



EARLY ADOLESCENT DBT PROGRAM

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Group Rules and Expectations Early Adolescent DBT

Group members and Caregivers 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 and Caregivers 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 clients, 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. Group members will review the current safety plan or choose to create a new one. Therapists will ask for a commitment to safety. If the client 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 and Caregivers 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, Alcohol and Mood-Altering Substances

Group members are not allowed to attend group under the influence or use of alcohol/drugs (this includes tobacco free vapes) on premises. 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. We ask that clients do not bring or consume caffeinated beverages during group time.

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:
- 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	- 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 Early Adolescent DBT

Group members and Caregivers 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 and Caregivers 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 clients, 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. Group members will review the current safety plan or choose to create a new one. Therapist will ask for a commitment to safety. If the client 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 and Caregivers 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 and Caregivers 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, Alcohol and Mood-Altering Substances

Group members are not allowed to attend group under the influence or use of alcohol/drugs (this includes tobacco free vapes) 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. We ask that clients do not bring or consume caffeinated beverages during group time.

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:
- 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	- 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/>



	SUN	MON	TUE	WED	THU	FRI	SAT
Meds (Yes or No)							
SI (0-10/action)							
SIB (0-10/action)							
SNAG (0-10/action)							
Anger (0-10)							
Depression (0-10)							
Anxiety (0-10)							
Joy (0-10)							
Sleep (# of hours)							
BPE (Yes or No)							
Me (0-10)							

Skills	
Feelings	
Goal 1	
Goal 2	
Goal 3	

0 = none 1 = a little bit 5 = moderate 10 = the highest it can be

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
Nonjudgmental 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

Pleasant (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

Emotion Regulation

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

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
Vocation (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
Willfulness (WI) To remove barriers and do what works in a situation

Interpersonal Effectiveness

Fast (F)

Fair: To be just and take a Nonjudgmental 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 judgment
Easy Manner: To treat others with kindness and a relaxed attitude

Dear Man (DM)

Describe: To outline the situation in nonjudgmental 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

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: _____

Early Adolescent DBT Program

MY SAFETY PLAN

I, _____, contract for my safety. This means I will use the coping skills and supports listed below to keep safe before acting on thoughts, feelings, and/or urges to hurt myself.

DBT skills I will use to maintain my safety:

1.

2.

3.

4.

5.

Team members, members in my support system, & crisis numbers I will call for help are:

1. Name & Phone:

2. Name & Phone:

3. Name & Phone:

4. **COPE LINE @ (612) 596-1223**

5. **Child Crisis Mobile Team @ (612) 348-2233**

6. **National Suicide Prevention Lifeline @ 1-800-273-TALK (8255)**

7. **Emergency 911**

Client Signature: _____ Date: _____

Parent/caregiver Signature: _____ Date: _____

Therapist Signature: _____ Date: _____

MY COPING PLAN FOR INTENSE EMOTIONS

DBT skills I can use when feeling upset:

1.

2.

3.

4.

5.

Team members, members in my support system, & crisis numbers I will call for help are:

1. Name & Phone:

2. Name & Phone:

3. Name & Phone:

4. **COPE LINE @ (612) 596-1223**

5. **Child Crisis Mobile Team @ (612) 348-2233**

The coping skills and people listed above will help keep me and others safe when I'm feeling intense emotions. I will use these skills and reach out to my supports *before* acting on my feelings or urges.

Client Signature: _____ Date: _____

Parent/caregiver Signature: _____ Date: _____

Therapist Signature: _____ Date: _____

Early Adolescent DBT Program
TREATMENT GOAL CREATION WORKSHEET

Directions: List 3 things you would like to work on over the next 3 months. What do you want to learn, what do you want to do, how do you want to be feeling?

What do I want to work on?	What makes this important to me?
1.	
2.	
3.	

Early Adolescent DBT Program
MY GRADUATION PLAN

Objective Criteria for Graduation		Member	DBT Therapist	Date
1.	No Mental Health Hospitalizations or ER visits for 5+ months.			
2.	Up-to-date and meaningful use of Safety Plan.			
3.	No active safety (SI/SIB) concerns.			
4.	Distress is experienced and reported as less than 2 (out of 0 to 5 scale) for at least 1 month.			
5.	Actively addressing SNAGS or therapy interfering behaviors.			
6.	Completion of all 4 DBT modules. ○ Core Mindfulness ○ Distress Tolerance ○ Emotion Regulation ○ Interpersonal Effectiveness			
7.	Completion of all 4 DBT modules a second time, if recommended. ○ Core Mindfulness ○ Distress Tolerance ○ Emotion Regulation ○ Interpersonal Effectiveness			
8.	Completion of Daily Logs.			
9.	Completion of assigned DBT homework.			
10.	Complete the Graduation Packet and give to your DBT therapist.			
11.	Find and participate in social activities outside of therapy.			

Early Adolescent DBT Program

Skills Implementation Plan—List situations, feelings, thoughts, urges, & behaviors that typically happen with each level of distress.



0 – 1 NO CRISIS

Describe the situation: _____

What are you feeling? _____

What are you thinking? _____

What do you want to do? _____

What skills can you use to cope? _____

1 – 2 EARLY WARNING SIGNS

Describe the situation: _____

What are you feeling? _____

What are you thinking? _____

What do you want to do? _____

What skills can you use to cope? _____

3 – 4 SOME DISTRESS

Describe the situation: _____

What are you feeling? _____

What are you thinking? _____

What do you want to do? _____

What skills can you use to cope?_____

Skills Implementation Plan Continued

5 – 6 INCREASED DISTRESS

Describe the situation: _____

What are you feeling? _____

What are you thinking? _____

What do you want to do? _____

What skills can you use to cope? _____

7 – 8 INTENSE DISTRESS

Describe the situation: _____

What are you feeling? _____

What are you thinking? _____

What do you want to do? _____

What skills can you use to cope? _____

9 – 10 CRISIS POINT

Describe the situation: _____

What are you feeling? _____

What are you thinking? _____

What do you want to do? _____

What skills can you use to cope? _____

Contacts—List adults you feel comfortable reaching out to for support:

Therapist: _____ Phone: _____

Parent: _____ Phone: _____

Family friend: _____ Phone: _____

Other: _____ Phone: _____

Other: **National Suicide Prevention Lifeline** Phone: **1-800-273-TALK (8255)**

Other: **COPE LINE** Phone: **(612) 596-1223**

Other: **Child Crisis Mobile Team (children 17 & younger)** Phone: **(612) 348-2233**

Other: **Emergency** Phone: **911**

Early Adolescent DBT Program
MY GRADUATION PLAN

Vision of Recovery—Share ideas of what you want your life to look like when you have completed therapy and made the changes you wanted to make. This is to be thought of as a destination that you want to get to—what do you want to be doing or feeling? Identifying and keeping your mind on this destination, or goal, is important in any journey. It provides direction and allows you to measure progress. This will help you focus on treatment and give you motivation as you move through the program.

My Vision of Recovery is:

What have I done to reach this Vision?

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

What will I do to keep on track with this Vision?

Early Adolescent DBT Program
MY GRADUATION PLAN

Relapse Prevention Plan—Share what your next steps will be as you wrap up therapy.

Step 1: How will I spend my time?

What are my plans to fill up my time after graduation?

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

Step 2: What is my support system like?

Who are my STRONGEST supporters?

Who are the most ENCOURAGING?

Who are my HEALTHIEST supporters?

Where is my safe place—a place I can go to feel calm or receive support?

Early Adolescent DBT Program

MY GRADUATION PLAN

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 do I feel worried about when I think about leaving?

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

Relapse Prevention Plan—Continued

Step 5: After graduation.

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

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?

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

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

Early Adolescent DBT Program
MY GRADUATION PLAN
GRADUATION STEPS

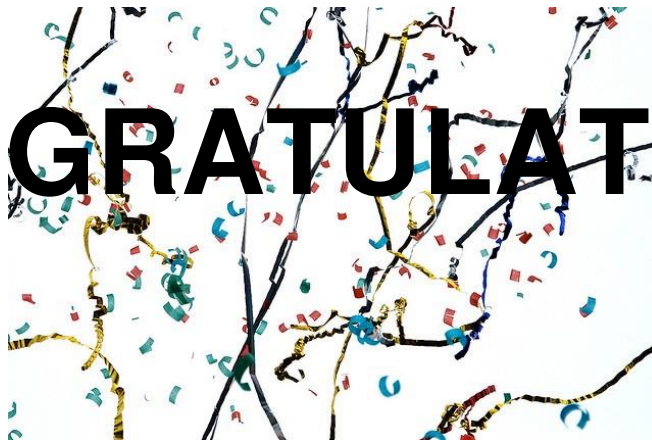
- △ Start talking with my DBT program therapist about progress & readiness for graduation.
- △ Complete this Graduation packet.
- △ Return packet so my therapist can consult with the clinical team about graduation.
- △ If approved, set a graduation date (about a month out).
 - **Date:** TBD
- △ If not 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(s) & my therapist).
- △ Celebrate!!!

Client Signature: _____ **Date:** _____

Parent Signature: _____ **Date:** _____

DBT Therapist Signature: _____ **Date:** _____

CONGRATULATIONS!





Early Adolescent DBT Program
MY FAMILY'S COMMUNICATION PLAN



Adolescent Responsibility:

What do I want or need from my parents when I'm feeling stressed or unsafe? How might I want them to respond? Think about what you want them to say or what you want them to do.

Ideas:

- ☐ a listening ear
- ☐ for them to stay calm
- ☐ a hug
- ☐ validation or understanding comment
- ☐ remind me to use skills
- ☐ problem solving
- ☐ talk a bit, then give me space
- ☐ encouragement
- ☐ something else? _____
- ☐ _____

What do your parents do that is **not helpful** when they respond?

If you know what you need from them, what could you say to them?

Think of a code word to use when you need support. This is helpful in case you're around others and don't want to them to know.

Our family CODE WORD is:_____.

Parent Responsibility:

In what ways can you show your child that you have an *open-door* policy when it comes communication in the home?

When your child asks for support, what can you do to respond skillfully and effectively?

After providing support, it is time to move on with your day. What can your family do to Build Positive Experiences and foster the relationship?



Name:

Date:

INVESTIGATION REPORT

EXAMINE THE EVIDENCE

Describe your action with 1 sentence. What is the reason for this worksheet?

Describe what happened before you made this choice.

Who was there?

When did it happen?

Where was I?

What was I feeling?

What was I thinking?

What was I being pulled to do?

What did I want? What did I hope would happen?

How did this choice help me? What did I gain?

How did this choice hurt me? What did I lose?

What could I do to act more skillfully next time? What could I do differently?

INVESTIGATION REPORT

Action Chain



- Use this chain like a timeline.
- In each bubble, write 1 thing that led up to the action you took.
- Use the questions on the other side to help.
- You may not use all the bubbles.
- It might be helpful to work backwards from the action.

When the bubbles intersect they form a link.
A series of linked bubbles makes a chain.
This chain can be broken at a link.
Where can you break this chain so you can act more skillfully next time?



Name: SAMPLE

Date: xx/xx/xx

INVESTIGATION REPORT

EXAMINE THE EVIDENCE

Describe your action with 1 sentence.

I went to the Principal's office.

Describe what happened before you made this choice.

Who was there? *Just me.*

When did it happen? *After lunch.*

Where was I? *I was in Math class before.*

What was I feeling? *I was disappointed, upset, hungry, & mad.*

What was I thinking? *This day sucks, I'm stupid, I'm going to fail this quiz, my friends hate me.*

What was I being pulled to do? *Throw something & scream.*

What did I want? What did I hope would happen?

I wanted my friends to stop talking about me.

How did this choice help me? What did I gain?

I was able to vent a little.

How did this choice hurt me? What did I lose?

I went to the Principal's office. I've never been before!

What could I do to act more skillfully next time? What could I do differently?

Ask a friend if I could borrow some money for lunch. Use deep breathing when I am surprised by a quiz. Look through my materials to study and distract from my friends. Ask my friends what they're talking about. Ask to use the restroom to take a break and get a cold drink of water.

INVESTIGATION REPORT

Action Chain



I overslept & was almost late to school.

I wanted to stay home from school. Mom said "No."

I felt upset & disappointed.

- This chain is like a timeline.
- In each bubble, write 1 thing that led up to the action you took.
- Use the questions on the other side to help.
- You may not use all the bubbles.
- It might be helpful to work backwards from the action.

I noticed I forgot my lunch @ home on the counter.

Then, I find out that I have to take a quiz in math.

"I'm so stupid!"
I feel tired & hungry.

I see my friends whispering & looking at me.

I think that they're talking about me.

I feel hurt. My heart begins to race. I'm getting mad.

I yell at my friends & call them names.

I go to the Principal's office.

When the bubbles intersect they form a link.
A series of linked bubbles makes a chain.
This chain can be broken at a link.
Where can you break this chain so you can act more skillfully next time?

DBT Skill List

Mindfulness—Taking hold of your mind to recognize patterns

OBS—Observe—Notice what flows through your senses **DES**—Describe—Put your experience into words **PART**—Participate—Enter fully into your experience
NJS—Non-Judgmental Stance—Experience without labels or evaluation **OM**—One-Mindfully—Focus attention and concentration on the here and now
EFF—Effectively—Act skillfully; focus on what works

Interpersonal Effectiveness—Making, maintain, and improving relationships

DM—DEARMAN—Communicate your needs effectively; set limits **G**—GIVE—Use relationship building skills
F—FAST—Attend to your self-respect and values
BO—Boundaries—Set limits with others

Emotion Regulation—Reducing vulnerability to intense emotions

PL—PLEASE—Maintain physical health to reduce vulnerability to painful emotions **BM**—Build Mastery—Do one thing daily to feel competent and in control **BPE**—Build Positive Experiences—Do pleasant things to create a life worth living **MPE**—Mindful of Positive Experiences—Be aware of pleasant events
MM—Mood Momentum—Do things to keep pleasant moods going
OZE—Opposite to Emotion—Change emotion by acting opposite to current emotion
A2R—Attend to Relationships—Focus on relationships to create pleasant feelings

Distress Tolerance—Tolerate in short-term to reduce long-term suffering; do not make things worse

TO—Time Out—Call a *time-out* to break to calm down
DIST—Distract—Focus attention away from problem Activities—Do things to keep busy and involved **Contributing**—Do something for someone else **Comparisons**—See that others also experience difficulties **Emotions**—Do something that creates a different feeling **Push-Away**—Take a brief time-out
Thoughts—Think about something other than your distress
Sensations—Energize, refresh, and jolt your senses
SS—Self-Soothe—Use your senses to reduce stress and enhance calm
ITM—Improve the Moment—Replace painful impressions with pleasant ones
Imagery—Picture relaxing and calming scenes in your mind
Meaning—Find the value or ‘why’ in a difficult time
Prayer—Seek connection and guidance from your higher power
Relaxation—Calm the mind and body
One thing at a Time (OTAT)—Focus on doing just one thing before doing another
Vacation—Take a brief break to relax
Encouragement—Be a cheerleader for yourself **DB**—Deep-Breathing—Breathe to help body cope with distress
P/C—Pros & Cons—Weigh the consequences of behaviors
TTM—Turn the Mind—Turn mind towards willingness & acceptance
WI—Willingness—To remove barriers and do what works in a situation
RA—Radical Acceptance—Accepting from deep within what reality is
EA—Everyday Acceptance—Accepting daily inconveniences
US—Urge Surfing—Riding the ebbs and flows of an emotion or thought
TS—Thought Stopping—Tell your mind STOP! when ruminating or thinking unhelpful thoughts
TM—Teflon Mind—Let distractions slip away; don’t get stuck on one thing
BB—Bridge Burning—Remove the means of acting on harmful urges **HS**—Half Smile—Accept reality with your face

Dialectical Behavior Therapy

WHAT IS DBT?

