if I don't get what I want or need."
3. "It takes a strong person to admit that he [she] needs help from someone else and then ask for it."
4. "If I say 'no' to people and they get angry, it doesn't mean I should have said 'yes.'"
5. "I can deal with it if he [she] is annoyed with me."

Others? _____

Adapted from *DBT® Skills Training Handouts and Worksheets, Second Edition*. Copyright 2015 by Marsha M. Linehan. Adapted by permission.

From *DBT® Skills Manual for Adolescents*, by Jill H. Rathus and Alec L. Miller. Copyright 2015 by The Guilford Press. Permission to photocopy this handout is granted to purchasers of this book for personal use only (see copyright page for details).

Building and Maintaining Positive Relationships: GIVE Skills

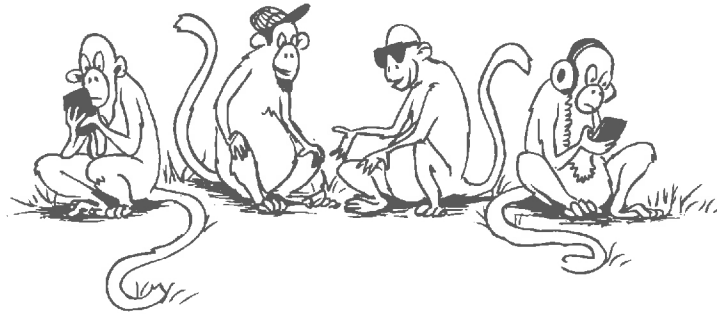
Remember **GIVE**:

(be) **G**entle

(act) **I**nterested

Validate

(use an) **E**asy manner



(be) **G**entle: Be nice and respectful!
Don't attack, use threats, or cast judgments.
Be aware of your tone of voice.

(act) **I**nterested: LISTEN and act interested in what the other person is saying.
Don't interrupt or talk over him or her.
Don't make faces.
Maintain good eye contact.

Validate: Show that you understand the other person's feelings or opinions.
Be nonjudgmental out loud.
"I can understand how you feel *and* . . ."
"I realize this is hard . . ."
"I see you are busy, *and* . . ."
"That must have felt . . ."

(use an) **E**asy manner: SMILE.
Use humor.
Use nonthreatening body language.
Leave your attitude at the door.

Adapted from *DBT® Skills Training Handouts and Worksheets, Second Edition*. Copyright 2015 by Marsha M. Linehan. Adapted by permission.

From *DBT® Skills Manual for Adolescents*, by Jill H. Rathus and Alec L. Miller. Copyright 2015 by The Guilford Press. Permission to photocopy this handout is granted to purchasers of this book for personal use only (see copyright page for details).

Validation

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

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

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

Remember: Validation ≠ Agreement

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

WHY VALIDATE?

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

WHAT TO VALIDATE?

- Feelings, thoughts, and behaviors in ourselves or others

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

From *DBT® Skills Manual for Adolescents*, by Jill H. Rathus and Alec L. Miller. Copyright 2015 by The Guilford Press. Permission to photocopy this handout is granted to purchasers of this book for personal use only (see copyright page for details).

How Can We Validate Others?

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

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

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

From *DBT® Skills Manual for Adolescents*, by Jill H. Rathus and Alec L. Miller. Copyright 2015 by The Guilford Press. Permission to photocopy this handout is granted to purchasers of this book for personal use only (see copyright page for details).

How Can We Validate Ourselves?

How can I validate myself?

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

From *DBT® Skills Manual for Adolescents*, by Jill H. Rathus and Alec L. Miller. Copyright 2015 by The Guilford Press. Permission to photocopy this handout is granted to purchasers of this book for personal use only (see copyright page for details).

Practice Exercise: Validation of Self and Others

Due Date _____

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

1. _____
2. _____
3. _____

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

1. _____
2. _____
3. _____

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

Situation: _____

Who did you validate? _____

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

What was the outcome? _____

How did you feel afterward? _____

Would you say or do something differently next time? What? _____

From *DBT® Skills Manual for Adolescents*, by Jill H. Rathus and Alec L. Miller. Copyright 2015 by The Guilford Press. Permission to photocopy this handout is granted to purchasers of this book for personal use only (see copyright page for details).

Practice Exercise: GIVE Skills

Due Date _____

Choose two situations during the week in which you used your GIVE skills and describe how.

Remember **GIVE** . . .

(be) Gentle

(act) Interested

Validate

(use an) Easy manner

SITUATION 1:

With whom are you trying to keep a good relationship? _____

What was the situation in which you chose to use your GIVE skills? _____

What was the outcome? _____

How did you feel after using your skills? _____

SITUATION 2:

With whom are you trying to keep a good relationship? _____

What was the situation in which you chose to use your GIVE skills? _____

What was the outcome? _____

How did you feel after using your skills? _____

Adapted from *DBT® Skills Training Handouts and Worksheets, Second Edition*. Copyright 2015 by Marsha M. Linehan. Adapted by permission.

From *DBT® Skills Manual for Adolescents*, by Jill H. Rathus and Alec L. Miller. Copyright 2015 by The Guilford Press. Permission to photocopy this handout is granted to purchasers of this book for personal use only (see copyright page for details).

Getting Someone to Do What You Want: DEAR MAN Skills

Remember **DEAR MAN**:

| | |
|-------------------|--------------------------|
| <u>D</u> escribe | <u>M</u> indful |
| <u>E</u> xpress | <u>A</u> ppear Confident |
| <u>A</u> ssert | <u>N</u> egotiate |
| <u>R</u> einforce | |

- Describe:** Describe the situation. Stick to the facts. "The last three weekends, I have noticed you coming home after curfew."
- Express:** Express your feelings using "I" statements ("I feel . . .," "I would like . . ."). Stay away from "you should . . ."; instead, say, "When you come home late, *I feel* worried about you."
- Assert:** Ask for what you want or say "no" clearly. Remember, the other person cannot read your mind. "*I would like* you to come home by curfew."
- Reinforce:** Reward (reinforce) the person ahead of time by explaining the positive effects of getting what you want. "I would be able to trust you more and give you more privileges if you stuck to our curfew agreement."
- Mindful:** Keep your focus on what you want, avoiding distractions. Come back to your assertion over and over, like a "broken record." Ignore attacks. "I know the other kids stay out later than you, *and* I would still like you to do your best to meet your curfew."
- Appear Confident:** Make (and maintain) eye contact. Use a confident tone of voice—do not whisper, mumble, or give up and say "Whatever."
- Negotiate:** Be willing to **GIVE TO GET**. Ask for the other person's input. Offer alternative solutions to the problem. Know when to "agree to disagree" and walk away. "If you can do this for the next 2 weeks, then I will feel comfortable letting you stay out later for the party."

Adapted from *DBT® Skills Training Handouts and Worksheets, Second Edition*. Copyright 2015 by Marsha M. Linehan. Adapted by permission.

From *DBT® Skills Manual for Adolescents*, by Jill H. Rathus and Alec L. Miller. Copyright 2015 by The Guilford Press. Permission to photocopy this handout is granted to purchasers of this book for personal use only (see copyright page for details).

Practice Exercise: DEAR MAN Skills

Due Date _____

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

What happened? (Who did what? What led up to what? What is the problem?) _____

What did you want (e.g., asking for something, saying "no," being taken seriously)?

Be specific: _____

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

Describe (describe the situation; just the facts): _____

Express (feelings): _____

Assert: _____

Reward: _____

Mindful: _____

Appear confident: _____

Negotiate: _____

What was the result of using your DEAR MAN skills? _____

Adapted from *DBT® Skills Training Handouts and Worksheets, Second Edition*. Copyright 2015 by Marsha M. Linehan. Adapted by permission.