DBT was developed by Marsha Linehan.

DBT borrows elements from:

- Cognitive Behavioral Therapy (CBT) which focuses on change
- Zen philosophy which focuses on acceptance of reality



What is a dialectic?

A dialectic involves the combination (or synthesis) of 2 opposite ideas by understanding the parts involved & looking for a balance. Working a dialectic allows for change.

-For example the dialectic of black and white is gray.

- Each opposite has truth
- Both sides need each other to exist

Acceptance

Change



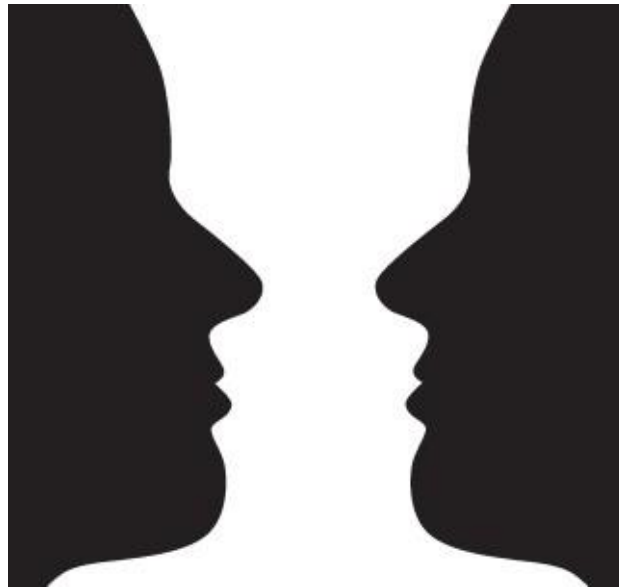
"The curious paradox is that when I accept myself just as I am, then I can change."

—Carl Rogers

Dialectical Behavior Therapy

DIALECTICS

What do you see in these images below?



Dialectical Behavior Therapy

COMMON DIALECTICS

Dependence

Independence



Wanting to make your own choices & do what you want to do AND still needing your parents for a ride to do those things

Enmeshed

Disconnected



Choices

Parameters



Picking your class schedule AND receiving enough credits to graduate

Other-focused

Self-focused



Sitting With

Problem Solving



Being upset in class after finding out you got a D on a paper AND using coping skills to calm & stay in class (instead of storming out)

Privacy

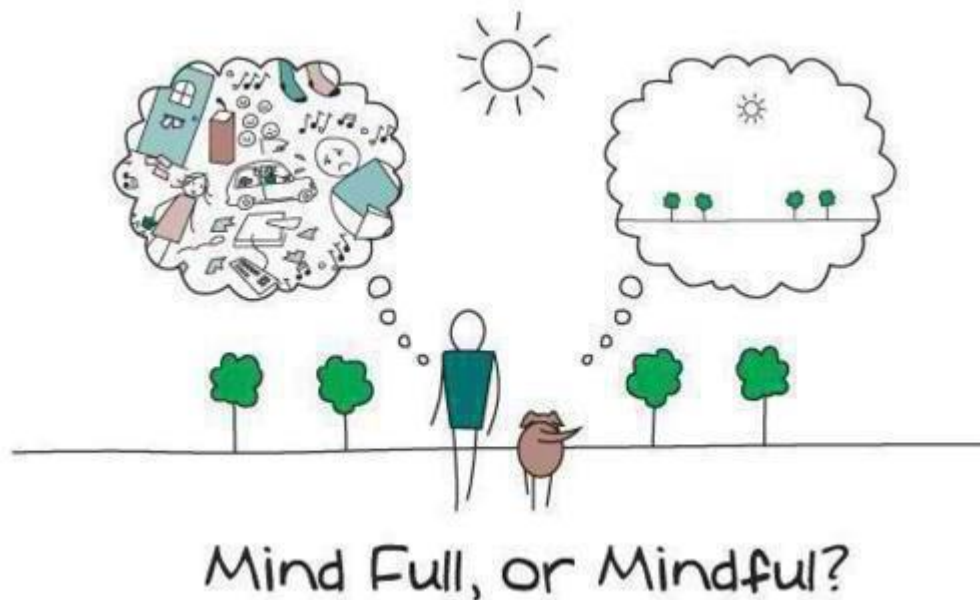
Transparency



Keeping some things between you & your therapist AND sharing important treatment-related information with your parents

Core Mindfulness

Mindfulness skills are CORE skills. This is because they are an important part of everything I do in DBT. I need mindfulness skills to make all the other DBT skills work the best.



Mindfulness is NOT:

- Multi-tasking—doing many things at once
- Acting impulsively—not thinking things through
- Getting caught up in worry and stress—losing track of the present moment

Mindfulness is:

- Paying attention to the present
- Focusing my attention
- Being aware, awake, and alert
- Noticing what's happening inside and outside of me
- Offers opportunity for choice

Mindfulness helps me:

- Slow down
- Recognize patterns
- Make thoughtful choices
- Feel more calm and relaxed
-
-

Mindfulness takes practice! Who is your favorite athlete? Do you think this athlete was able to perform the way he or she does today without practice? Probably not.

Core Mindfulness

Try it! Find a pen and write your name **SLOWLY**.



Can you write your name even **SLOWER**? Practice.



Now, try writing your name with your **non-dominant hand** in **cursive**.



How did you hold your pencil?

-

How much pressure did you use?

-

What parts of your hand moved?

-

How did it feel to write so slowly?

-

What did you notice?

-

What did you learn?

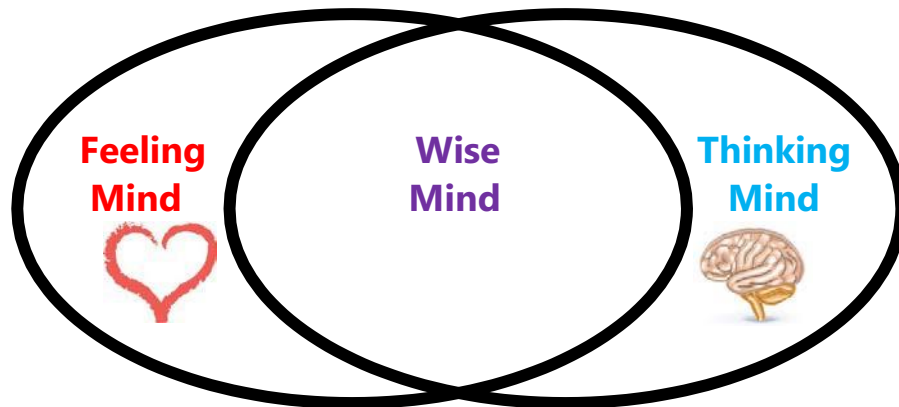
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Did something happen that you did not expect?

-

Core Mindfulness

STATES OF MIND



Feeling Mind	Wise Mind	Thinking Mind
- Feelings like fear, anger, anxiety, & sadness are in charge - I'm driven by what I feel I need	- Feelings & thoughts are balanced - I make choices based on what I feel & what I know - I can see the whole picture - Ask: <i>What would WM do?</i> Wait for the answer.	- Reason & logic are in charge - I plan - I think things through - I may <i>mask</i> my feelings
Getting mad & yelling after being grounded Musicians, artists, poets Fictional characters?	Saving my money for that new CD or videogame Teachers, therapists, parents Fictional characters?	Doing my homework, baking cookies, packing for a vacation Scientists, lawyers, accountants Fictional characters?

Core Mindfulness

STATES OF MIND Continued...

Take a few moments to journal about a teacher or someone you respect and look up to. What do I notice about this person? How does he handle stress? How does she act? How does he talk to me? What does she say? What do I feel?

Which State of Mind are you likely describing?

-

How do you know?

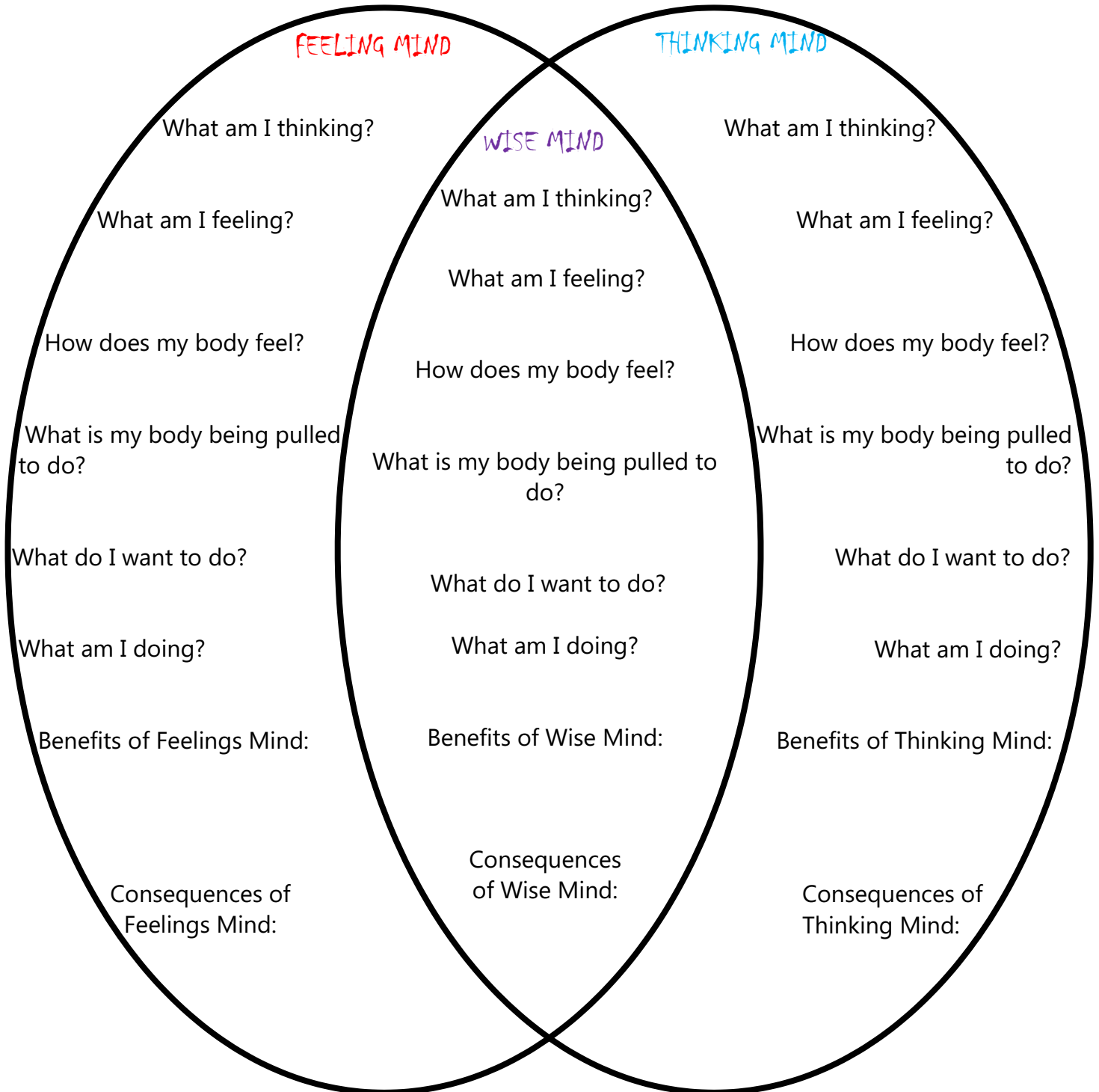
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Is this person in this State of Mind 24/7? Explain.

Core Mindfulness

STATES OF MIND Continued...

Use this worksheet to learn more about your own Mind States.



Core Mindfulness

WHAT SKILLS & OBSERVE

The **WHAT Skills** include: OBSERVE → DESCRIBE → PARTICIPATE
(The *WHAT Skills* are used in order.)

I use the **WHAT Skills** to:

- get into Wise Mind
- stay in Wise Mind

The **WHAT Skills** help me:

- become aware of what I think, feel, want, and do
- understand and make sense of things inside and outside of me

If I don't know what's going on, I won't know how to change it.

Observe (OBS)—To notice or pay attention

- When I OBSERVE, I:
 - focus my concentration
 - make the choice to pay attention
 - use my senses
- I am NOT clinging to or changing anything. I can notice something and let it go just like clouds passing in the sky and waves moving in the ocean.
- I can OBSERVE things **INSIDE** of me
 - What am I thinking?
 - What am I feeling inside my body? How is my body reacting?
 - What am I feeling emotionally?
 - What do I want to do or what am I being pulled to do?
- I can OBSERVE things **OUTSIDE** of me with my 5 senses
 - What do I see?
 - What can I taste?
 - What do I hear?
 - What can I touch or feel?
 - What do I smell?



Core Mindfulness

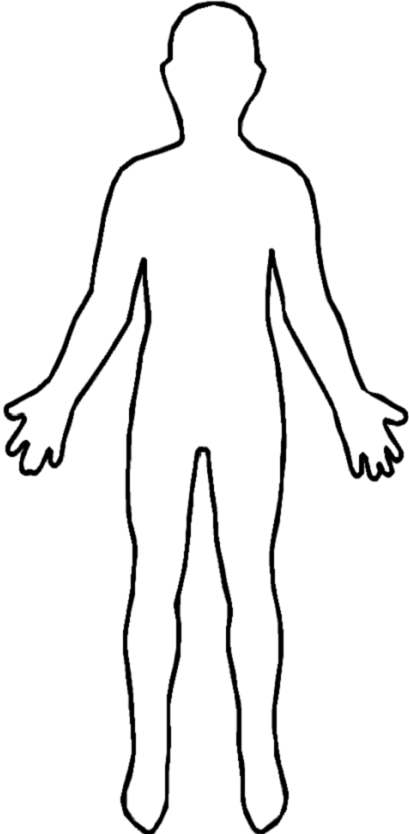
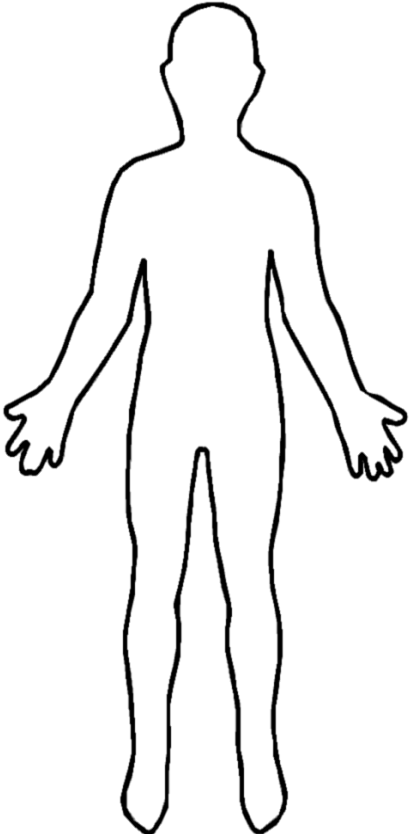
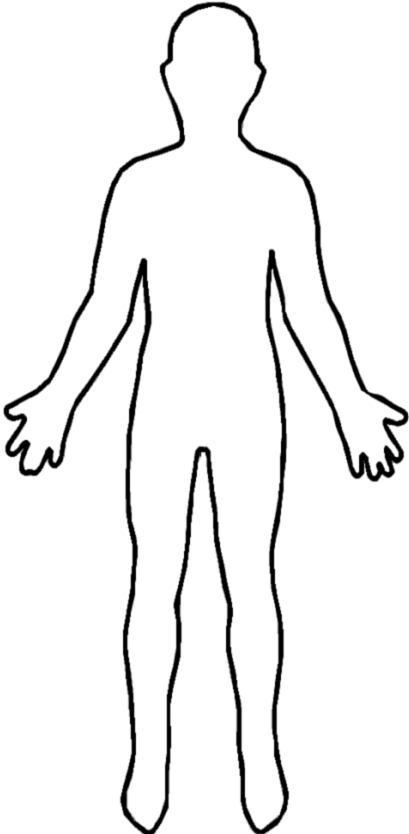
DESCRIBE

Describe (DES)—Put words on what I noticed

- When I DESCRIBE, I use:
 - facts to represent what I OBSERVED
 - words to clearly communicate to others
- I am NOT:
 - judging
 - making assumptions
 - trying to make sense of what I noticed

OBSERVE & DESCRIBE

How do you experience anger, fear, & sadness inside your body? Where do you feel it?