From *DBT® Skills Manual for Adolescents*, by Jill H. Rathus and Alec L. Miller. Copyright 2015 by The Guilford Press. Permission to photocopy this handout is granted to purchasers of this book for personal use only (see copyright page for details).

Factors to Consider in Asking for What You Want (or Saying "No" to an Unwanted Request)



1. **Priorities:** Objectives very important? (Is it important to get what I want?)
Relationship shaky? On good terms?
Self-respect on the line?
2. **Capability:** Is the person able to give me what I want? (Or do I have what the person wants?)
3. **Timeliness:** Is this a good time to ask? Is the person in the mood to listen or able to pay attention to me? (Is this a bad time to say "no"?)
4. **Preparation:** Do I know all the facts I need to know? Am I clear about what I want? (Am I clear on the facts that I am using to explain why I am saying "no"?)
5. **Relationship:** Is what I want appropriate to the current relationship? (Is what the person is asking me appropriate to our current relationship?)
6. **Give and take:** Has the other person helped me in the past? Have I overused his [her] help? (Have I helped the other person in the past? Has he [she] overused my help?)

Which of the above do you need to pay more attention to? _____

Adapted from *DBT® Skills Training Handouts and Worksheets, Second Edition*. Copyright 2015 by Marsha M. Linehan. Adapted by permission.

From *DBT® Skills Manual for Adolescents*, by Jill H. Rathus and Alec L. Miller. Copyright 2015 by The Guilford Press. Permission to photocopy this handout is granted to purchasers of this book for personal use only (see copyright page for details).

Practice Exercise: Factors to Consider in Asking or Saying "No"

Due Date _____

Choose a situation during the week in which it was hard to determine whether to ask for something or to say "no," or how *strong* your request or your "no" should be.

Did you consider each of the factors below? Check off which ones applied. If the factor applied, what was the circumstance, and did considering it lead you to still ask for what you wanted or say "no" to what someone else wanted? Did it make your request or your "no" stronger or weaker?

| <input checked="" type="checkbox"/> | <u>Describe Circumstance</u> |
|---|------------------------------|
| <input type="checkbox"/> Priorities | _____ |
| <input type="checkbox"/> Capability | _____ |
| <input type="checkbox"/> Timeliness | _____ |
| <input type="checkbox"/> Preparation | _____ |
| <input type="checkbox"/> Relationship | _____ |
| <input type="checkbox"/> Give and take | _____ |

So, what did you decide to do, and how did it work out? _____

Adapted from *DBT® Skills Training Handouts and Worksheets, Second Edition*. Copyright 2015 by Marsha M. Linehan. Adapted by permission.

From *DBT® Skills Manual for Adolescents*, by Jill H. Rathus and Alec L. Miller. Copyright 2015 by The Guilford Press. Permission to photocopy this handout is granted to purchasers of this book for personal use only (see copyright page for details).

Maintaining Your Self-Respect: FAST Skills

Remember **FAST**:

- (be) Fair
- (no) Apologies
- Stick to values
- (be) Truthful



- (be) Fair: Be fair to *yourself* and to the *other* person.
- (no) Apologies: Don't *over*apologize for your behavior, for making a request, or for being you.
(If you wronged someone, don't underapologize.)
- Stick to values: Stick to your own values and opinions.
Don't sell out to get what you want, to fit in, or to avoid saying "no."
(Refer to Emotion Regulation Handout 13, "Wise Mind Values and Priorities List.")
- (be) Truthful: Don't lie.
Don't act helpless when you are not.
Don't make up excuses or exaggerate.

Adapted from *DBT® Skills Training Handouts and Worksheets, Second Edition*. Copyright 2015 by Marsha M. Linehan. Adapted by permission.

From *DBT® Skills Manual for Adolescents*, by Jill H. Rathus and Alec L. Miller. Copyright 2015 by The Guilford Press. Permission to photocopy this handout is granted to purchasers of this book for personal use only (see copyright page for details).

Practice Exercise: FAST Skills

Due Date _____

Choose two situations during the week in which you used your FAST skills and describe below.

Remember **FAST** . . .

- (be) Fair
- (no) Apologies
- Stick to values
- (be) Truthful

SITUATION 1:

In what way are you trying to maintain your self-respect? _____

What was the situation in which you chose to use your FAST skills and how did you use them? _____

What was the outcome? _____

How did you feel after you used your skills? _____

SITUATION 2:

In what way are you trying to maintain your self-respect? _____

What was the situation in which you chose to use your FAST skills and how did you use them? _____

What was the outcome? _____

How did you feel after you used your skills? _____

Adapted from *DBT® Skills Training Handouts and Worksheets, Second Edition*. Copyright 2015 by Marsha M. Linehan. Adapted by permission.

From *DBT® Skills Manual for Adolescents*, by Jill H. Rathus and Alec L. Miller. Copyright 2015 by The Guilford Press. Permission to photocopy this handout is granted to purchasers of this book for personal use only (see copyright page for details).

Maintaining Your Self-Respect: FAST Skills

Values Application

The following is a list of values. There are also spaces provided to write in additional personal values. Review the list and identify values that are important to you.

| Value | Definition |
|-------------------|---|
| Acceptance | Having people receive you well |
| Accomplishment | Doing or finishing something well |
| Accountability | Feeling obligated to or being willing to accept responsibility |
| Adaptability | Ability to change behavior to fit new situations |
| Adventurousness | Tendency to do new and daring things |
| Allegiance | Loyalty or feeling obligated to be loyal |
| Altruism | Caring for others without regard to yourself |
| Ambition | Eagerness or strong desire to achieve something |
| Appreciation | Ability to see the quality and the importance of people and things |
| Aspiration | Strong and persistent desire for high achievement |
| Assiduousness | Quality of never quitting, being persistent, and working hard |
| Authenticity | Quality of being trustworthy or genuine |
| Autonomy | Quality of being independent |
| Benevolence | Tendency to do kind and giving things |
| Camaraderie | Goodwill and lighthearted connection to friends |
| Caring | Feeling and showing concern for others |
| Changeability | Ability to adapt to different circumstances |
| Charity | Generosity toward others |
| Chastity | Innocence and purity |
| Cheerfulness | Quality of being lighthearted; lessening gloom |
| Citizenship | Exercising the duties, rights, and privileges of being a citizen |
| Clear Thinking | Acting intelligently without mental confusion |
| Collaboration | Working cooperatively with others |
| Commitment | Feeling bound in mind or heart to someone or doing something |
| Community | Sharing, participation, and fellowship with others |
| Compassion | Being deeply aware of and wanting to lessen the suffering of others |
| Competence | Being qualified to do something |
| Competitiveness | Doing something better than others |
| Composure | Maintaining a peaceful or calm state of mind |
| Concern | Taking an interest in someone or something |
| Conscientiousness | Doing things very carefully and thoroughly |
| Consideration | Thinking through things carefully, being thoughtful |
| Consistency | Doing things reliably and in the same way |
| Constancy | Remaining faithful to a person or an action in the face of change |
| Cooperation | Working willingly with others to accomplish something |
| Courage | Ability to face danger, fear, and obstacles with confidence |
| Courtesy | Consideration for others |