ANGER	FEAR	SADNESS
		

Core Mindfulness

PARTICIPATE

Participate (PART)—Get involved with what's going on

- When I PARTICIPATE, I:
 - make a choice
 - get active
 - throw myself into what's going on 100%
 - use what I learned when I OBSERVED & DESCRIBED



JUST DO IT.

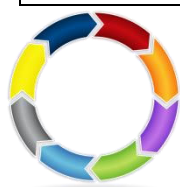
Success is trying or doing.
Failure is the lack of trying or doing.

Core Mindfulness

OBS DES PART EXAMPLE

Here is an example of how the WHAT Skills are used together:

OBSERVE—Outside	Sara just found out that she got a D on her science final.
OBSERVE—Inside	She noticed her jaw & body tensing up. She felt warm. She felt that her fists wanted to hit the desk.
DESCRIBE	Sara said, "I studied for three hours last night. I'm so mad! I want to leave class."
PARTICIPATE	Sara stays in her seat and takes many deep breaths. She grabs her Silly Putty from her pocket & starts to squeeze it to release tension.
What's the <i>end-game</i> ? What happened for Sara at the finish line?	



It's also helpful for me to OBSERVE, DESCRIBE, & PARTICIPATE even after I have Observed, Described, & Participated. I can do this over & over to keep the WHAT Skills rolling for as long as I want.

When I keep these skills rolling, I:

- notice what worked and what did not work the first time
- continue to be aware of my thoughts, feelings, wants, & actions
- can use more skills

Let's look at how Sara kept her WHAT Skills rolling:

PARTICIPATE	Sara stays in her seat and takes many deep breaths. She grabs her Silly Putty from her pocket & starts to squeeze it to release tension.
OBSERVE—Outside	Sara notices that her classmates are not looking at her. She notices that she is quiet.
OBSERVE—Inside	She notices that her body is beginning to calm down & relax. Although she is not happy about her grade, she no longer wants to hit the desk.
DESCRIBE	Sara said to herself, "I'm feeling calmer. I don't want to hit anything."
PARTICIPATE	After class, Sara approached her teacher and asked about extra credit opportunities to raise her grade.
What's the <i>end-game</i> now? What happened for Sara at this finish line?	

Core Mindfulness

HOW SKILLS

The **HOW** Skills are HOW I can:

- get into Wise Mind
- stay in Wise Mind

They:

- teach us **HOW** we OBSERVE, DESCRIBE, & PARTICIPATE
- do not need to be used in order

The **HOW** Skills include:

- Non-Judgmental Stance (NJS)
- One Mindfulness (OM)
- Effectiveness (EFF)

Core Mindfulness

NON-JUDGMENTAL STANCE

Non- Judgmental Stance (NJS) –Focus on the facts

- Remember: Facts are things that can be proven like—who, what, when, or where
- A **judgment** is an assessment, evaluation, or label of something.

Examples of Judgments:					
Good	Bad	Fair	Unfair	Right	Wrong

- I judge because it:
 - is quicker & easier than describing the facts
 - makes me feel better at times
 - groups things together
 - compares
 - keeps me safe!
- Who gets paid to judge?
 - Judges, referees, teachers
 - We want these people to judge using facts, right?!
- Judgments can be:
 - subjective—meaning they're based on what I want
 - false
 - made into assumptions—I cannot know what another person is actually thinking, feeling, or why they are acting the way they are
- My judgments can become problems when they:
 - get me into trouble
 - hurt feelings & cause me to lose friendships
 - cause me to have strong feelings—like anger, frustration, disappointment
 - become facts



Core Mindfulness

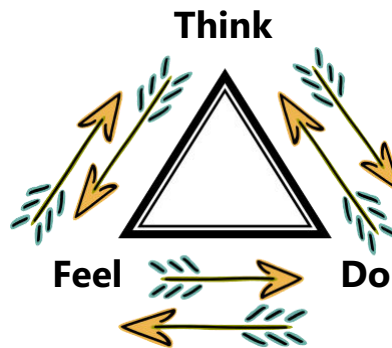
NJS Continued...

- When deciding if Non-judgmental Stance may be helpful, ask:
 - 1.) Is this judgment hurtful or helpful?
 - 2.) Does it work for me?
 - 3.) Does it work for others?
 - 4.) Does it work in my environment—at home or at school?
- When I use Non-judgmental Stance, I will:
 - **pause** & ask the ?s above
 - stick to the **facts**
 - use **neutral, non-blaming** language that doesn't suggest + or -
 - separate the person from action
 - *My teacher is mean* vs. *When Mr. Smith gives the class a surprise quiz, I feel stressed out.*
 - *Jane is stupid* vs. *When Jane doesn't text me back, I feel upset*
 - **listen** to what others want
 - **separate** my wants from the facts
 - look at the **end-game**
 - **accept** things as they are without clinging to what I want
 - feel calmer & more accepting



Core Mindfulness

NJS Continued...



Let's take a moment to look at a judgment and how it can impact what we think, what we feel, and how we act.

List a judgment...
What does this judgment get you to think about?
What does this judgment get you to feel ?
What does this judgment want you to do ?
What does this judgment get you to do ?

Now, let's use NJS in this situation. Pay attention to your thoughts, feelings, and actions.

Take a non-blaming attitude & use language without implying positive or negative...
List the facts...
What are you thinking now?
What are you feeling now?
What do you want to do at this moment?
What are you doing ?

Are these approaches different? Which feels less distressing? Which allows for openness and less emotion?

Core Mindfulness

ONE MINDFULNESS

One Mindfulness (OM)—Focus on one activity that is happening right now

OM is NOT:

- doing many things at one time—OM is not doing your homework & eating a sandwich while watching TV & texting your friend
- zoning out
- doing something on autopilot or by habit
- thinking about the past or future

What distracts you? Be aware of this list!

-
-
-

Tips for using OM:

1. Focus on the 1 thing happening right now.
2. Distractions will happen. Pay attention to them.
3. Re-focus your concentration.
4. Repeat steps 2 & 3.

OM helps me:

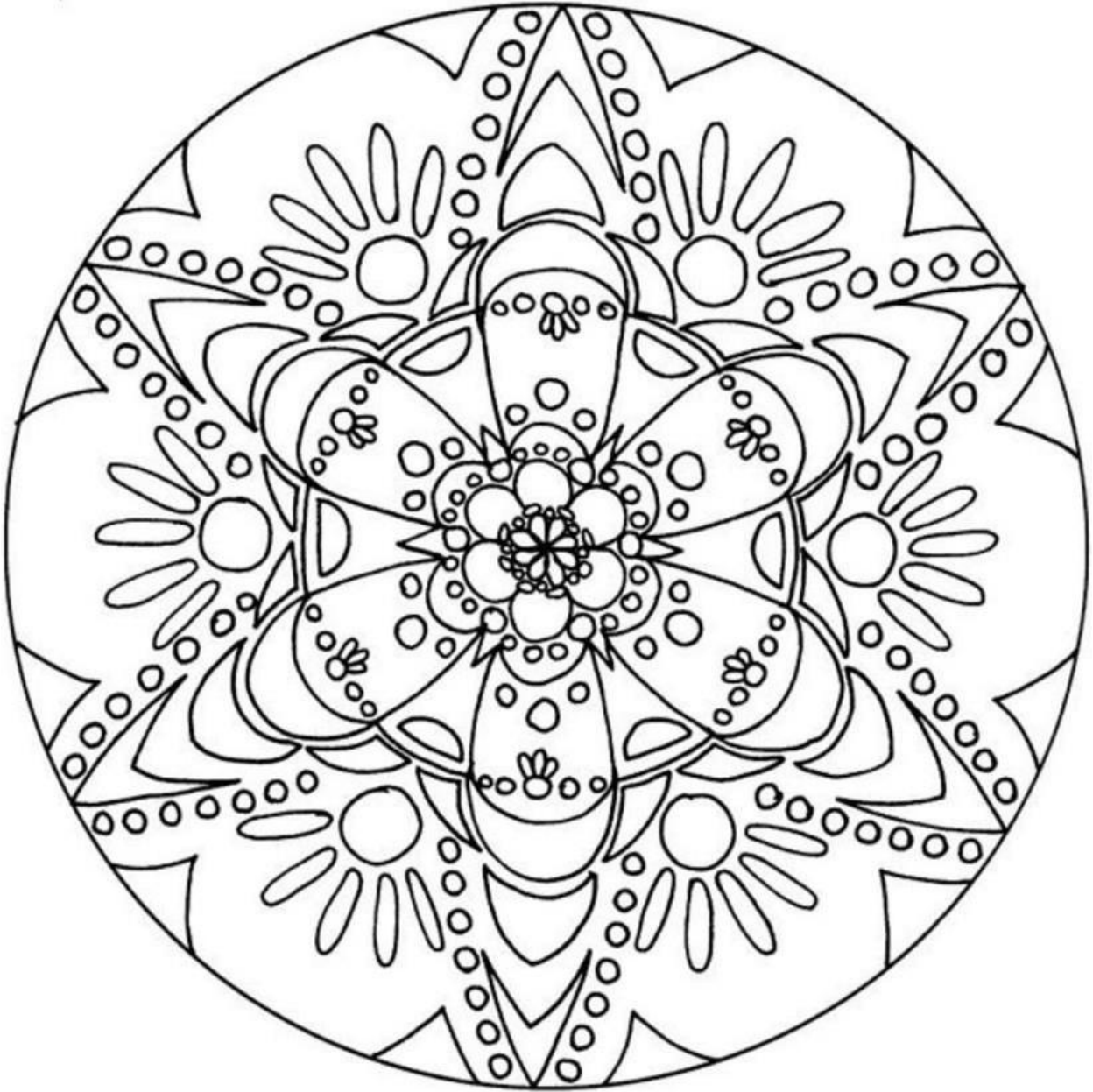
- feel calm & relaxed
- do a better job because I make fewer mistakes
- be more aware

I can use OM when I'm:

- meditating
- listening to my teacher in class
- talking with my friend after school
- watching TV
- eating
-
-
-
-

Core Mindfulness

MANDALA



Core Mindfulness

EFFECTIVENESS

Effectiveness (EFF)—Doing what works

EFFECTIVENESS is NOT about:

- what's right or wrong, fair or unfair, or what I should do
- reacting to or arguing about how I wish the situation was
- liking or agreeing
- being stubborn by trying to prove I'm right & you're wrong
- doing what I want to do

EFFECTIVENESS is:

- responding to the actual situation
- acting skillfully
- playing by the rules
- taking a *Time-Out*—there are times when I may need a break
- doing what helps me reach my goals

What is my short-term goal?

What do I want right now or tomorrow?



What is my long-term goal?

What do I want next week, next month, or next year?

Core Mindfulness

MY NOTES

Distress Tolerance

INTRODUCTION

Distress Tolerance skills are the coping skills I use when dealing with anger, frustration, disappointment, fear, sadness, pain & suffering, and other things I want and cannot change.

There are 2 types of Distress Tolerance skills:

(1) Crisis Survival Skills

(2) Accepting Reality Skills

Emergency professionals (like firefighters, EMTs, soldiers, etc.) train **BEFORE** they go to work.



- I must train before disaster strikes so I can weather the storm!
- Distress Tolerance skills must be learned when I'm in Wise Mind.
- I will do a better job filling my DBT Toolbox when I'm feeling cool, calm, & collected.



Distress Tolerance

CRISIS SURVIVAL SKILLS

1. **Crisis Survival Skills**—help me get through hard times without making things worse

These skills include: Stop, Time, Deep Breathing, Distract, Self-Soothe, Improve, Bridge Burning, Urge Surfing, Thought Stop, Teflon Mind, and Pros & Cons

What is a **crisis**? A crisis is a very difficult or intense situation.

Examples:

- Failing a class
- Being teased at school
- Fighting with a family member
-
-

Unhelpful ways to cope when dealing with a crisis:

- Yelling at others
- Throwing things
- Avoiding or hiding from it
- Hurting myself or others
-

If I do not use skills to cope, the *end-game* may involve:

- More problems (in general)
- Ruined friendships
- Lost trust with family members
- Hospitalization
-

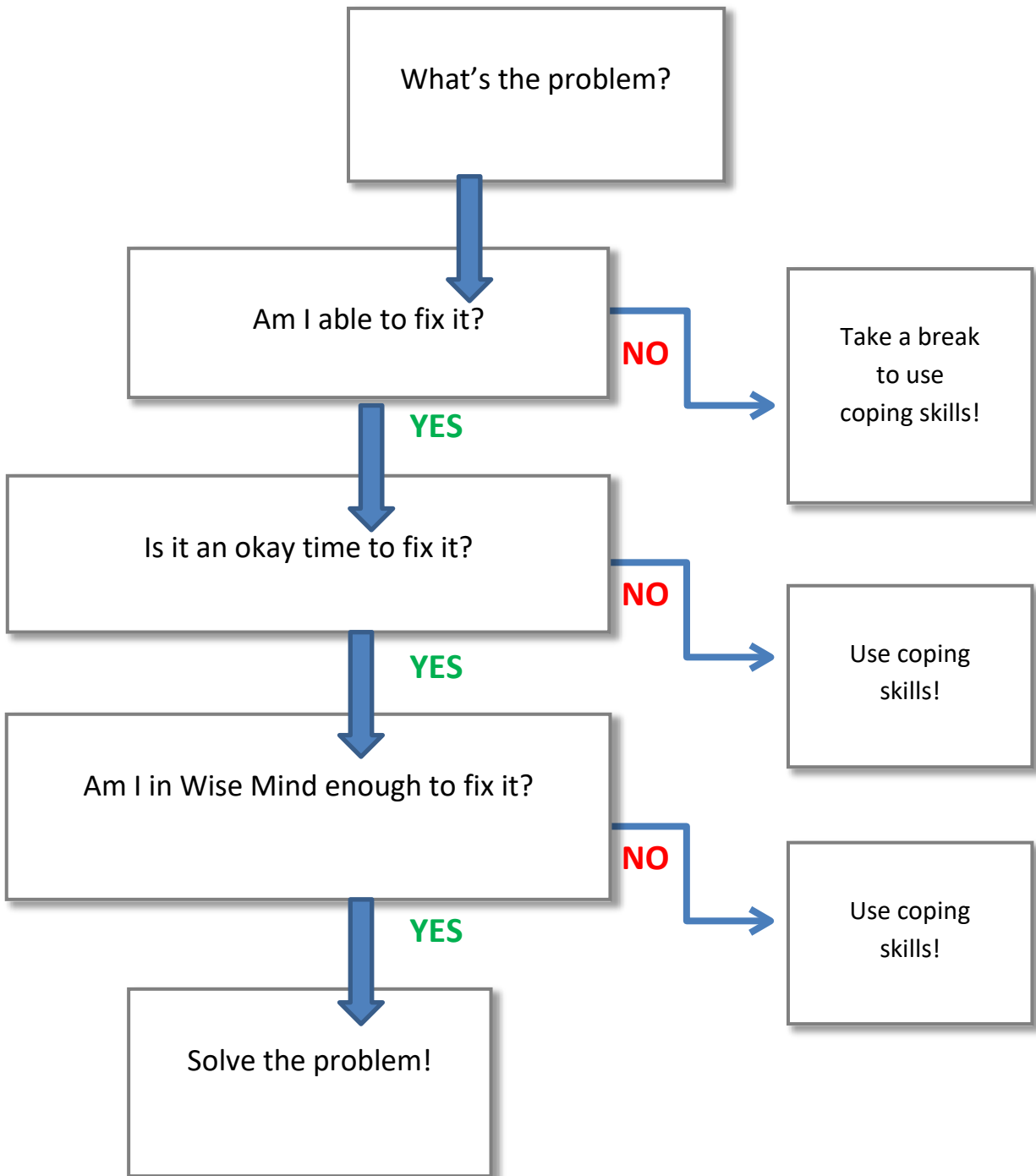
Coping skills can help me:

- Take a quick break from stress
- Feel better & calmer
- Get along with others
- Leave Feeling Mind & return to Wise Mind
-

Distress Tolerance INTRODUCTION

When do I use Distress Tolerance skills?

Use this flow chart to help decide what your next move will be.



Distress Tolerance

STOP

STOP—Pause & collect information to guide future action



Stop—freeze! Don't move a muscle. Don't react. My feelings will try to make me do something. Stay in control.

Take a step back—move away from what's going on. Get unstuck. Take a deep breath. Don't let feelings be in charge of what I do when feeling upset.

Observe—pay attention to what's going on outside & inside of me.

- What's happening?
- What am I thinking?
- What am I feeling?
- What do I want to do?
- What are other people saying or doing?

Proceed mindfully—act with attention & awareness. Consider the feelings of others. Think about my goals.

- What do I want out of this situation?
- Which actions will make things worse? Better?

Distress Tolerance TIMEOUT

Timeout (TO)—Pause & take a quick break to regroup

Timeouts are helpful because my brain does not function well when I'm upset. It can be hard for me to think clearly when I'm in Feeling Mind.

When (or from what) do I need a break at times?

-
-
-



How does an umpire at a baseball game signal that a player is *out*? What does he say?

BEFORE taking a Timeout, discuss with others:

- My signals—a safe word & a physical motion
- Agree to leave the person taking the Timeout alone

Tell the person.

- Share your safe word & physical signal

I statements.

- Where are you going? *I'm going to...*
- What are you going to do? *I'm going to go and...*
- How long will you be gone? *I'll be back in...*

Move away, physically.

- Set a timer
- Catch your breath
- Use skills to calm down & regroup

Explore solutions or answers.

- Come back with a gentle & easy-manner
- Share what you want
- Listen to other ideas

DO:

- listen
- be open to other ideas
- focus on what **WILL** work

DON'T:

- yell
- get in the *last word*
- interrupt
- obsess when on Timeout
- judge other ideas

*"Fuzzy crickets! I'm going to my bedroom to listen to music.
I'll be back in 30 minutes."*

Distress Tolerance

DEEP BREATHE

Deep Breathing (DB)–Breathe to help the body relax

Deep Breathing:

- is free
- can be used anytime, anywhere
- delivers rich oxygen throughout my body

Exercises:

Flower & Candle Breathing

1. Breathe in slow & deep like I'm going to smell a flower.
Breathe in good, calm feelings.
2. Hold for 2 seconds.
3. Breathe out like I'm going to blow out a candle.
Breathe out stressful feelings.
4. Repeat.

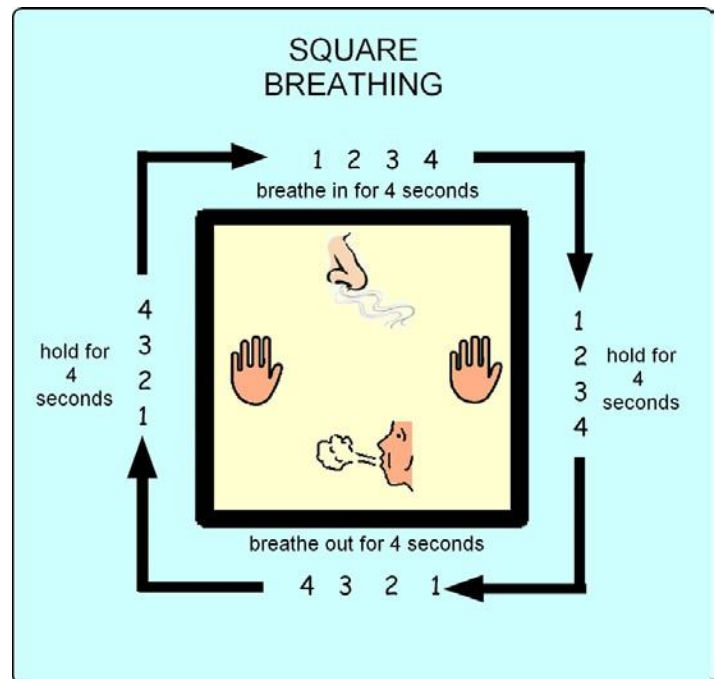


Square Breathing →→→→→

Count/take 10 deep breaths

Take only 6 breaths in 60 seconds

**Breath in through your nose
and out through your mouth**



Distress Tolerance

DISTRACT

Distraction Skills help me focus attention away from frustration, fear, and sadness and concentrate on something else.

Distraction skills are NOT:

- used out of habit
- to be used forever
- to be used to avoid distress

Distraction skills must be:

- used with awareness & concentration
- temporary

Activities (AC)—Do something to keep the body & mind busy & involved

Draw or doodle	Listen to music	Watch a movie	Rearrange your bedroom
Go for a walk	Play a computer game	Play with your pet	Paint your nails
Call a friend	Bake cookies		

Contributing (CON)—Do something for someone else

Be careful of:

- taking on another person's distress
- over-focusing on another person so much that I forget about my wants/needs

Send a homemade Thank You card	Do a household chore	Help a sibling with homework	Call a grandparent
Babysit	Cook supper for the family	Volunteer	

Comparisons (COM)—See that others also experience difficult situations and feelings

Comparing:

- puts the situation in perspective
- helps me feel less alone
- focuses on what is going well

Look at where I am today vs. where I have been	Pay attention to others that are less fortunate	Watch reality TV	Notice how many people did worse on an assignment

Distress Tolerance

DISTRACT

Emotions (E) – Do something that creates a new & different feeling

Watch funny YouTube videos	Listen to loud, upbeat music	Read funny memes online	Watch a comedy

Push Away (PAW) – Take a brief Time-out to physically &/or mentally step away from distress

Push Away is NOT:

- the 1st skill I use when coping
- to be used forever,

I have to:

- try other skills to cope at first
- return to the situation after I have calmed down

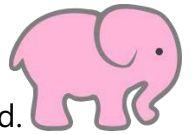
Walk away & go to the bedroom	Imagine a wall inside my mind/head	Say "This is not a right now problem."	Turn off the cell phone

Thoughts (T) – Think about something else to avoid thinking about the distress

TRY it:

DON'T THINK ABOUT A PINK ELEPHANT!...What happened?

The way to *not* think about a pink elephant is to think about a purple giraffe instead.



Play Sudoku	Do homework	Read a magazine	List foods that start with the letter C
List 10 new details in this room	Plan what I would do if I won the lottery	Count how many blue things I see	Name an animal for every letter in the alphabet

Sensations (SE) – Energize, refresh, & jolt the senses

Distract with Sensations is NOT:

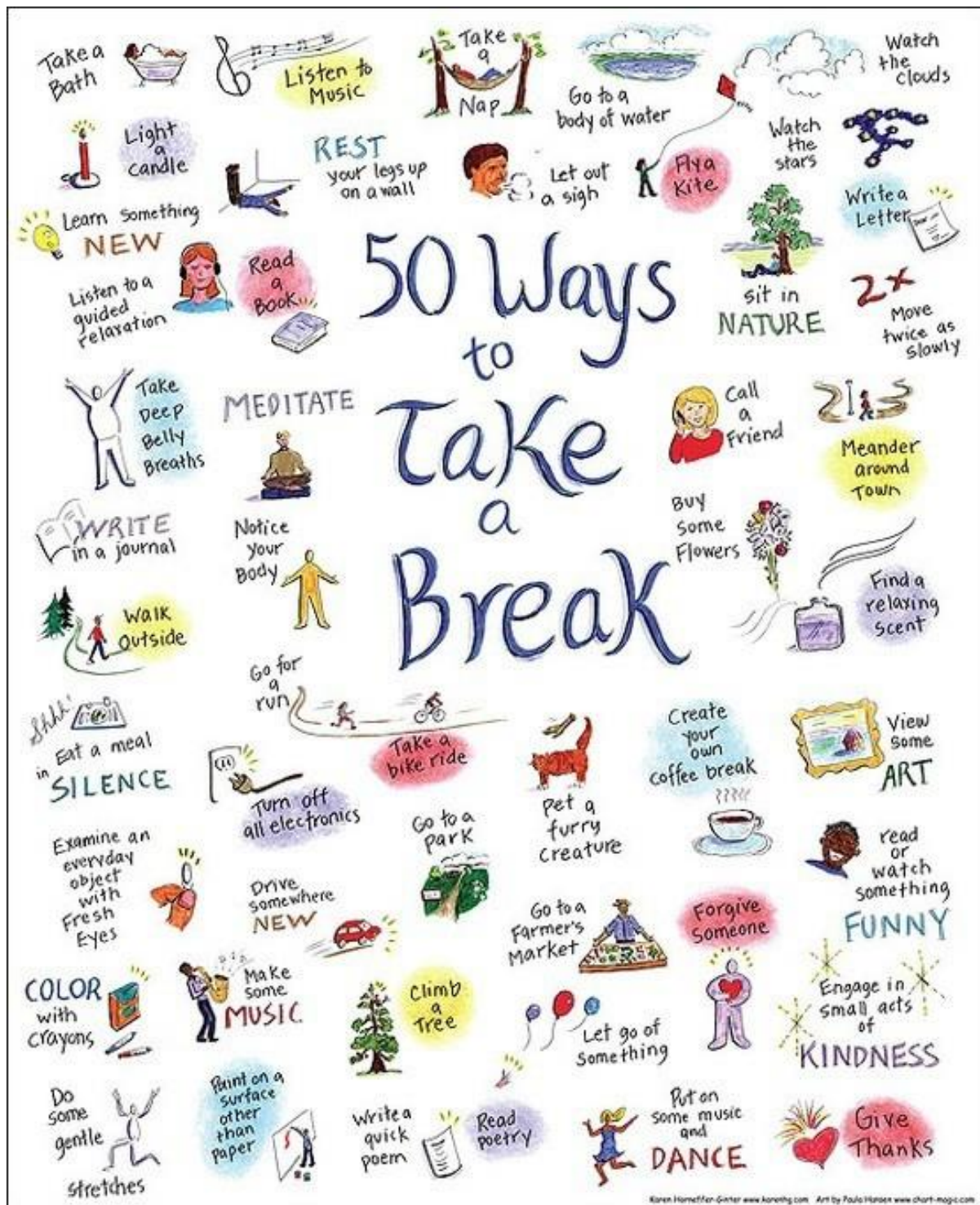
- self- soothing or calming (these skills come next!)



Hold an ice cube	Bite into a hot pepper	Suck on a lemon wedge	Listen to loud music
Take a hot shower/bath	Squeeze a ball	Drink ice water	

Distress Tolerance

DISTRACT with ACTIVITIES



Distress Tolerance

SELF-SOOTHE

Self- Soothing (SS) is:

- comforting
- relaxing
- being kind & gentle to oneself—*I deserve it!*
- doing things that feel good

Self- Soothing is NOT:

- jolting the senses
- continuing to be hard on myself
- avoiding life
- overusing one sense that it becomes problematic—overeating, etc.



Use the **5** senses!

Vision—I can use my eyes to look at:

Scenic images	Nature	Pictures	Art
The stars			

Hearing—I can use my ears to listen to:

Music	The rain	My favorite movie	Silence

Smell—I can use my nose to smell:

Candles	Fresh baked cookies	Shampoo/body wash	Fresh cut grass

Taste—I can use my mouth to taste:

Hot chocolate	Gum/mint	Hard candy	Chocolate

Touch—I can use my body to feel:

Silly Putty / Play Doh	A soft, warm blanket	Lotion on my skin	A bubble bath

Distress Tolerance IMPROVE

IMPROVE the Moment Skills help me replace difficult events and feelings of anger, frustration, fear, and sadness with more enjoyable ones.



Imagery (IM)—Picture relaxing, calming, & safe places with the mind

My safe place	The beach	Listen to guided imagery—use YouTube	Remember a favorite vacation or birthday
Imagine doing well			

Meaning (ME)—Find a purpose or reason for what’s happening

Make lemonade out of lemons	Look for the rainbow after the storm	Going through (<i>blank</i>) will make me stronger	Ask: What am I learning from this?

Prayer (PR)—Seek connection & guidance from a higher power

- A higher power is something that is greater than me.
- I do not have to be spiritual or religious to use Prayer.

Recite a religious prayer or devotion	Go to church or the synagogue	Meditate	Read a religious or spiritual book
Take a nature walk	Listen to religious music		



Relaxation (RE)—Calm the mind & body

Take a bubble bath	Deep breathing	Meditate	Cuddle with a pet
Take a nature walk			

Distress Tolerance IMPROVE continued...

One Thing at a Time (OTAT) — Focus on doing just 1 thing before doing another

- OTAT helps me feel less overwhelmed

Make a To-Do list & start at the top	Keep a calendar or assignment planner	Do one homework assignment before another	When writing a paper, focus on just 1 part of it—the intro, then the body, then the conclusion



Vacation (VA) — Take a break to relax

- Keep Vacations brief—no longer than a day
- Distress can build when I don't pay attention to it
- Remember that you have to come back to address the stressor

Rent a movie	Go mini-golfing	Go to the mall	Eat at a new restaurant
Read a book outside in the sun			

Encouragement (EN) — Become a cheerleader & root yourself on



Write positive affirmations on Post-It notes	Say "I can do it!"	List what I like about myself	Pat oneself on the back & say "Way to go!"

Distress Tolerance

BRIDGE BURN

*Bridge Burning in DBT is not as most people understand it...



Bridge Burning (BB)—Remove the means or the “bridge” between me & what I want to do. Make it hard to act on what the body is being pulled to do.

What I want to do:	Bridge Burning skill use:
Hurt self or others	• Throw away, give, or lock up items that you could use to hurt yourself or others • Spend time with friends or family members in a public or shared space •
Take things that are not mine	• Move to a place where you cannot see or touch whatever it is you want • Ask others to hide or lock up items that are tempting. You can do this too •
Yell, throw things, & rage	• Hide items that you could throw or destroy • Take a Timeout to leave the argument • Move to a place where you feel relaxed & calm •
Hang out with friends who do risky things	• Block phone numbers & usernames on social media • Don't hang out with these people • End the friendship •

Distress Tolerance

URGE SURF

Urge Surfing (US)—Riding the ups & downs of what I think, feel, & want to do

Urge Surfing is NOT:

- giving into or acting
- pushing away or 'stuffing' feelings
- over-focusing or paying too much attention to what's happening

When I Urge Surf, I will:

- OBSERVE, or notice, what's happening
- accept my thoughts, feelings, & wants
- ride the wave!



Imagine being at the beach. See the waves in the water? What are they doing? Can I stop these waves from moving & crashing? Imagine being on a surfboard in the water. Ride the waves up & down. Go wherever they take me. These waves won't last forever and I'll return to the sandy beach.

Think of thoughts, feelings, & wants as if they are waves. Can I stop the waves? Can I stop my thoughts, feelings, & wants from happening? Try riding them until they calm down.

I can use Urge Surfing when I want to:

- | | |
|---|--------------------------|
| ☐ Interrupt my friend | ☐ |
| ☐ Say something mean | ☐ |
| ☐ Yell & scream at someone | ☐ |
| ☐ Eat the entire pack of Oreos | ☐ |
| ☐ Scratch or pick at a bug bite | ☐ |
| ☐ Take something that isn't mine | ☐ |

Distress Tolerance THOUGHT STOP

Thought Stopping (TS)—Tell the mind to STOP! when thinking about stress, worries, rage, or other unhelpful thoughts

How can I use Thought Stop:

- say “STOP!”
- picture a STOP sign

How does Thought Stop work?

- Remember the Pink Elephant? Thought Stop can get me thinking about a big, red sign with white letters.
- It will fill my head with thoughts or ideas different than my stress



Practice saying or picturing STOP over & over & over!

Distress Tolerance

TEFLON MIND

Teflon Mind (TM)—Let stressors slip away

Have you ever tuned someone out who was talking about something annoying or stopped listening to someone asking you to do something over & over?

The mind goes blank & whatever is being said goes IN one ear and OUT the other. Do you remember or even care about what was said? Probably not...

This is similar to the idea behind Teflon Mind.

Have you ever cooked eggs before? What happens if you forget to spray the pan with non-stick cooking spray?

Teflon Mind is NOT:

- getting stuck on one thought, feeling, or want
- reliving that one thing over & over & over

Using Teflon Mind is like coating your mind with non-stick cooking spray.

Teflon Mind helps:

- frustration slip away
- stress move out of my head
- to feel more calm



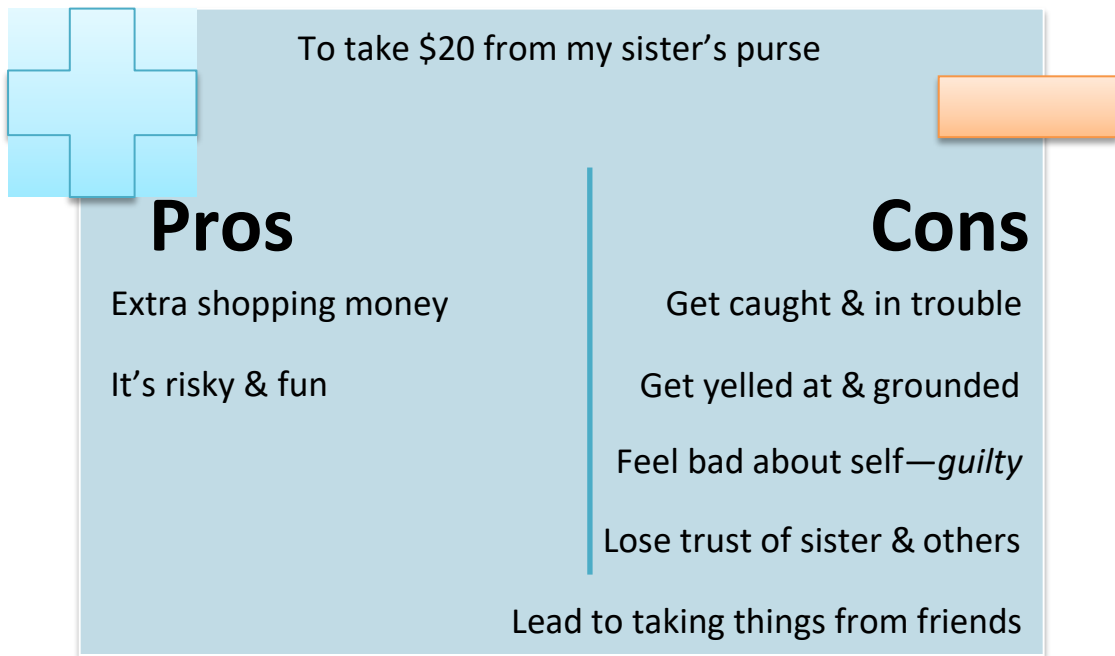
Distress Tolerance

PROS & CONS

Pros & Cons (P&C)—Look at the + & - consequences of what I want to do

Pros & Cons helps me:

- look at all options
- understand
- plan
- make decisions



Distress Tolerance

ACCEPTING REALITY SKILLS

2. **Accepting Reality Skills**—help me accept “what is” instead of fighting to change reality, or what I cannot change

These skills include: Half-Smile, Willingness, Turn the Mind, Radical Acceptance, and Everyday Acceptance

What is **acceptance**? Acceptance is to see “what is,” to take, or to receive something.

Examples of things I readily accept:

- a gift
- a phone call
- a hug
-

If I cannot accept something, I might:

- try to yell & scream until I get my way
- pretend like everything is okay when it's not
- think & talk about something upsetting over & over & over
- miss out on the positives
- feel worse than before
- get tired
-
-

Accepting reality will help me:

- bring a sense of calm
- see & focus on what I need to do
-
-

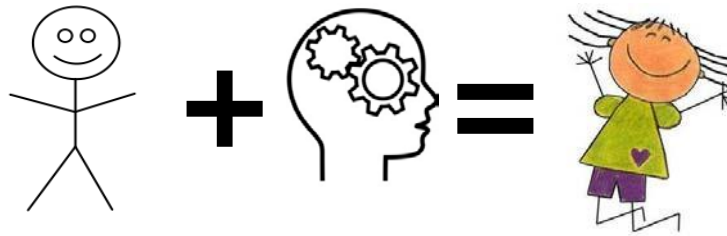
Distress Tolerance

HALF-SMILE

Half-Smile (HS)—Accept reality with a slight smile

The Mind-Body Connection

Research shows that a Half-Smile can trick the brain into believing it's feeling happy because we pair smiling with happiness.



If I smile & think happy thoughts or have an accepting attitude, then I may begin to feel happy.

Leonardo da Vinci's painting of *Mona Lisa* is a great example of what a Half-Smile might look like



How do I Half-Smile?

- 1.) Relax the face, neck, & shoulder muscles
- 2.) Pay attention to how the face feels when it's relaxed & expression-less
- 3.) Smile slightly
- 4.) Pay attention to how the face feels now
- 5.) Concentrate on making the face look calm & peaceful
- 6.) Think about something that makes you feel calm & peaceful

I can use Half-Smile when I:

- ☺ wake up in the morning
- ☺ listen to music
- ☺ lay down for bed
- ☺ feel annoyed

I can use Half-Smile anytime, anywhere!

Distress Tolerance **WILLINGNESS**

Willingness (WI)—Respond to “what is,” and do what works

Willingness is NOT:

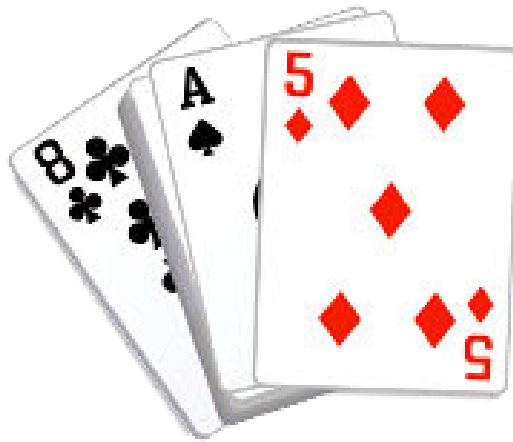
- doing what I want to do
- being stubborn
- giving up
- ignoring what needs to be done
- making excuses



NO WHINING

Willingness is:

- about my attitude
- allowing the world to be what it is
- playing the cards I was dealt to the best of my ability



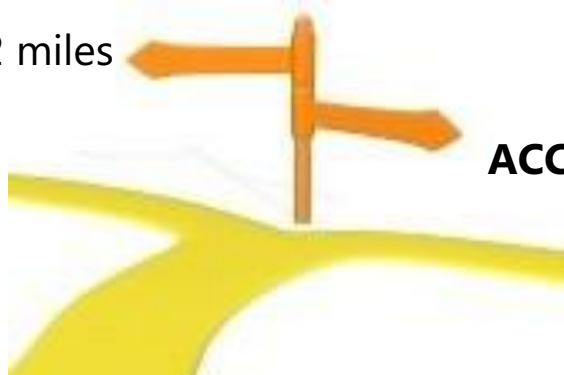
I am more likely to be successful in difficult situations when I’m Willing because I’ll feel more in control & will be able to use skills more effectively.

Distress Tolerance

TURN THE MIND

Turning the Mind (TTM)—Try to accept “what is”

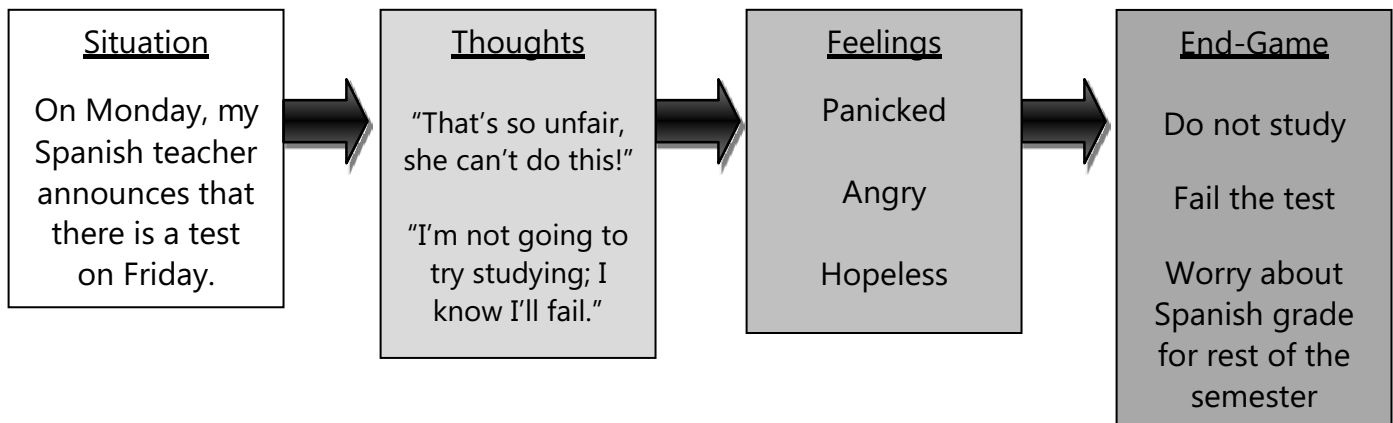
SUFFERING 22 miles



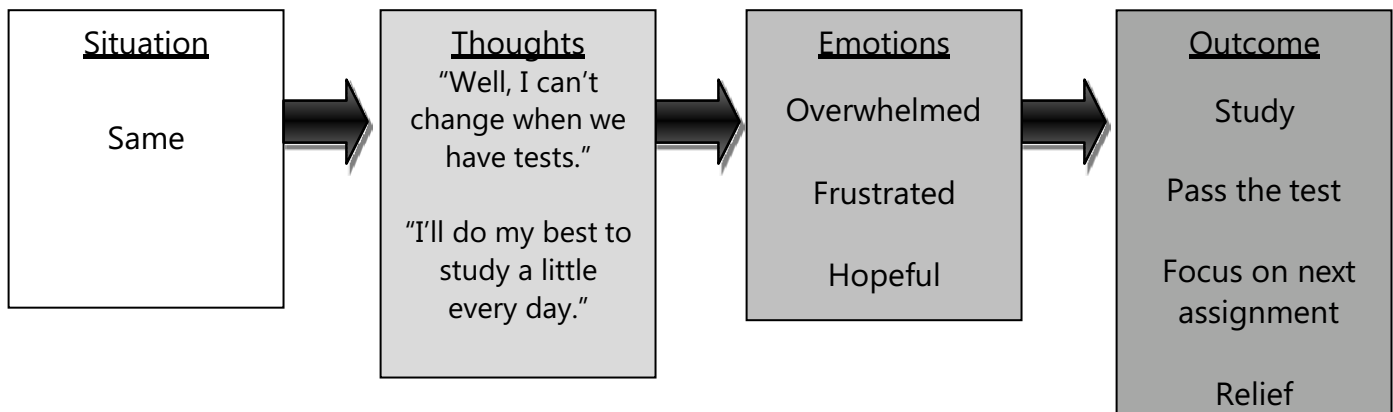
ACCEPTANCE 3 miles

I can choose to move toward Acceptance by changing my thoughts.

Here is an example of what it looks like to go down the path toward Suffering:



Now, here is an example of what it might look like if I moved toward Acceptance:



Distress Tolerance

RADICAL ACCEPTANCE

Radical Acceptance (RA)—Let go of the big fight with reality

What's **Radical**? Radical means complete & total.
What's **Acceptance**? Acceptance is to see "what is."



Radical Acceptance does NOT mean I have to:

- like the situation
- agree with the way things are

Radical Acceptance will help me feel:

- like a burden was lifted
- free
- ready to move on

What I CANNOT change:	What I CAN change:
• The past • Other people • Laws • Death, divorce, or loss • Who my family is • My family/house rules • Being grounded • • •	• My actions & reactions • My attitude • How long I focus on things • Who I spend my time with • • • • •

If I can Radically Accept what I cannot change,
then I can spend more time & energy on things I can change.

Distress Tolerance

EVERYDAY ACCEPTANCE

Everyday Acceptance (EA)—Let go of the daily battles

An Accepting attitude every day will help me:

- feel better, lighter, & more calm
- save time & energy for the bigger things that need my attention

What are some bigger things that may need your focus?

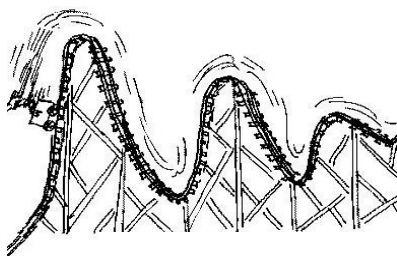
- A final exam
- Making time for friends
- The big game
- Going on a family vacation
-
-
-

I can use Everyday Acceptance when I:

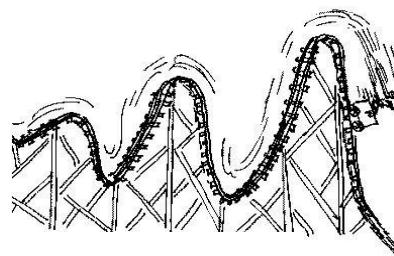
- Have to go to school
- Have to do homework
- Have to do chores
- Need to go to bed
- Don't like the TV show my family is watching
- Can't find my favorite sweatshirt to wear
- See we're out of Oreos
-
-
-
-

Distress Tolerance

MY NOTES



Emotion Regulation INTRODUCTION



Emotion Regulation teaches me how to effectively notice, understand, express, manage & express my feelings. Feelings can be scary, complicated, and confusing. They can also be enjoyable.

It is *normal* to want to stuff, ignore, hide, shut-off, mask, bottle-up, escape, & avoid feelings. What could happen if I continue to over-stuff my feelings instead of looking at & coping with them?

-
-
-

Emotion Regulation will **NOT** teach me how to get rid of my feelings!

FEELINGS

PROS	CONS
Some feelings: • Are enjoyable—like happiness, fun, excitement & love • Help me connect with & relate to others—empathize • Boost my creativity • Motivate • Self- validate • •	Some feelings: • Are uncomfortable—anger, sadness, & hurt • Are scary, confusing, complicated, & overwhelming • Grow—get louder & more intense • Pull me to do hurtful, unhelpful, & unhealthy things • •

Emotion Regulation **WILL** teach me how to:

- Observe (notice) & Describe (with words) how I'm feeling
- Be emotionally strong & hardy so I spend less time in Feeling Mind
- Feel pleasant & joyful feelings more often
- Reduce suffering

Emotion Regulation

WHY DO I HAVE FEELINGS?

Feelings are a part of life. They are part of the human condition and had a big part in our survival as a species. When we lived in the wild, being afraid would prevent us from going places that were dangerous, and help us avoid animals that could cause us harm. Being angry would help us fight when faced with a predator. Feeling love would help us find a partner and keep the human species going.



Feelings still have an important place in our lives today, even though we have come a long way since living in the wild.

I have feelings to...

1.Communicate

- Express & share my experience with others (verbal & non-verbal)

2.Connect with others

- Understand, relate, empathize, & appreciate others
- Create meaningful relationships

3.Motivate

- Get moving & finish tasks
- Pay attention to something
- Keep safe
- Save time

4.Self-validate

- Acknowledge & accept my own experience (i.e., thoughts, feelings, urges)

Emotion Regulation

WHAT DO I NEED TO KNOW ABOUT FEELINGS?

Feelings are **NOT** positive or negative...good or bad...right or wrong...

- Judging feelings can be invalidating, & it sends a message that some are not “ok”
- Feeling uncomfortable feelings does not mean that there is something wrong with me
- *Try thinking about feelings as comfortable or uncomfortable...enjoyable or difficult

I am **NOT** my feeling.

- Feelings are only a part of me
- Just because I have a feeling does not mean that I am that feeling
- *Try noticing a feeling without clinging to it

I **CANNOT** get rid of feelings.

- Feelings are a *normal* part of life
- Sometimes people try to stuff & ignore uncomfortable feelings; however, they do not go away, they just get bigger & last longer
- *Try accepting uncomfortable feelings

Feelings **DO NOT** last forever.

- It may feel like they will never end, but they do come & go
- Sometimes people keep feelings around by thinking about them or doing things that keep them around
- *Try using Distress Tolerance skills to cope

Feelings are **NOT** facts.

- Intense feelings can feel like the “truth” because our thoughts and actions copy that feeling
- *Try using a Nonjudgmental Stance to stick to the facts and avoid labels

I **CAN** have a feeling, and **NOT** act on it.

- It’s normal for my body to be pulled into doing something based on my feelings
- I have a choice to act or not act
- *Try using Urge Surf or another Distress Tolerance skill

My feelings **ARE** unique to me.

- I can experience a feeling in different parts of my body than my friend does with the same feeling
- I can also feel something different than my friend who is also in the same situation as me

Emotion Regulation

FEEL YOUR FEELINGS

Feel Your Feelings (FYF)—Be aware of feelings to not stuff or stick to them

STUFFING <-----Feel Your Feelings -----> STICKING

Stuffing means bottling-up, ignoring, or hiding my feelings

- **PRO**—don't have to feel what you're feeling
- **CON**—can lead to outbursts or blowups

Sticking means holding onto feelings or trying to keep them around by replaying

- **PRO**—self-validating
- **CON**—can lead to suffering because they don't fade away

Do I tend to be a *feeling stuffer* or a *feeling sticker*? What tells me this?

Feeling Your Feelings is NOT:

- Stuffing uncomfortable feelings
- Sticking to uncomfortable feelings

Feeling Your Feelings IS:

- Paying attention & noticing them (OBS OM)
- Letting them come & go naturally
- Experiencing uncomfortable feelings without clinging to them (NJS)

Emotion Regulation

UNDERSTANDING FEELINGS

ANGER



Synonyms:	Annoyed Destructive Frustrated Grumpy Grouchy Hate Irritated Jealous Rage
What causes me to experience anger?	Getting into trouble Getting caught being dishonest Being grounded Being teased Getting a bad grade on a test Getting interrupted when talking Being treated unfairly or different from my siblings
Where do I feel anger in my body?	Fists Clenched jaw/teeth Warm or flush face Tense muscles Like crying Like I'm out of control or going to explode
What I might be thinking?	<i>I'm going to explode!</i> <i>I hate you/this!</i> <i>This isn't fair!</i>
What my body is being pulled to do? What I am doing?	Frowning Crying "Raging" Yelling/screaming Hitting Throwing things
The End-Game: What happens after I feel angry?	Cannot think clearly Hurt people's feelings Wrecked or destroyed property Scare other people Lose trust Feel guilty for getting upset

Emotion Regulation

UNDERSTANDING FEELINGS

SADNESS



Synonyms:	Depressed Disappointed Down Gloomy Grief Hopeless Isolative Pity
What causes me to experience sadness?	Friend moving away Losing a pet Death Canceled plans Being with a friend who is feeling sad Heartbreak/break-up
Where do I feel sadness in my body?	Tired or run-down No/low energy Hollowness or emptiness Sinking heart Cloudy head
What I might be thinking?	<i>Nothing is fun. Everything is boring.</i> <i>I don't care.</i> <i>I give up.</i> <i>No one likes me.</i>
What my body is being pulled to do? What I am doing?	Staying in bed all day Crying (& can't stop) Frowning Shortness of breath Nothing—inactive Withdrawing from others Quiet Acting moody Upset or "raging"
The End-Game: What happens after I feel sadness?	I'm grouchy for awhile Negative attitude Blame self Isolate & alone Eat more or less

Emotion Regulation

UNDERSTANDING FEELINGS



ANXIETY

Synonyms:	Dread Edgy Jumpy Nervous Overwhelmed Panicky Uneasy Worry Fear
What causes me to experience fear?	Speaking in front of the class Meeting new people Being in unfamiliar places The dark Being home alone Being someplace where you've been hurt before
Where do I feel fear in my body?	Heart races Breath fast Sweat Shake or tremble Lump in throat Tense muscles Butterflies in stomach
What I might be thinking?	<i>I'm going to die.</i> <i>I'm going crazy.</i> <i>I can't breath.</i> <i>I'll fail.</i>
What my body is being pulled to do? What I am doing?	Shaky voice Speechless Tearful/crying Screaming or "raging" Hiding, running away, or leaving the situation Freezing
The End-Game: What happens after I feel fear?	Cannot think clearly Avoid responsibilities Avoid future situations that are similar Isolate (and intensified sadness)

Emotion Regulation

UNDERSTANDING FEELINGS

GUILT



Synonyms:	Shame Embarrassed Humiliated Insulted Invalidated Regret
What causes me to experience guilt?	Lying Stealing Hurting someone's feelings Being laughed at or made fun of Failing at something I'm good at
Where do I feel guilt in my body?	Pit in stomach Sense of dread Cry Blush or hot face Want to cover my face Jittery Suffocating feeling
What I might be thinking?	<i>I want to hide.</i> <i>I'm so stupid.</i> <i>How could I?</i> <i>What was I thinking?</i>
What my body is being pulled to do? What I am doing?	Withdrawing and hiding Bowing my head Looking down Darting eyes Avoiding the person I've harmed Apologizing Trying to fix the wrongdoing
The End-Game: What happens after I feel guilt?	"I'm sorry" Make resolution to change Shut down & block other feelings Isolate

Emotion Regulation

UNDERSTANDING FEELINGS



JOY

Synonyms:	Cheerful Content Eager Enthusiastic Excited Glad Happy Hopeful Optimistic Satisfied
What causes me to experience joy?	Vacation School canceled due to weather My birthday Spending time with friends Getting a good grade Hearing my favorite song on the radio
Where do I feel joy in my body?	Face—smile Bubbly Hug others Light Relaxed—no muscle tension
What I might be thinking?	<i>Yay!</i> <i>I like this.</i> Other positive thoughts
What my body is being pulled to do? What I am doing?	Jumping up and down Smiling Having a positive attitude Talkative Excited voice
The End-Game: What happens after I feel joy?	Kind to self & others Do nice things for others Have positive outlook High tolerance for worry Remember other happy times Calm



Emotion Regulation **MYTHS About Feelings**



Myths are commonly held beliefs that are not true. My thoughts and feelings can be impacted by distortions; therefore, it's helpful to notice and challenge them when they happen.

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

CHALLENGE STATEMENT:

2. I must be weak if I have difficult feelings like sadness or anxiety.

CHALLENGE STATEMENT:

3. Some emotions are bad and destructive.

CHALLENGE STATEMENT:

4. Being emotional means being out of control.

CHALLENGE STATEMENT:

5. Emotions can happen for no reason.

CHALLENGE STATEMENT:

6. If I feel bad, it must mean something wrong with me, or that I'm doing something wrong.

CHALLENGE STATEMENT:

7. If I'm the only one who has this emotion, I shouldn't be feeling how I feel.

CHALLENGE STATEMENT:

8. It is ok to ignore painful or difficult emotions.

CHALLENGE STATEMENT:

9. Being emotional is the only way to get support from others.

CHALLENGE STATEMENT:

10. Other people can know how I'm feeling better than I can.

CHALLENGE STATEMENT:

Emotion Regulation

PRIMARY & SECONDARY FEELINGS

Did you know that you can...

- experience more than one feeling at a time?
- feel more than one feeling during one event?

1. Primary Feelings are:

- "hard wired"—they are like a reflex
- quick & natural
- like smoke detectors because they alert me to something that I need to pay attention to

2. Secondary Feelings are:

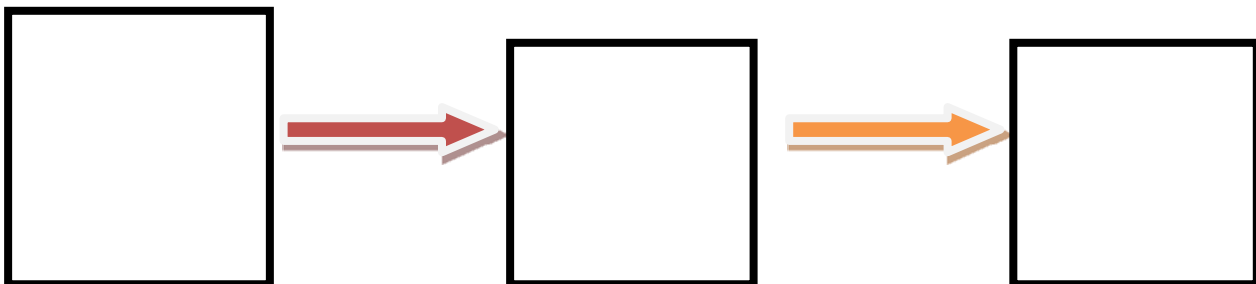
- created by the way I feel or think about something
- feelings about (*Primary*) *Feelings*
- not "hard wired"

Let's look at some examples:

Event / situation → **PRIMARY Feeling**
Initial Feeling → **SECONDARY Feeling**
Underlying Feeling

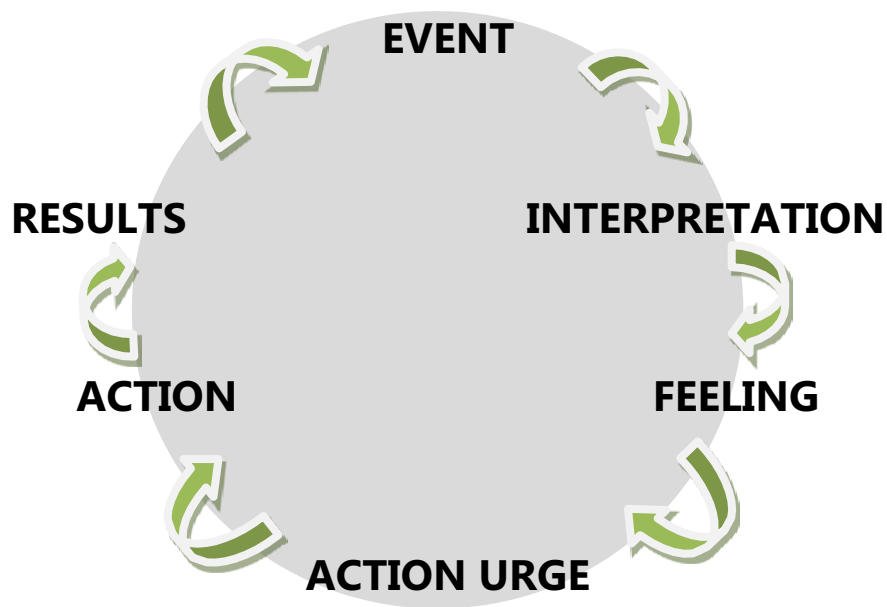
Receiving a 'bad' grade on an assignment → Frustration → Disappointment

Getting caught stealing from my sibling → Anger → Guilt/shame



Emotion Regulation

THE FEELINGS MODEL



EVENT—Feelings start with things that happen outside & inside of me
Examples: a bad report card, argument with a friend, losing a pet, going on vacation

INTERPRETATION—How do I make sense of this situation? What do I think about it?
Examples: look at your self-talk and internal dialogue

FEELING—Name the feeling that is happening inside the body
Examples: sadness, fear, frustration, happiness, excitement, etc.

ACTION URGE—What is my body being pulled to do?
Examples: yell & scream, leave the conversation, jump up & down

ACTION—What am I doing?
Examples: yelling at my teacher or friend, crying, packing my suitcase, etc.

RESULTS—Look at the end-game and what happened. Did it work for me?
Examples: school suspension, broken friendship, relaxing vacation

**this cycle does not end at RESULTS because whatever happened becomes the new EVENT and the cycle continues*

Emotion Regulation

PLEASED

PLEASED (PL)—Take care of the body to live well & keep healthy. Be proactive!

Self-care skills help me:

- respond to distress (not react)
- be emotionally hardy & strong
- feel good & have energy to cope with distress

If I don't pay attention to self-care, I am more:

- sensitive to painful feelings
- likely to react (not respond)

P—pay attention to Physical health



Take my meds	Go to the doctor when sick	Take vitamins

L—List what helps &/or what gets in the way

What helps me?		What gets in the way?	
Keeping healthy snacks at home	Making exercise a family activity	Injury	No access to a gym or a gym membership
		Time	

E—Eat balanced for energy (not too much & not too little)



Eat 1 veggie @ each meal	Fruit as an afterschool snack	Drink lots of water

A—Avoid mood-altering items (i.e., caffeine, drugs, alcohol, nicotine, etc.)

 Say NO when offered substances	Have one coffee drink once a week	Have only 1 soda every day



Emotion Regulation

S—get the amount of Sleep needed to function (not too much or too little)

Use a routine—go to bed & get up at the same time	Keep naps minimal	Make sure the bed is comfortable
Don't bring the cell phone to bed	Turn off the computers & pads	Dim the lights
Don't watch TV shows that excite or stimulate	Use curtains to keep the room dark	Use a fan to keep cool or for white noise
Use the bed for sleep only	Take a warm bath before bed	Drink caffeine-free tea
Avoid exercise before bed		

E—Exercise at least 30 minutes daily. Exercise is a natural antidepressant!



Go to gym class & participate	Walk the family dog	Take the stairs
Play a sport	Help clean the house	

D—pay attention to self-care Daily! Make them part of your routine.

Be proactive!

I can I take better care of my health and well-being by:

-
-
-
-

Emotion Regulation **BUILD MASTERY**

Build Mastery (BM)—Do something that creates a sense of accomplishment

I may not always want to do an activity that Builds Mastery; however,

When I complete activities that Build Mastery:

- I feel confident, capable, & in control
- my feelings of self-esteem grow
- I build upon my successes—one step at a time



I can Build Mastery by doing everyday things or by learning new things:

- doing my chores everyday
- getting my homework done
- taking a shower
- doing my make up
- studying for a test
- coming to program & other appointments
- exercising
- learning to play an instrument
- listening to my teachers, parents, friends
- making a new friend
- using new coping skills

I feel the most accomplished, confident, or in control when I am:

-
-
-

Do at least 1 thing to Build Mastery each day!

Emotion Regulation

BUILD POSITIVE EXPERIENCES

Build Positive Experiences (BPE)—Do something that is enjoyable & fun

Positive Experiences help me:

- me smile & laugh
- feel more pleasant & enjoyable feelings
- forget about distress

When I Build Positive Experiences, I:

- slow down to notice the fun that's happening
- fully enter the fun
- plan so BPEs happen more often
- increase (+) experiences and pleasant activities



BPEs can be **SMALL & SPONTANEOUS** like:

- telling a joke
- turning up the radio when my favorite song is playing
- driving with the windows rolled down
- noticing the sun shining on my forehead
- smelling the cookies bake in the oven

BPEs can also be **BIG & PLANNED** like:

- taking a vacation
- celebrating a birthday
- going to a movie
- taking some time to watch funny YouTube videos with a friend

Participate in the fun that can be happening right now
as well as the fun that will happen in the future!

Emotion Regulation

100 BPEs

List other ways I can Build Positive Experiences on the right

. Bake cookies . Daydream . Doodle . Eat ice cream . Go bike riding . Go for a run . Go skateboarding . Go swimming . Go to a movie . Go to the zoo . Imagine accomplishing your goals . Join an after school club . Journal . Light a candle . Listen to music . Look at colleges . Meditate . Organize my room . Paint a picture . Plan a date . Play a song . Play a sport . Play video games . Post something on Instagram . Pray . Read a book . Read about possible careers . Rent a movie . Scrapbook . Take a bubble bath . Take acting classes . Take pictures . Think about a favorite place . Watch a movie on Netflix . Watch videos on YouTube . Write a song	. Call a grandparent, aunt, or uncle . Do a puzzle . Do yoga . Do your nails . Eat an Oreo . Form a band or a group . Go bowling . Go on a camping trip . Go to a concert . Go to a museum (art, science, etc.) . Go to a youth group at church . Go to the beach . Go to the library . Go to the mall . Go to the school's football game . Have a sleepover . Learn a new hobby . Learn how to knit . Learn to cook a new meal . Learn to play the guitar . Look at old photos . Make a collage . Plan and go on a picnic . Play a board game with the family . Play a game on my cell phone . Read your favorite magazine . Spend time with family . Take a dance class . Take a walk . Text a friend . Think about how to get good grades . Think about your accomplishments . Volunteer . Walk the dog . Write poetry	
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Emotion Regulation

MINDFUL OF POSITIVE EXPERIENCES

Mindfulness of Positive Experiences (MPE)—Be awake, alert to, & aware of pleasant things that come my way

When I'm Mindful of Positive Experiences, I:

- focus my attention on (+) things that are happening
- refocus when my concentration wanders to (-)
- am *unmindful* of worries that ruin (+)

I am **NOT** thinking about:

- worries
- when the fun will end
- if I'm deserving (or undeserving) of the fun
- how much will be expected of me in the future

What am I going to do to increase the (+s) in my life?



Emotion Regulation

MOOD MOMENTUM

Mood Momentum (MM)—notice pleasant & enjoyable feelings and keep them going...just like the Energizer™ Bunny

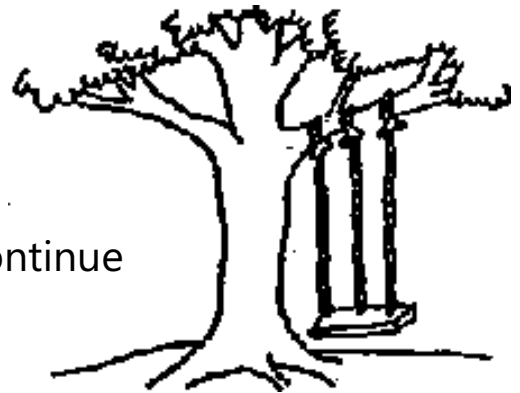


The following feelings are enjoyable & I want to continue these:

-
-
-
-

How do I use Mood Momentum?

- OBSERVE to notice a feeling I want to continue
- Do things to keep it active & alive
 - o like engage in more BPEs



Mood Momentum is like swinging. At first, it takes a lot of hard work to get moving. Sometimes enjoyable feelings are also hard to find. However, once I get going it gets easier to maintain my speed. I no longer have to pump so often. The same is true for enjoyable feelings—once they're around, I don't have to work so hard to bring them out & about.

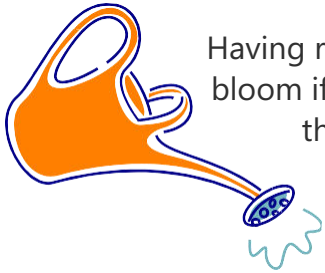
When do I feel the *best*? What am I doing when I feel my best?

- ❖
- ❖
- ❖
- ❖
- ❖

Emotion Regulation

ATTENDING TO RELATIONSHIPS

Attention to Relationships (A2R)—focus on others to feel connected & regulated



Having relationships is sort of like growing a garden. Plants tend to grow & bloom if they're noticed & cared for. Similarly, if I take time for relationships then they are more likely to be effective, healthy, & productive.

Talk to & spend time with others regularly to:

- feel more comfortable around others
- strengthen the bond
- share experiences & create memories

- _____
- _____
- _____



Talk about problems right away—don't let them build up!

- anger & resentment hurts relationships
- emotions grow & build up
- disagreements are more manageable when they are small

- _____
- _____

Use skills to avoid problems.

- set limits & respect the limits set by others
- stand up for yourself if someone disrespects or crosses limits
- ask questions to clarify
- be gentle & kind

- _____
- _____

Balance sharing with listening—*Give & Take*

- share information AND ask questions
- actively listen—don't forget about non-verbals

- _____
- _____



Emotion Regulation **OPPOSITE TO EMOTION**



Opposite to Emotion (O2E)—Change feelings by doing something different or acting opposite to the current feeling

Feelings love themselves. This means that when I am feeling a certain way, I will have thoughts, urges, & behaviors that keep that feeling around.

Remember talking about mood congruency and doing things that feelings want us to do??? For example, loud depression wants me to watch a sad movie in my dark bedroom—alone. Sound familiar?

Acting **Opposite to Emotion** helps me:

- break out of a feeling
- feel something different or new

Acting **Opposite to Emotion** is NOT:

- participating in a feeling
- doing things to entertain it & keep it around

Let's look at some feelings and what they want you to do. Then, let's look at what O2E will have me do instead...

DEPRESSION	
What do I feel like doing?	How can I use O2E? How can I act Opposite to Depression?
Isolating Withdrawing Crying Hiding Sleeping Being passive Watch sad movies	Get active—move Get social—be around people Approach Do Build Mastery activities Watch funny YouTube videos



Emotion Regulation **OPPOSITE TO EMOTION**



ANXIETY	
What do I feel like doing?	How can I use O2E? How can I act Opposite to Anxiety?
Avoiding Worrying Hiding Isolating Freezing Running away Keeping quiet Focusing on the worst case scenario	Approach Do what I'm afraid of Move toward what's uncomfortable Use OTAT

ANGER	
What do I feel like doing?	How can I use O2E? How can I act Opposite to Anger?
Reacting Attacking Blaming Yelling & screaming Saying mean things Throwing things Hitting or hurting others Ruminating—thinking about the object of my anger over & over	Take a quick Time Out Walk away Self- soothe Deep breath Use kind & gentle language Apologize Imagine sympathy & empathy

*Remember that it may not be easy to act different than what it is I'm feeling and I may not want to; however, doing something different and opposite will help me feel better and it can end my pain and suffering.

Emotion Regulation

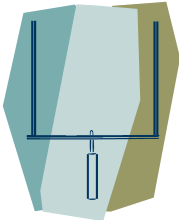
MY NOTES

Interpersonal Effectiveness

INTRODUCTION

Relationships and friendships can be complicated at times. They can also be fun and rewarding!

The Interpersonal Effectiveness module will teach me skills to:



- 1.) Make, keep, & improve relationships (GIVE)
- 2.) Feel good about myself (FAST)
- 3.) Ask for things, say No, and set limits (DEARMAN)

Which communication skills am I *good* at? What strengths do I have when interacting with others?

-
-
-
-

Who am I most comfortable being around?

-
-

Who can I comfortably ask for something from, say NO to, or set a limit with?

-
-
-

Who is it more difficult to talk to?

-
-
-

Where am I most comfortable interacting or socializing?

-
-

What communication skills could use more practice? What might I need help with?

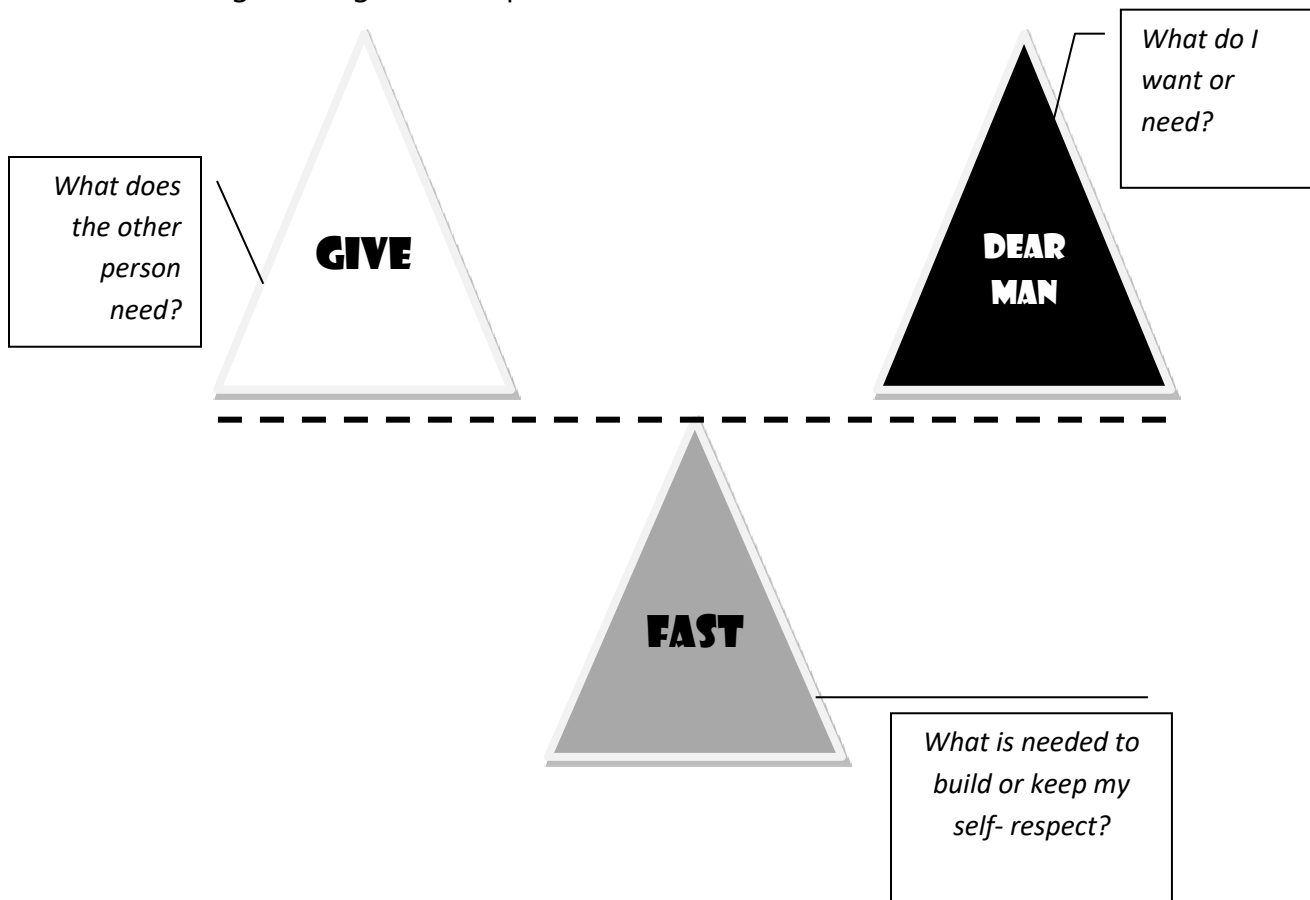
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Interpersonal Effectiveness

INTRODUCTION

Sometimes it's important to focus on others and it is also important to focus on myself. The balance between thinking about others (G) versus myself (DM) is grounded in my values (F). This balance enhances self-respect.

Use this diagram to guide interpersonal effectiveness.



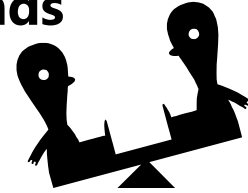
What happens to our friendships when we are too *me*- focused?

What happens when we focus too much of our time and attention on others?

Why is balance important? Why is it important to give equal attention to others & myself?



Interpersonal Effectiveness Balance Priorities & Demands



Relationships can be challenging for many different reasons. DBT describes that unbalanced priorities and demands can strain relationships. Finding a balance between priorities and demands is really important so I as well as others can get what we need in the relationship.

What are Priorities? Priorities are things that are important to me.

List the things I want to spend time on:

-
-
-

What might happen if all my time is spent on priorities?

- Others may feel angry, neglected or unimportant
-
-

Example: If Jake ignores his mom's requests for him to do his chores, and instead spends all his time playing video games, his mom will probably get angry and this could lead to fights.

What are Demands? Demands are things that are important to other people.

List the things that others want me to spend time on:

-
-

What can happen if all my time is spent on demands?

- You may feel overwhelmed and stressed
- I might feel resentful toward others
-

Example: If Jake spends all his time on chores, and does not take a break to play video games to unwind, Jake will probably feel burned out, overwhelmed, and this could also lead to fights with his mom.

What does balance look like?

*Example: If Jake spends some of his time on video games **and** some of his time on chores, both him and his mom will get what they need and they will be less likely to get into fights.*

Interpersonal Effectiveness

Barriers

Many things can get in the way of communicating effectively and respectfully with others. Common barriers may be:

Lack of Skill

This means not knowing what to say or how to act because I have learned the skill or watched others do it.

Worries

Fear, unknowns, and anxiety can get in the way of using skills or trying something new. Sometimes we worry about:

- **Bad consequences:**
 - *"They won't like me."*
 - *"The skills won't work anyway."*
- **Doing something wrong:**
 - *"I won't say it right."*
 - *"I'll probably screw this up."*
- **Judgments from others:**
 - *"She'll think I'm stupid."*
 - *"They'll think I'm crazy."*
- **Not being good enough:**
 - *"I don't deserve to get what I want"*
 - *"I'm not smart enough for this"*



Indecision

It can be hard to know what I want at times.

- *Who do I talk to?*
- *How much do I ask for?*
- *When do I say no and when do I give in?*

Feelings

Thinking and acting from Feeling Mind can impact interactions with others.

- How can feelings of anger, fear, and sadness harm relationships?

Environment

Our behavior can also be influenced by the setting, people, and situation itself.

Sometimes, other people:

- Don't have or use skills
- Have their own needs & wants
- Are in charge/have authority
- What things in your environment make it hard to interact respectfully with others?



Interpersonal Effectiveness **MYTHS About Communication**



Myths are commonly held beliefs that are not true. My thoughts and feelings can be impacted by distortions; therefore, it's helpful to notice and challenge them when they happen.

1. I cannot handle someone being upset with me.

CHALLENGE STATEMENT:

2. I don't deserve to get what I want or need.

CHALLENGE STATEMENT:

3. If I ask for help, people will see me as weak.

CHALLENGE STATEMENT:

4. I have to know whether a person will say yes before I ask for something.

CHALLENGE STATEMENT:

5. Saying no is a selfish thing to do.

CHALLENGE STATEMENT:

6. If I could just think differently, I wouldn't have to bother other people.

CHALLENGE STATEMENT:

7. If other people don't like me, it's because I've done or said something wrong

CHALLENGE STATEMENT:

8. I have to agree with other people, or I won't fit in.

CHALLENGE STATEMENT:

9. I have to yell and get angry for people to take me seriously.

CHALLENGE STATEMENT:

10. I should be willing to sacrifice my own needs for other people.

CHALLENGE STATEMENT:

Interpersonal Effectiveness Cheerleading Statements

**The following statements may be helpful when challenging interpersonal myths (from the previous page).*

It's NOT about the end- game.

- Interpersonal effectiveness skills increase the odds that I may get what I want or need...
- ...and there is no guarantee.
- I can only control myself and my part of the relationship. I may be extremely skillful and respectful when asking for something, not get it, and *still* be successful!

Attend to the relationship with yourself.

- The longest and closest relationship I will ever have in life is the relationship that I have with myself, so it is important to pay attention to it.

It's okay to have wants and needs.

- Everyone has wants and needs and this is a normal part of life.
- I can ask for things and still be a good person.

I have the right to say NO.

- Saying *no* can be hard because I don't want to hurt someone's feelings...
- However, there will be times when I need to say *no* in order to take care of me.

Be YOU tiful.

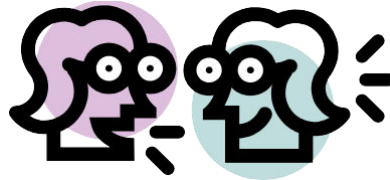
- It's okay to have interests, likes, opinions, and values even if they are different from those that my friends have.
- Be true to *you*.



Interpersonal Effectiveness

Practice Makes Progress

Communication skills need practice! The list below includes situations where I can practice interpersonal effectiveness. Exposure is important! The idea is to start small where we feel calm and comfortable and work our way up to bigger interactions. We build mastery along the way.



1. Call your program therapist when you are running late or if you'll be out.
2. Raise your hand and answer a question in program or class.
3. Go to a library and ask the librarian for help finding a book.
4. Respectfully change the topic when talking with your friends.
5. Invite a neighbor or classmate over for supper.
6. Ask to sit with a new group of people at lunch.
7. When out to dinner with your family, order your food on your own.
8. Give a compliment to a classmate that you have not talked to before.
9. Ask a stranger for the time.
10. Ask the sales associate at the store for change.
11. Ask a classmate for help with an assignment.
12. Offer to help your mom or dad with a chore at home.
13. Call & schedule your next haircut appointment.
14. When ordering fast food, ask for it to be made with or without something.
15. Go to a store and ask a sales associate to help you find something.
16. Say no to a request that a friend makes.
17. Ask a friend if you can borrow her CD.
18. Respectfully disagree with someone's opinion by first validating, then sharing your viewpoint.
19. Give your mom, dad, or sibling a compliment.
20. Ask your teacher for a restroom break.
21. Share your safety plan with your teacher or school counselor.
22. Smile & say *Hi* to someone in the hall or at the grocery store.
- 23.
- 24.
- 25.

Interpersonal Effectiveness

I Messages

I Messages help:

- Reduce tension
- Remove blame
- Reduce labels & name- calling
- Increase ownership
- Add detail to my experience to let others know where I'm coming from

I Messages look like:

- *I feel...when...*
- *I think...*
- *I prefer...*
- *I want you to know...*
- *I need you to know...*
- *I would like...*

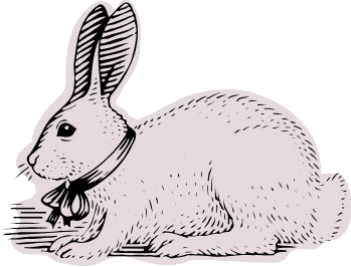
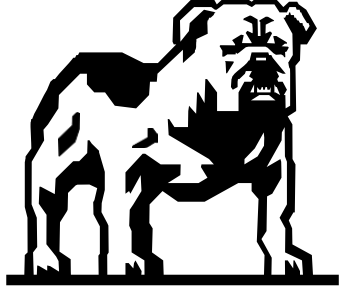
In stead of saying: *You are annoying!*

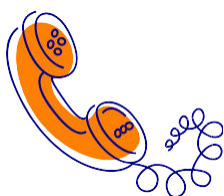
Try saying: *I feel annoyed when I'm talking to you and you're on your phone.*

Situation	<i>You</i> Message	<i>I</i> Message
A friend promises to return your iPod. After a reminder, she forgets it again.	You're making me angry.	I would like my iPod back because I'm feeling upset that you haven't returned it after I have asked twice.
You answer a question in class and see your friend whisper a comment to another friend.	You're stupid.	I feel hurt when I see you whisper right after I answered the teacher's question.
A classmate called you a name.		
You're parent just grounded you but doesn't seem to ever ground your siblings.		

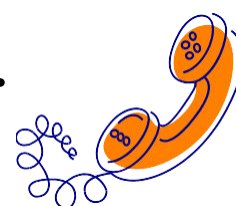
Interpersonal Effectiveness

COMMUNICATION STYLES

PASSIVE	ASSERTIVE	AGGRESSIVE
I'm unable to speak up for my rights. I don't even know what rights are. I get "stepped on" often. I'm meek, mild-mannered and very accommodating. 	I am an effective communicator. I am able to express my needs and thoughts. I'm honest, direct and confident. I make good eye-contact and speak with a firm voice. 	I'm loud, bossy, and pushy. I dominate and intimidate people. I "get my way" at anyone's expense. I "step" on people. I react instantly. 
Other characteristics related to the communication styles above?		



Interpersonal Effectiveness Communication Styles Cont.



Things to think about:

- **Baseline**—which style do I tend to communicate from?_____.
 - What can I do to be more assertive?
 - Be cautious of over-correcting or jumping from one extreme to the other
- **Intensity**—how firm & strong do I want to be?
 - Start conversations mildly & increase from there. This is easier than beginning strong & firm. Others will be more receptive too.
 - What is it like when a person starts a conversation yelling and name-calling?
- **Priorities**—what's most important in this situation & relationship
 - Remember to balance what I want with how the other person will feel
- **The means**—am I (or they) prepared?
 - Is the other person able to give me what I'm asking for?
 - Is this the right person to ask?
 - Can I give the other person what he/she wants?
- **The relationship**—what impact with this have on the relationship?
 - Is what I'm asking for appropriate?
- **Time**—is this a good time to ask?
- **Sarcasm**
 - Is it helpful? If so, how?
 - Can a person use it effectively? If so, how?
 - What would a person need to consider before using it?

Interpersonal Effectiveness

FAST

FAST (F)—skills to enhance self- respect.

be **Fair**—pay attention to equality & balance

Accept responsibility	Be kind when others make mistakes	Take turns deciding what to do
Don't blame others for my feelings		

Apologies not needed—don't say *sorry* for things that are not your fault

DON'T apologize for: • Being alive • Being you • Having an opinion or feeling • Having needs or wants • Other people	DO apologize for: • Doing something wrong (when at fault) • Hurting someone else's feelings
Remember: When I apologize, I am committing to NOT doing the same mistake again. <i>What happened to the boy who cried wolf???</i>	

Stick to your values—pay attention to things that are important to you and act in favor of these

What happens when I act in a way that goes against what's important to me?

- Lose self- respect, feel bad, guilty, experience shame

Value: FAMILY Action: Have a family game night once a week	Value: EDUCATION Action: Finish homework every night & study	Value: FRIENDSHIP Action: Call your friend on her birthday
--	--	--

Truth & accountability—be honest with self & others

Do not act helpless when I am not. Examples?	Say " <i>I don't know</i> " instead of lying	Don't cheat on homework
Admit to mistakes	Don't exaggerate	

Interpersonal Effectiveness VALUE CARD SORT

Purpose: To identify what is truly important to me. Ask yourself: What matters? What do I believe in? What guides how I live my life? What gives me purpose and meaning?

Directions: Sort all the value cards by their level of importance to you. When finished, find your TOP 3 value cards under the *Very Important* pile.

NOT IMPORTANT	SOMEWHAT IMPORTANT	VERY IMPORTANT
Respect	Honesty	Family
Friendship	Beauty	Education
Organization	Faith	Success
Humor	Fun	Work
Health	Independence	Freedom
Safety	Religion	Athletics

Interpersonal Effectiveness

GIVE

GIVE (G)—skills to make, keep, & improve relationships and friendships.

What to consider?

- **The Golden Rule:** *Treat others how you want to be treated.*
- How I want the other person to feel after this conversation

be Genuine—be real & authentic; not fake

Honest	Open	Stick to your values

act Interested—show that you are engaged & care

- Show interest with verbals & non-verbals

Eye contact	Ask questions	Put your phone down/away
Face the person	Don't interrupt	

Validate—acknowledge & communicate understanding of another person's feelings, opinions, behavior, or the situation.

Validation is NOT:

- Agreeing with
- Liking what's being shared
- Fixing or problem solving
- Cheerleading or offering encouragement

Validation helps:

- Me connect with others
- Others feel important
- Reduce tension & conflict

<i>It sounds like...</i>	<i>That seems...</i>	<i>I hear you saying...</i>

Easy manner—be gentle, relaxed, & easy-going/light hearted

Make a joke	Smile	Use kind, respectful language
Point out strengths or positives	Use appropriate volume & tone	

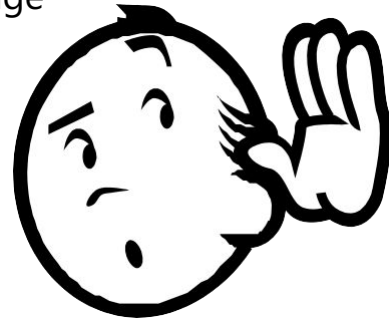
Interpersonal Effectiveness

Active Listening

Active Listening (LI)—Focus attention on what's being said (in the moment).

To show someone that I'm actively listening I will:

- ⊕ Let go of distractions—others around me, thoughts, or distress
- ⊕ Pay attention—show care through body language
 - Eye contact
 - Body position
 -
 -
- ⊕ Listen to the message behind the words
- ⊕ Encourage others to keep talking
 - *Oh, uh-huh, really?*
 - *Tell me more about that...*
- ⊕ Pause—take a breath before responding



I can also:

- ⊕ Ask follow-up questions
- ⊕ Summarize or paraphrase what I heard
- ⊕ Validate—to acknowledge

Active listening will help me (1) make, (2) maintain, & (3) improve relationships & friendships. It will also:

- show others that I care about them
- show interest
- build connection
- demonstrate empathy
- reduce conflict or tension

Interpersonal Effectiveness

DEARMAN

DEARMAN (DM)—skills to ask for needs/wants, say no, & set boundaries.

What to know about DEARMANs:

- Increase odds of getting needs & wants met
- No guarantee
- Others cannot read my mind

DEAR=the action; what I do

Describe

- Share the FACTS about the CURRENT situation
- Use NJS

Why? To get on the same page

Express

- Share your feelings/opinions about the facts
- Use *I* Messages

Why? Letting others know where I'm coming from enhances empathy, understanding, connection, & compassion

Assert

- ASK or say NO!!!
- Set a limit
- Be concise
- Be clear
- Don't beat around the bush—get to the point

Why? Others cannot mind read and will not know what I want unless I speak up

Reward

- Explain the benefits to the other person of their willingness to comply with my request
- Say *Thank you*
- Offer to do something in return

Why? Others are more likely to comply with requests if there is something in it for them



Interpersonal Effectiveness

DEARMAN Cont.

MAN=the process; how I do it

be Mindful

- Keep focused on the goal
- Ignore threats, distractions, or attempts to change the subject
- Use the *Broken Record* technique—repeat what it is I want or say no over & over & over
- Take a Timeout—if entering Feeling Mind or if the other person is in Feeling Mind & return to the conversation later

Why? To keep my eye on the prize or end-game

Act confident

- Make eye contact; don't look down
- Speak up & clearly; don't mumble
- Stand/sit up straight; don't slouch
- Think encouraging thoughts before & during

Why? Shows that I'm serious



Negotiate

- Compromise
- Discuss other options
- *Turn the Tables* by asking the other person:
 - What do you think we can do?
 - How do you think we can solve this problem?

Why? Be willing to give in a little at times in order to get what I need or want

Interpersonal Effectiveness

DEARMAN WORKSHEET

Describe—List only the facts of the situation.

Express—Share your opinions, feelings, and thoughts about the facts.

Assert—Ask for what you need or want, say no, or set a boundary.

Reward—Tell the other person what he/she will get out of this.

(be) Mindful—List ways you can keep focused on the conversation & what you want.

Appear **Confident**—List ways you can demonstrate confidence.

Negotiate—List ways you can compromise.



Interpersonal Effectiveness **BOUNDARIES**



BOUNDARIES (BO)—limits set to separate us from others

Who needs Boundaries? Everyone!

Boundaries help:

- keep relationships healthy & safe
- reduce stress & conflict
- keep self-respect
- demonstrate independence

Types of Boundaries:	Examples:
Physical —my body & the space around it	
Word/Language —communication	
Psychological —the personal info you share about you	
Emotional —my feelings & not taking on others' distress	
Spiritual —my religious & spiritual beliefs	

How can I set Boundaries with others?

- **Observe**—Notice how you are being treated
 - *Is this what I want?*
- **Model**—Show others how you want to be treated each time you interact
- **Communicate**—Use a DM to explain.

Interpersonal Effectiveness

NOTES

Emotions Vocabulary Chart



EXHAUSTED



CONFUSED



ECSTATIC



GUILTY



SUSPICIOUS



ANGRY



HYSTERICAL



FRUSTRATED



SAD



CONFIDENT



EMBARRASSED



HAPPY



MISCHIEVOUS



DISGUSTED



FRIGHTENED



ENRAGED



ASHAMED



CAUTIOUS



SNUG



DEPRESSED



OVERWHELMED



HOPEFUL



LONELY



LOVESTRUCK



JEALOUS



BORED



SURPRISED



ANXIOUS



SHOCKED



SHY