| | |
|-----------------|---|
| Credibility | Having people believe you |
| Decency | Conforming to the standards of proper or modest behavior |
| Dedication | Devoting energy and time to people, tasks, or causes |
| Democracy | Believing that everyone deserves the same rights and respect |
| Dependability | Being reliable |
| Determination | Having strong will, purpose, or character |
| Diversity | Respecting and wanting difference and variety |
| Easiness | Being relaxed and informal in attitude or standards |
| Education | Gathering and growing knowledge or skill through learning |
| Efficiency | Ability to make things happen with a reasonable amount of effort |
| Empathy | Ability to identify with other people's situations and feelings |
| Encouragement | Ability to get others to take action |
| Equality | Believing that everyone deserves the same treatment |
| Equity | Wanting things to be just, impartial, and fair |
| Excellence | Having qualities to an unusual degree |
| Fairness | Doing things consistently with rules, logic, and ethics |
| Faith | Confident and complete belief in someone or something |
| Faithfulness | Sticking firmly and devotedly to someone or something |
| Fidelity | Faithfulness, loyalty, or devotion |
| Flexibility | Ability to respond to change |
| Forgiveness | Willingness to stop blaming or being angry with someone |
| Fortitude | Ability to face danger, pain, or obstacle with calm resolve |
| Friendship | Having a relationship based on mutual respect and good will |
| Generosity | Willingness and desire to give |
| Gentleness | Being mild, calm, and docile |
| Genuine | Being true and not fake |
| Giving | Offering knowledge or things without expecting anything in return |
| Goodness | Being kind, thoughtful, or honest |
| Goodwill | Friendly attitude that says you wish good things to happen to others |
| Gratitude | Feeling thankful for or appreciating things, people, or their actions |
| Hardworking | Working hard, well, and tirelessly |
| Helpfulness | Giving useful help or advice in a friendly way |
| Honesty | Acting straightforwardly and fairly |
| Honor | Being upright in character and having personal integrity |
| Hope | Feeling that something you want can be yours or will happen |
| Humility | Feeling that you are not better than others |
| Industriousness | Working hard and regularly |
| Ingenuity | Having inventive skill or imagination |
| Initiative | Ability to energetically start and follow through with a plan or task |
| Integrity | Strictly following what you believe is right and good |
| Joy | Intense happiness |
| Justice | Strictly following what you believe is fair and just |
| Kindness | Wanting to be good, kind, and giving to others |
| Law-Abiding | Following all the rules and laws of society |

| | |
|-----------------|---|
| Liberty | Choosing freely to act, believe, or express yourself in your own way |
| Love | Feeling strong desire or attraction toward a person or idea |
| Loyalty | Feeling devotion, attachment, and affection toward a person or idea |
| Mercy | Forgiving someone even though you have the power to punish them |
| Moderation | Having neither too little nor too much of anything |
| Morals | Your own belief about what is right or wrong that guides your actions |
| Obedience | Following the rules of what is required in a given situation |
| Optimism | Expecting the best possible outcome with bright hope |
| Patience | Waiting and withstanding without complaining or getting angry |
| Peace | Being free of conflict and violence |
| Perseverance | Sticking firmly and consistently to a course of action or belief |
| Promise-Keeping | Keeping your word that you will certainly do something |
| Prudence | Doing something right because it is the right thing to do |
| Punctuality | Adherence to the exact time of a commitment or event |
| Reason | Ability to think through and make effective decisions |
| Recognition | Having people see and give you credit for what you have done |
| Reliability | Doing things consistently so that others can depend on and trust you |
| Repentance | Feeling sorry and wanting to right past wrongs |
| Resilience | Ability to bounce back quickly from change or negative circumstances |
| Resourcefulness | Ability to act effectively and creatively, especially in tough situations |
| Respect | Showing polite attitude toward people or things that are important |
| Responsibility | Being accountable and answerable for something |
| Sacrifice | Willingness to give up a thing for something else more important |
| Self-Control | Being able to control your emotions, desires, or actions |
| Self-Discipline | Ability to make yourself do something even if you don't want to |
| Sensitivity | Being aware of the needs and emotions of others |
| Serenity | Being calm in mind and even in temper |
| Sharing | Wanting others to take part, enjoy, or use together or in turns |
| Sincerity | Genuineness and honesty; not fake |
| Sobriety | Being calm, cool, and serious; freedom from extreme passions |
| Stamina | Having physical or mental strength to do something for an extended period |
| Stewardship | Carefully conducting, supervising, or managing something |
| Supportive | Giving support and help |
| Thoughtfulness | Tendency to anticipate people's needs or wishes |
| Tolerance | Recognizing and respecting the beliefs and practices of others |
| Tranquility | Being calm and peaceful |
| Trustworthiness | Having people believe you and have confidence in you |
| Understanding | Having a positive, truthful relationship with others |
| Wisdom | Ability to make effective decisions based on experience and learning |
| | |
| | |
| | |
| | |
| | |

Now describe specific behaviors that you can practice to stick to your identified values in daily life.

Value: *Honesty*

Describe three specific ways you can demonstrate this value:

1. *Complete my daily diary card accurately*
2. *Be truthful with my family and friends*
3. *Avoid cheating on homework and tests*

Value:

Describe three specific ways you can demonstrate this value:

- 1.
- 2.
- 3.

Value:

Describe three specific ways you can demonstrate this value:

- 1.
- 2.
- 3.

Value:

Describe three specific ways you can demonstrate this value:

- 1.
- 2.
- 3.

Value:

Describe three specific ways you can demonstrate this value:

- 1.
- 2.
- 3.

Value:

Describe three specific ways you can demonstrate this value:

- 1.
- 2.
- 3.

Practice Exercise: Using Skills at the Same Time

Due Date _____

Choose a situation during the week that required more than one interpersonal effectiveness skill.

Describe situation: _____

What were my priorities? (Check all that apply.)

- _____ Build/maintain relationship
- _____ Get what I want, say "no," or be taken seriously
- _____ Build/maintain self-respect

What I said or did and how I did so (check and describe):

- | | | |
|-------------------|------------------------|-----------------------|
| _____ Gentle | _____ Describe | _____ Fair |
| _____ Interested | _____ Express | _____ No apologies |
| _____ Validate | _____ Assert | _____ Stick to values |
| _____ Easy manner | _____ Reinforce | _____ Truthful |
| | _____ Mindful | |
| | _____ Appear confident | |
| | _____ Negotiate | |

From *DBT® Skills Manual for Adolescents*, by Jill H. Rathus and Alec L. Miller. Copyright 2015 by The Guilford Press. Permission to photocopy this handout is granted to purchasers of this book for personal use only (see copyright page for details).

Boundaries (B0)

Core concept: Boundaries keep relationships healthy and safe.

Boundaries exist to define who we are separate from others. A goal in relationships is to be in healthy contact with others without getting too enmeshed or being too disconnected.

It is important to be connected with others while also maintaining our own emotional, psychological, and physical space. Boundaries are dialectical in nature, as we strive to balance our interpersonal needs and comfort zones with those of others.

Healthy boundaries help us to have meaningful relationships without taking on others' distress and problems and without being isolated and alone. Boundaries define who we are as individuals in relation to others and the world.

Like types of fences (e.g., invisible versus picket versus barbed wire), boundaries vary based on the context of situations, settings, and how defined we need to be in relation to others. Our experience, what we Observe and Describe, and our priorities, goals, and values inform us about what type of fences to put up.

It is difficult to recognize and practice healthy boundaries if others have not modeled them in our lives. The lack of healthy models for boundaries results in difficulties in relationships that in turn decrease self-respect.

The BOUNDARIES module defines different types of boundaries and outlines a model to establish and maintain boundaries based in values and safety.

It is important to know that factors like personality, family, culture, locale, situation, and setting (among other factors) influence boundaries. Boundaries are complex.

Definitions and Types of Boundaries

Core concept: Define boundaries in order to practice them.

Physical: Physical boundaries include your body and the space that surrounds it (i.e. your personal space). Physical boundaries can be defined by who is allowed to touch us and in what areas. These boundaries include all levels of physical intimacy and sexual practices. Additionally, physical boundaries include what goes into us, like food and drink, or anything else that affects our physical being.

Describe the **physical** boundaries that are important to you:

Psychological: Psychological boundaries include information about yourself, your thoughts and beliefs, and your values. These boundaries might include topics of conversation and anything that occupies your “mental” space. Who knows about your inner life and how it is shared (if at all) constitute psychological boundary issues.

Describe the **psychological** boundaries that are important to you:

Emotional: Emotional boundaries include your feelings and their ability to be leveraged and manipulated (e.g., emotional “hostage taking” or guilt-tripping). Emotional boundaries also include not taking on others’ distress (or expecting them to take on yours). Like psychological boundaries, who knows about your feelings and how they are shared (if at all) constitute emotional boundary issues.

Describe the **emotional** boundaries that are important to you:

Definitions and Types of Boundaries

Spiritual: Spiritual boundaries include your ability to choose your own religion, higher power, or spiritual life (or lack thereof). Who knows about your spiritual life and how it is shared (if at all) constitute spiritual boundary issues.

Describe the **spiritual** boundaries that are important to you:

General: Anything that defines and differentiates you as separate from others (and others from you) is a boundary, and anything needed to keep you healthy and “safe” interpersonally and in the world constitutes a boundary issue.

Describe **general** boundaries that are important to you:

Using BOUNDARY (BO)

Core concept: This skill helps us to define and maintain boundaries.

Use the acronym *BOUNDARY* to remember the building blocks (**B**e Aware of Self, **O**bserve Others and the Situation, **U**nderstand Your and Others' Limits, **N**egotiate Sometimes, **D**ifferences Exist, **A**lways **R**emember Your Values, **Y**our Safety Comes First) of this skill. These building blocks are described in further detail in the paragraphs that follow.

Be Aware of Self: Use Observe and Describe to notice what you are sharing and what you are doing. Does your behavior fit the situation and your relationships with others? Does your behavior feel comfortable? Notice if your boundaries are at either extreme, being too closed or too open for the situation and the relationships.

Observe Others and the Situation: What is happening in the situation and with others? Notice the level of interest, the information shared, and the behavior of others. Does the sharing and the behavior of others seem healthy and respectful? Observe and Describe what you are sharing and doing in the context of others. Understand that your boundaries exist in relation to those of others.

Understand Your and Others' Limits: We all have important boundaries or limits. Be aware of your boundaries and maintain them from Wise Mind based on the needs of the situation and the relationships between you and others. Also be aware of others' boundaries and respect them.

Negotiate Sometimes: In important relationships, we sometimes negotiate our boundaries. Negotiations happen from Wise Mind and rarely involve extreme changes. Avoid negotiating boundaries in unimportant relationships, in new relationships, or to be liked. Put your self-respect above being liked by others.

You may also negotiate your boundaries if there is a benefit in adjusting them. If your boundaries can be too undefined, work on tighter limits. If your boundaries can be too rigid, work on more flexible limits. Again, make adjustments from Wise Mind.

Differences Exist: Negotiating boundaries is effective at times, but we need to balance negotiations with a healthy respect for individual differences, too. Differences in boundaries happen due to personality, personal history, culture, situations, settings, and for other reasons. Sometimes it is not about negotiating boundaries but maintaining your boundaries while being respectful of others' boundaries. Use Radical Acceptance or Everyday Acceptance with individual differences and learn not to take those differences "personally" (this is a boundary, too).

Always Remember Your Values: The decision to negotiate and adjust your boundaries or to maintain them needs to be grounded in your priorities, goals, and values. Use your values as a compass to guide your boundaries and do not compromise boundaries at the expense of self-respect.

Your Safety Comes First: People sometimes compromise boundaries to be liked or to fit in with others. Avoid situations that can harm you emotionally, psychologically, physically, or spiritually.

BOUNDARIES (BO) APPLICATION

Core concept: Use this worksheet to define boundaries.

Describe your **physical** boundaries:

Describe your **psychological** boundaries:

Describe your **emotional** boundaries:

Describe your **spiritual** boundaries:

Describe **general** boundary issues important to you:

Describe what boundaries may be negotiable in some situations:

Describe what boundaries will be non-negotiable to you:

Describe how establishing and maintaining boundaries can build and maintain your self-respect:

Describe how your life will be different when you establish and maintain effective boundaries:

Describe how you will acknowledge and celebrate healthy boundaries in your relationships: