HORIZONS

My group facilitator is: _____

Phone: _____

My individual therapist is: _____

Phone: _____

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Rules and Expectations

1. **Respect group members, MHS staff and MHS property:**
    - No name calling, judging others, laughing at others, and/or interrupting others.
    - It is expected that you participate in group by active listening, providing feedback to peers, and being respectful of others' time.
    - It is expected that cell phones are off in group. The only exception is if an important call is expected that cannot wait until break. If you need to take a call during group, then let your group leader know before group starts.
    - Please avoid discussing sensitive topics. Examples include: details of suicidal thoughts or self-injurious behaviors, past trauma, politics, and/or religion.
    - You will be mindful of boundaries, maintaining a comfortable distance, and respectful tone of voice.
    - Physical aggression towards anyone will result in being discharged from the program, and the police will be notified immediately.
    - Verbal disrespect towards anyone will result in a suspension from group.
    - Destruction of clinic or building property will be grounds for discharge, and you will be liable for all damages.

2. **Relationships:**
    - Group members are not to spend time together outside of group. Do not become involved in group member's private lives. This includes becoming involved with their family or friends.
    - Dating among group members is not permitted and is grounds for immediate removal from the program.
    - No borrowing money from others or asking to borrow money.
    - Group members should know each other equally. Don't share things you're not willing to share in group.
    - It is important to be aware of how the group will view your relationship. Ask yourself: Will others feel left out? Are you being open and honest about talking outside of group?

3. **Confidentiality:**

- Your group leader is a mandated reporter and is obligated to notify the appropriate authorities if you are at risk of hurting yourself or another person.
- If you are having suicidal thoughts or high stress, it is required that you take time to get skills suggestions to cope with the situation.
- It is expected that you keep what is said in group private from other people.
    1. No talking about others in group unless they are present.
    2. Do not talk about other group members outside of group.
    3. Group issues cannot be discussed outside of group or during break.
    4. Breaking confidentiality may be grounds for discharge.

4. **Attendance:**
    - It is important for you to be here to reach your treatment goals. It is expected that you attend programming 100% of all scheduled sessions. Please schedule other appointments around group.
    - If you fall below 90% attendance, you will be put on an attendance contract. This means that you must attend 9 out of 10 of the next sessions to go off the attendance contract. If you miss more than 1 time out of those 10 sessions, you will be put on a discharge contract.
    - There are no “excused absences”. The attendance policy allows for absences due to illness, emergencies, and other reasons. All absences are considered before discharge due to attendance.
    - If you will be absent, it is expected that you will contact your group leader no later than 15 minutes prior to group starting.
    - Failure to contact your group leader for a week (equaling 3 absences), will result in a discharge from group.
    - Always talk to your group leader if you have questions or concerns about missing group.
    - Being on time is also important for group. 3 tardies within 2 weeks equal 1 absence.

5. **Drugs/Alcohol Use at MHS:**
    - No drug or alcohol use at MHS or in the building.
    - No use of CBD at MHS or in the building.
    - No asking others for drugs or alcohol.
    - Do not attend group under the influence.
    - Participating in these behaviors are grounds for discharge.

Group Structure

Before group starts:

- Please turn off your cell phone or set it to silent
- Please be in group on time
- Make sure you have your diary card done

1st hour: Teaching

- The facilitator will teach on the skill of the day
- Participate by asking questions and giving examples

2nd hour: Diary Card

- Each person must present their diary card every day
- Diary cards need to be completed before group starts
- Participate by asking questions and offering support

3rd hour: Problem-solving Time

- Sign up for time at least once each week
- Ways to use time include:
    - Asking for help solving a problem
    - Asking questions about a specific DBT skill
    - Asking for support from other group members
- Participate by asking questions and offering support to other people

Socialization

- Socializations are scheduled times when the group practices skills together.
- Socialization replaces the teaching for that day.
- Your facilitator will let you know when there will be a socialization.

Safety Plan

I, _____, contract for my safety. This means I will not act on my plan to commit suicide. I will use the skills listed below to assist with my safety, call my team members/people in my support system/crisis numbers listed below as needed, or admit myself into the hospital if needed.

DBT skills I will use to maintain my safety:

1)

2)

3)

4)

5)

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

1)	Phone number:
2)	Phone number:
3) COPE (Hennepin County)	612-596-1223
4) National Suicide Prevention Lifeline	1-800-273-8255
5) Emergency	911

Client signature and date: _____

Therapist signature and date: _____

Treatment Goals

During the next 3 months, I want to work on the following:

1.
What is important about working on this for you?
2.
What is important about working on this for you?
3.
What is important about working on this for you?

PLEASED/Healthy Habits - Week of: _____

	Sunday	**Monday**	**Tuesday**	**Wednesday**	**Thursday**	**Friday**	**Saturday**
1. **P**: Physical Health							
2. **L**: List Resources/Ask for help							
3. **E**: Balanced Eating							
4. **A:** Avoid drugs and alcohol							
5. **S:** Sleep							
6. **E:** Exercise							

Y = Yes - Write "Y" if you completed this part of PLEASED.
N = No - Write "S" if you worked on **some** of this part of PLEASED.
S = Some - Write "N" if you **did not** work on this part of PLEASED.

Horizons Diary Card - Week of: _____

Day	Date	Meds Y/N	SI (0-10) Y/N	SIB (0-10) Y/N	TIB 0-10 Y/N	Ang 0-10	Dep 0-10	Anx 0-10	Sleep	Energy 0-10	BPE	Feelings
Sun												
Mon												
Tues												
Wed												
Thurs												
Fri												
Sat												

My goals	**Monday**	**Tuesday**	**Thursday**
Goal 1:	Y/N Skills:	Y/N Skills:	Y/N Skills:
Goal 2:	Y/N Skills:	Y/N Skills:	Y/N Skills:
Daily goal			

Diary Card Information

Category	Response	Description
Meds	Y/N	Prescriptions—did you take them?
Anger	0 to 10	Level of anger feelings
Anxiety	0 to 10	Level of anxious feelings
Depression	0 to 10	Level of sad feelings
SI	0 to 10 Yes or NO	Suicidal Ideation—Level of thoughts related to death. Were you planning? Did you act on those thoughts, urges, feelings?
SIB	0 to 10 Yes or NO	Self-Injurious Behavior—Level of thoughts/urges to hurt oneself. Did you take action and hurt yourself purposefully?
TIB	0 to 10 Yes or NO	Therapy Interfering Behavior—Level of thoughts/urges. Did you do anything that would get in the way of your therapy? (see TIB handout for examples)
Hrs of Sleep	Number of Hours	Sleep—average hours of sleep. Was it solid or broken/interrupted?
Energy	0 to 10	Rate your energy level. 0-3=mild; 4-6=moderate; 7-10=high to manic
BPE	Yes or NO	Build Positive Experience. Did you do something enjoyable?
Daily goal	Yes or NO	Did you meet your daily goal?
Skills	List	What skills helped you meet your goal?
Feelings	List	List feelings and emotions experienced.

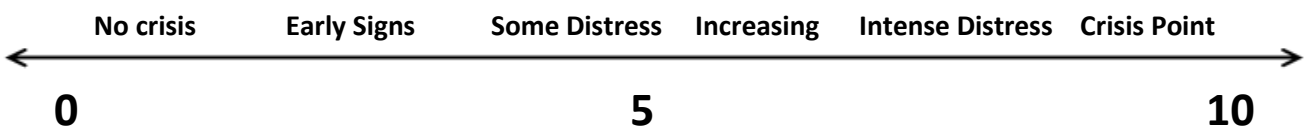
*You will have a difficult time succeeding in program if you are not honest with yourself and others. Remember that this is a safe environment.

Horizons Graduation Packet

Horizons Graduation Checklist		client	therapist	date
1.	No mental health related hospitalizations or ER visits for 3 months			
2.	No action on SI/SIB in the past 3 months			
3.	No or low SI/SIB urges in the past 3 months			
4.	Talking about TIBs and filling out investigation reports for them if assigned			
5.	Distress levels lower than 3 for most days in the past month			
6.	Completion of a skills implementation plan			
7.	Completion of relapse prevention plan			

Skills Implementation Plan

Directions: 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 are you being pulled to do? (urges)

What skills can you use to cope?

1 – 2 EARLY WARNING SIGNS
Describe the situation:

What are you feeling?

What are you thinking?

What are you being pulled to do? (urges)

What skills can you use to cope?

3 – 4 SOME DISTRESS
Describe the situation:

What are you feeling?

What are you thinking?

What are you being pulled to do? (urges)

What skills can you use to cope?

5 – 6 INCREASED DISTRESS
Describe the situation:

What are you feeling?

What are you thinking?

What are you being pulled to do? (urges)

What skills can you use to cope?

7 – 8 INTENSE DISTRESS
Describe the situation:

What are you feeling?

What are you thinking?

What are you being pulled to do? (urges)

What skills can you use to cope?

9 – 10 CRISIS POINT
Describe the situation:

What are you feeling?

What are you thinking?

What are you being pulled to do? (urges)

What skills can you use to cope?

List Prescribed Medications:

Rx: Dosage:

Rx: Dosage:

Rx: Dosage:

List Medical Alerts/Allergies:

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

Legal Guardian: Phone:
Therapist: Phone:
Psychiatrist: Phone:
Case Manager: Phone:
Other: Phone:
Other: **National Suicide Prevention Lifeline** Phone: **1-800-273-TALK (8255)**
Other: **COPE** Phone: **(612) 596-1223**
Other: **Emergency** Phone: **9-1-1**

Relapse Prevention Plan

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 look and plan for?

Step 2: What is my support system like?

Who are my STRONGEST supporters?

Who are the most ENCOURAGING people in my life?

Who are my HEALTHIEST supporters?

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

Step 3: What are my long-term goals?

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

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

_____
_____
_____
_____
_____
_____

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?

_____
_____
_____
_____
_____
_____

Step 5: After graduation.

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

_____
_____
_____
_____
_____
_____

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

_____
_____
_____
_____
_____
_____

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

_____
_____
_____
_____
_____
_____

What are signs for me and my care team to look out for in the future to know that I need more support for my mental health? How will I know if I need to return to more therapy?

_____
_____
_____
_____
_____
_____

Steps to Graduation

- ☐ 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 (<u>about a month out).</u>
    - **Date**:

- ☐ If not approved, complete missing assignments or address other goals identified by your therapist.
- ☐ Think about my graduation day—how would I like to celebrate my accomplishments?

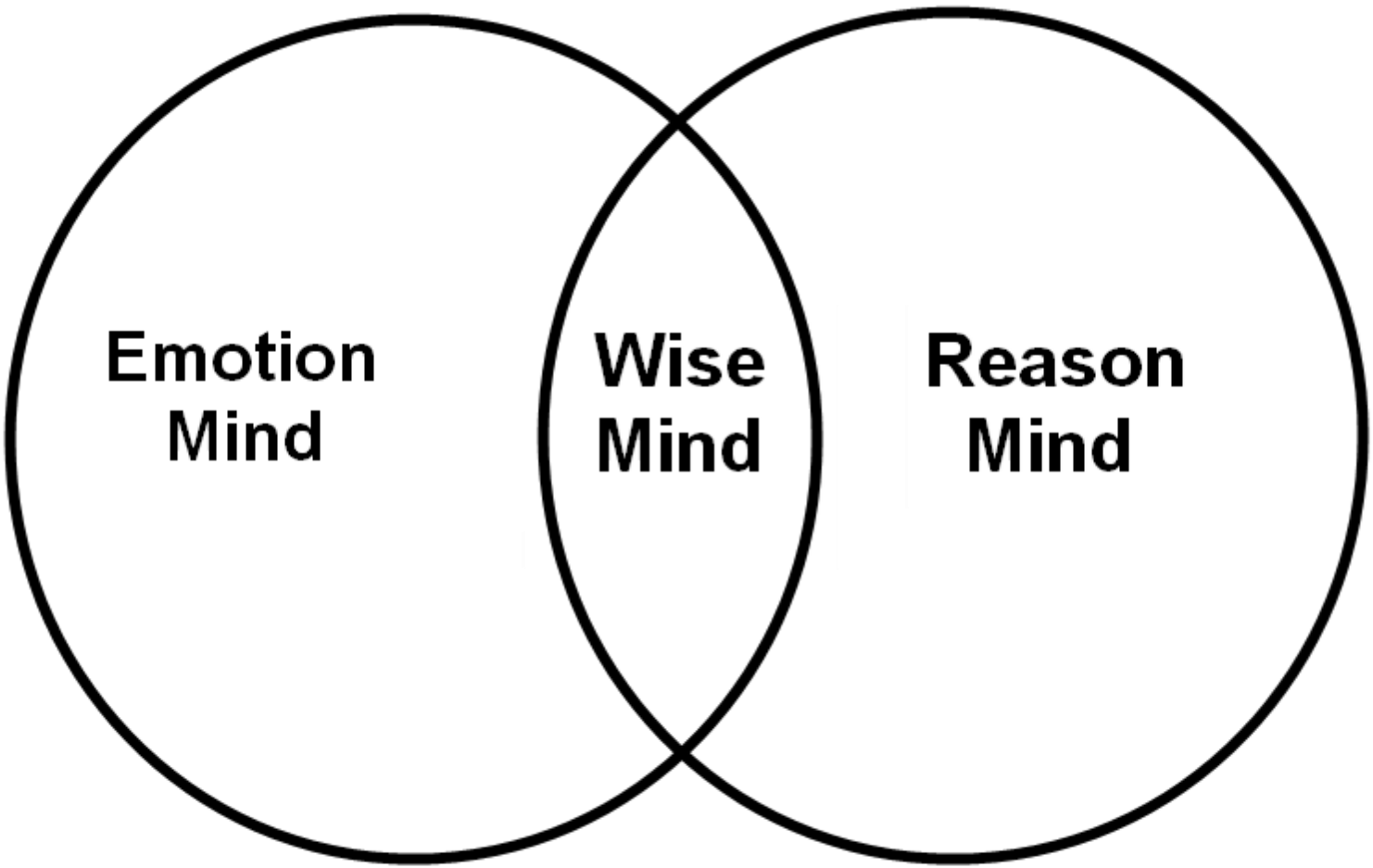
- ☐ Share this packet with my support system (i.e., parent, guardian & my therapist).

- ☐ Celebrate!!

Client Signature: _____**Date**: _____

Therapist Signature: _____**Date**: _____

CONGRATULATIONS!


Emotion Mind
Wise Mind
Reason Mind

States of Mind

Emotion Mind

People are in emotion mind when they make choices based on how they feel.

People in emotion mind don't usually see the facts. They usually only see their emotions.

So, when I'm angry, I think others want to fight me.

Or, when I'm anxious, I think nothing will work out.

Or, when I'm happy, I think everyone likes me.

You can be in emotion mind with both good and bad feelings.

Here are times when you might be in emotion mind:

- Fighting with others
- Being triggered
- Falling in love

Wise Mind

People are in wise mind when they make choices based BOTH on how they feel and on the facts.

Wise mind is like just "knowing" what to do.

In wise mind you feel calm and wise.

Here are times when you might be in wise mind:

- When your room is a mess, and you feel frustrated, but you still clean it.
- When you are in a fight with a friend and you do not yell, but listen to her.
- When you get lost and feel upset, but you calmly ask for help.

Reason Mind

People are in reason mind when they make choices based on the facts.

Reason mind means seeing things in a matter of fact way.

Being in reason mind means you don't feel much emotion.

People in reason mind want to solve problems and fix things.

Reason mind helps us do things like: build roads, do math, drive cars, and do chores.

Here are times when you might be in reason mind:

- Studying for a test
- Reading the newspaper
- Balancing the checkbook
- Making a schedule

States of Mind

Emotion Mind	Wise Mind	Reason Mind
People are in emotion mind when they make choices based on how they feel.	People are in wise mind when they make choices based BOTH on how they feel and on the facts.	People are in reason mind when they make choices based on the facts.
Write down times when you have been in emotion mind:	Write down times when you have been in wise mind:	Write down times when you have been in reason mind:

The What Skills
Observe, Describe, and Participate

OBSERVE

When you observe, you JUST NOTICE things. This will help you feel more aware. It's all about paying attention to everything you can.

You can notice the world around you with your five senses:

Sight
Hearing
Taste
Touch
Smell

You can also notice things like:

Body sensations
Thoughts
Feelings
Action urges

When you observe, you PAY ATTENTION to what is going on around you and what is going on inside of you. This is what you do to get information about your experiences.

You can watch your thoughts as they come and go. It is like watching clouds in the sky or waves in the ocean.

DESCRIBE

When you describe, you put what you notice into words.

Using the Describe skill helps you

- name your feelings
- say what you notice out loud
- use words to label what you notice

This will help you understand yourself and share what you noticed with others!

You can remind yourself that a thought is just a thought, and a feeling is just a feeling.

When you label thoughts as thoughts and feelings as feelings, it helps you remember that thoughts and feelings are not facts.

> Example:
>
> I notice myself thinking, “No one likes me.”
>
> The Describe skill helps me remind myself that this is a thought, and a thought is not a fact.

The Describe skill helps you use words for the things you noticed with the Observe skill.

PARTICIPATE

The Participate skill helps you use what you noticed and labeled with the Observe and Describe skills.

When you participate, you are an active part of the world.

It is important to remember what you observed and described. You can use that information to make effective choices. This is what you do when you participate.

The goal of the Participate skill is to be an active part of your own life. Participating means you make decisions that will be helpful instead of harmful.

When you participate, you are making a choice about how to act. Some choices might help you, and some choices might not help you. Practicing the Participate skill means making a choice that is more likely to help you.

PUTTING IT TOGETHER

Use the What skills one and a time and in order to make effective choices.

Practice Observe and Describe with the 5 Senses

Observe and Describe help you notice your environment by using your 5 senses.
Here are some things you can notice with each sense:

SIGHT

- What color is it?
- What size is it: small, medium or large?
- What is it made of?
- Is it soft or hard?

SOUND

- Is it loud or soft?
- Is it melodic?
- Are there different instruments?
- Are there different tones?
- Is it a pleasant or unpleasant sound?

TOUCH

- Is it soft, smooth, rough, bumpy, sharp?
- Is it hot, warm or cold?
- Is it solid, liquid or gel-like?
- Is it heavy or light?

SMELL

- Is it strong or faint?
- Is it sweet or bitter?
- Is it pleasant or unpleasant?

TASTE

- Is it sweet, bitter, sour, salty, or savory?
- Is it hot or cold?
- Is it chewy?

Practice Observe and Describe with the 5 Senses

Take a minute or two to observe and describe the room around you. See how many observations you can make.

SIGHT

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

SOUND

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

TOUCH

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

SMELL

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

TASTE

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

Observe and Describe
What's inside?

You can use OBSERVE and DESCRIBE to notice things inside you.

Practice noticing some of these things.

Body Sensations:
How does your body feel?

Tense	Relaxed	Fast heart rate
Sweaty	Sick	Fast breathing

Thoughts:
What are you thinking?

"I can't do it."	"I think he likes me."
"You're not worth it."	"Why me?"
"I want to be alone."	"I'm strong enough."

Emotions:
How do you feel?

Happy	Sad	Angry
Scared	Calm	Frustrated
Anxious	Lonely	Confident

Actions and Action Urges:
Actions are what you do. Actions are also called behaviors. Action urges are a behavior you want to do. Just because you have an action urge, it doesn't mean you will do it – it just means you want to.

Yelling	Running	SIB
Smiling	Singing	Throwing things
Hitting someone	Isolating	Taking a walk

Participate
What does it look like?

You are active when you participate. To be effective at participating, you first observe and describe. Then you use what you learned from observe and describe to make an effective choice about how to participate. When you choose to use skills, you are participating.

Remember that the goal is to act in a way that helps you. Sometimes this means just doing what needs to be done, even if you do not want to do it right now.

EXAMPLE 1: Your group leader asks you to do an activity during teaching. You OBSERVE that your body feels heavy, you are having a hard time focusing, and your eyes keep closing. You DESCRIBE that you feel tired and do not want to do the activity. You notice a thought that it is not fair that you have to do an activity when you feel tired. How can you PARTICIPATE?

EXAMPLE 2: You ask a friend to help you. She says she is too busy. You OBSERVE that your face gets hot, your thoughts are racing, and your muscles feel tense. You DESCRIBE that you feel angry and want to yell at your friend. How can you PARTICIPATE in a way that helps you?

The How Skills

Nonjudgmentally, One-Mindfully, and Effectively

NONJUDGMENTALLY

Practicing the Nonjudgmentally skill means sticking to the facts.

Focus on:
- Who
- What
- When
- Where
- How

You might notice a judgment about yourself, others or places. Nonjudgmentally helps you let go of judgments by looking for the facts.

Nonjudgmentally helps you accept yourself, others and the moment.

When you are practicing the nonjudgmentally skill, it is important to be able to identify judgments when they come up.

Judgments are labels people put on themselves, other people, situations, or things around them. Judgment words are often used when sharing an opinion.

Judgment Word Examples

Good	Ugly	Lazy	Mean
Bad	Nice	Smart	Fun
Beautiful	Terrible	Dumb	Silly

Can you think o

_____ _____

_____ _____

_____ _____

Judgment words can have an effect on how you feel. They might be helpful or hurtful. Some judgment words can make us feel angry, depressed or anxious. Using the nonjudgmentally skill to focus on facts can help manage these feelings.

Let's look at how judgments might affect the way you feel.

Example: You are washing dishes when you drop a plate. It breaks. You notice yourself thinking that you are clumsy and stupid.

What are the judgment words?

_____

_____

How do you think the judgment words might make you feel?

_____

_____

Now let's look at how using the nonjudgmentally skill might change the way you feel. You can use facts to challenge judgments. In the example above, what are the facts?

Who: _____

What: _____

When: _____

Where: _____

How: _____

Use the facts to challenge the judgment words:

_____

_____

How do you think you might feel after using the nonjudgmentally skill?

_____

_____

_____

You can practice nonjudgmentally with thoughts about yourself, other people, places, and events. Remember that this takes a lot of practice. If you notice that you are judging yourself for using judgment words, remind yourself that everybody makes judgments. Do your best to challenge those judgments. Do not judge judgment words!

ONE-MINDFULLY

The one-mindfully skill will help you learn how to:

- Focus on one thing in the moment
- Let go of distractions

It can feel overwhelming and confusing to do too many things at once. One-mindfully can help you slow down. One-mindfully teaches you to just pick one thing to focus on at a time.

You can pick an activity to focus on, like watching tv. You can pick a thought to focus on, like thinking about what you will buy at the store.

The important thing to remember is to just pick one thing at a time.

There are a lot of things that can distract you when you are practicing the one-mindfully skill.

THOUGHTS
SOUNDS
OTHER PEOPLE
EMOTIONS
PHYSICAL SENSATIONS

It is okay to get distracted. Gently remind yourself to bring your focus back to the one thing you picked to focus on right now. You can pick something else to focus on later.

Practicing the one-mindfully skill is about letting go of distractions over and over again. This takes a lot of practice.

What are some things that distract you?

_____

_____

_____

There are 3 steps you can take to practice the one-mindfully skill:

1. Focus on just one thing
2. Notice when you get distracted
3. Return your focus to just one thing

Repeat these steps over and over. This is how you practice one-mindfully!

EFFECTIVELY

The effectively skill will help you do what works to meet your goal in the long term. This might mean doing something even when you do not want to. The effectively skill can help you get unstuck from thoughts and

behaviors that do not work. Effectively helps you pay attention to what your goals are.

Important questions to ask yourself when using the effectively skill:

- Is my choice helping me get what I want?
- Will my choice hurt me or somebody else?
- What are my goals right now?
- What are my goals for later?

EXAMPLE: You and a friend are trying to decide what movie to watch. You feel like your friend is not listening to you. You yell at your friend that her favorite movie is boring. Your friend gets mad and yells at you that your favorite movie is stupid. You both leave the room and feel angry for the rest of the day.

What was the goal?

_____

_____

Was the goal met?

_____

_____

How could you use the effectively skill in this situation?

_____

_____

EXAMPLE: You are trying to save money so you can go out to eat at your favorite restaurant. When your friend invites you to the mall, you know you will be tempted to spend all your money. You decide to only bring a few dollars. You enjoy the time with your friend and still have money for dinner.

What was the goal?

Was the goal met?

How was the effectively skill used in this situation?

Distress Tolerance
Introduction

There are two sets of Distress Tolerance skills.

1. Short-Term Crisis Survival Skills

   Short-term distress tolerance skills help you get through a crisis. These skills will help you move toward Wise Mind. They help you cope with distress without making it worse.

2. Long-Term Accept Reality Skills

   Long-term distress tolerance skills help you accept things you cannot change. They also help you make decisions that will lead to less distress in the future.

Short-Term
Distress Tolerance

The short-term distress tolerance skills are Self-Soothe, Distract with ACCEPTS, and Improve the Moment. These skills help you get through a crisis without making it worse.

A crisis is when you feel very upset. When you are in a crisis you might feel angry, depressed, or anxious. You might feel like hurting yourself or someone else.

When you are in a crisis it can be difficult to talk to other people, make healthy decisions, and manage distress. These skills will help you manage distress so that you can make healthy decisions and solve problems.

What leads to a crisis for you? (Example: getting in a fight with a roommate)

_____

_____

_____

How do you act when you are in a crisis? (Example: yell or isolate)

_____

_____

_____

Does how you act make the crisis better or worse?

_____

_____

_____

Distract with ACCEPTS

When you are in high distress you have three choices.

1. Try to solve the problem
2. Focus on your emotions
3. Distract from your emotions

When distress is high it can be helpful to distract yourself. Distracting yourself will help lower distress by giving you something else to focus on.

The word ACCEPTS will help you remember different ways to distract yourself. Each letter in ACCEPTS stands for a distraction skill.

A = Activities

Activities are distractions. When you are doing something active, you are thinking about the activity and not about what is bothering you. This helps lower distress and can create positive emotions.

Check the activities you could try. Write in your own.

- ☐ Play cards
- ☐ Watch a movie
- ☐ Knit
- ☐ Color
- ☐ Play computer games
- ☐ Go for a walk
- ☐ Clean
- ☐ _____
- ☐ _____
- ☐ _____

C = Contributing

Contributing means doing something nice for someone else. When you are doing things for others, you are focused on the other person and not thinking about what bothers you. This helps your feel connected instead of alone.

Check the ways to contribute you could try. Write in your own.

- ☐ Draw a picture for someone
- ☐ Smile at someone
- ☐ Hold the door for someone
- ☐ Bake cookies to share
- ☐ Write someone a letter
- ☐ _____
- ☐ _____
- ☐ _____

C = Comparisons

Comparisons can help you look at your situation in a new way. You can compare what is happening right now to a time you had a bigger problem. You can compare how well you use skills now to a time when you did not know DBT skills. Practicing comparisons helps distract you from your current distress.

Check the comparisons you could try. Write in your own.

- ☐ Compare yourself now to when you started DBT
- ☐ _____
- ☐ _____

E = Emotions

When you distract with emotions you do something that creates a new emotion. Then you focus on that emotion instead of your distress. If you feel angry, pick an activity that helps you feel calm. If you feel sad, pick an activity that helps you feel happy.

Check the ways to create emotions you could try. Write in your own.

- ☐ Watch a funny movie
- ☐ Read a joke book
- ☐ Listen to a happy song
- ☐ Listen to a slow song
- ☐ Remember a fun time
- ☐ _____
- ☐ _____
- ☐ _____

P = Push away

Push away means you decide to not focus on the crisis right now. You can push away by walking away from others or leaving a room. Come back when you are in Wise Mind.

Try not to push away distress for too long. It is important to come back to the situation so that you can cope with it.

Check the ways to push away you could try. Write in your own.

- ☐ Go to your room and close the door
- ☐ Imagine locking your thoughts in a box
- ☐ Say “This is a problem for later”
- ☐ Write down the problem and tear the paper up
- ☐ _____
- ☐ _____
- ☐ _____

T = Thoughts

When you keep your mind busy you will not be able to think about your distress. Pick one thing to think about at a time. Focus on just that thought. When you distract with thoughts it gives you time to calm down.

Check the ways to thoughts you could try. Write in your own.

- ☐ Count to 100
- ☐ Name the colors in the room
- ☐ Think about your favorite memory
- ☐ Do a crossword puzzle
- ☐ Sing a song out loud or in your head
- ☐ _____
- ☐ _____
- ☐ _____

S = Sensations

Sensations are things that awaken your senses. Sensations make you pay attention to how your body feels. This keeps you from focusing on your distress.

Check the ways to push away you could try. Write in your own.

- ☐ Hold an ice cube
- ☐ Squeeze a rubber ball
- ☐ Take a cold or hot shower
- ☐ Listen to loud music
- ☐ Eat spicy food
- ☐ _____
- ☐ _____
- ☐ _____

Distract
At Home

Distractions help in a crisis. They give you a break from stressful thoughts and feelings. Distractions help you get back to Wise Mind.

Make a plan to use the Distract skill. You can use this plan when you are in emotion mind.

For one week, you will have Distract homework. There will be two parts.

1. Choose a Distract skill and do it when you feel some distress.

2. Rate your distress before you use Distract. Rate your distress after you use Distract.

Fill out the questions for each day below. Remember to update the group about your skill use!

DAY 1 **Date:_____**

Distress level before using distract: _____

What did you do to distract?

_____

_____

Distress level after using distract: _____

DAY 2 **Date:_____**

Distress level before using distract: _____

What did you do to distract?

_____

_____

Distress level after using distract: _____

DAY 3 Date:_____

Distress level before using distract: _____

What did you do to distract?

_____

_____

Distress level after using distract: _____

DAY 4 Date:_____

Distress level before using distract: _____

What did you do to distract?

_____

_____

Distress level after using distract: _____

DAY 5 Date:_____

Distress level before using distract: _____

What did you do to distract?

_____

_____

Distress level after using distract: _____

DAY 6 **Date:_____**

Distress level before using distract: _____

What did you do to distract?

_____

_____

Distress level after using distract: _____

DAY 7 **Date:_____**

Distress level before using distract: _____

What did you do to distract?

_____

_____

Distress level after using distract: _____

Self-Soothe

The Self-Soothe skill helps you use your five senses to feel relaxed. Your body and mind are connected. You can relax your mind by relaxing your body. This will help you manage anger, anxiety, and depression.

When you practice the Self-Soothe skill, you relax one (or more) of your five senses.

The five senses are:

- Vision
- Hearing
- Smell
- Taste
- Touch

When you are practicing Self-Soothe you need to be paying close attention to your five senses. Use your mindfulness skills to help you focus just on the thing you are doing to help you feel more relaxed.

There are many ways to practice Self-Soothe. What is relaxing to one person might not be relaxing to another person. Keep trying different ways to Self-Soothe and find what works for you!

Check the ones that you can try. Write in other ideas:

Vision

- ☐ Buy or find a flower to look at
- ☐ Light a candle
- ☐ Look at an old photo of a happy memory
- ☐ Look at or draw something you like
- ☐ Look at pictures of nature

- [ ] Take a walk and notice nature
- [ ] Look at the stars
- [ ] _____
- [ ] _____
- [ ] _____

Hearing

- [ ] Listen to a favorite song
- [ ] Listen to nature sounds
- [ ] Listen for each instrument in a song
- [ ] Hum a soothing song
- [ ] Listen to a soothing person’s voice
- [ ] _____
- [ ] _____
- [ ] _____

Smell

- [ ] Smell your perfume
- [ ] Smell a candle
- [ ] Bake cookies or bread
- [ ] Smell a flower
- [ ] Take a walk and smell the fresh air
- [ ] _____
- [ ] _____
- [ ] _____

Taste

- [ ] Drink tea or hot chocolate
- [ ] Eat a new flavor of ice cream
- [ ] Eat a piece of candy
- [ ] Drink orange juice
- [ ] Suck on peppermint candy
- [ ] Slowly eat your favorite food
- [ ] _____
- [ ] _____
- [ ] _____

Touch

- [ ] Take a bubble bath
- [ ] Put soft sheets on your bed
- [ ] Pet a dog or cat
- [ ] Put on lotion
- [ ] Sit in a soft chair
- [ ] Put on a soft sweater or scarf
- [ ] Hug someone or hold hands
- [ ] Hold a stuffed animal
- [ ] Play with silly putty or play dough
- [ ] Squeeze a ball
- [ ] _____
- [ ] _____
- [ ] _____

Deep Breathing

The Self-Soothe skill helps you feel more calm and comfortable.

Another way you can use Self-Soothe is by practicing deep breathing.

When you are under stress your breathing is much different than when you feel relaxed. Your body feels different, too. Paying attention to your breathing can help you notice how stressed or relaxed you feel.

When you feel stressed it is likely that:

- Your breathing is fast
- Your breath comes from your chest
- Your body feels tense
- Your heart is beating faster

When your breathing is fast and your body is tense it is hard to relax. It can also be hard to think clearly, make effective decisions, and feel calm.

Deep breathing helps you slow down your breathing. Slowing down your breathing will relax your body and help you think more clearly. This can also lower your anxiety and help you make effective decisions.

When you practice deep breathing to calm down, you might notice these changes:

- Your breathing is slow
- Your breath comes from your belly
- Your body feels relaxed
- Your heart is beating more slowly

Deep Breathing
Practice

You can have someone read you this exercise to help you get used to practicing it. You can also do this exercise at home or when you are alone.

* *

Get comfortable in your chair.

Close your eyes and pay attention to your breathing.

Notice any tension you are feeling in your body.

Place one hand on your stomach.

Take a deep breath.

Notice your hand rise as you breathe.

As you breathe in, count to 5 slowly, and as you breathe out, count to 5 slowly.

Do not gulp as you breathe in.

Do not let all your air out when you breathe out.

Remember, count to 5 as you breathe in and count to 5 as you breathe out.

Notice your body start to relax.

Only pay attention to your breathing.

(do at least 1 set of 10 deep breaths)

Take one more deep breath and then start to re-focus your attention to the room.

Open your eyes when you are ready.

Improve the Moment

Improve the Moment is a skill that helps you in a crisis. When you use Improve the Moment, you focus on making things a little bit better right now. This can distract you from the crisis. It can give you something positive to focus on.

You can also use Improve the Moment when you are not in a crisis to help you focus on positive feelings.

Each letter in the word IMPROVE stands for a way to use the skill.

I = Imagery

You can use Imagery to imagine being somewhere relaxing and safe. You can also imagine yourself doing well in a hard situation or being confident and in control.

Here are some ways to use Imagery. Check the ones you can try. Write in your own.

- ☐ Imagine being on a beach
- ☐ Imagine walking in the forest
- ☐ Imagine yourself in your favorite place
- ☐ Imagine yourself reaching a goal
- ☐ _____
- ☐ _____

M = Meaning

You Improve the Moment with meaning when you find a reason for what you are doing. Thinking about why a difficult situation is important can help you get through it.

Here are some ways to use Meaning. Check the ones you can try. Write in your own.

- ☐ Focus on positive things about the situation
- ☐ Repeat positive affirmations
- ☐ Think about what you are grateful for
- ☐ List what you learned from the situation
- ☐ _____
- ☐ _____

P = Prayer

When you use Prayer you ask for strength from a higher power. Sometimes people pray to God, to the Universe, to a supreme being, or even to Wise Mind.

Here are some ways to use Prayer. Check the ones you can try. Write in your own.

- ☐ Read spiritual values
- ☐ Say a prayer

- ☐ Listen to spiritual music
- ☐ _____
- ☐ _____

R = Relaxation

Improving the Moment with relaxation helps you change how your body feels. When you practice relaxing you can change your body from feeling tense to feeling calm. Relaxation can also change your thoughts. Relaxation can help you change worries into thoughts about calming activities.

Here are some ways to use Relaxation. Check the ones you can try and write in your own:

- ☐ Take deep breaths
- ☐ Do progressive muscle relaxation
- ☐ Listen to calming music
- ☐ _____
- ☐ _____

O = One thing at a time

Focusing on one that at a time can help you Improve the Moment. This helps distract you from worrying or thinking about frustrating situations. This will help you feel more calm and in control.

Here are some ways to use One thing at a time. Check the ones you can try. Write in your own.

- ☐ Read and really pay attention to the story.
- ☐ Do arts and crafts and pay attention only to what you are making.
- ☐ Make a list and focus on one step at a time.
- ☐ _____
- ☐ _____

V = Vacation

Use Improve the Moment by taking a vacation. This does not mean packing your bags and traveling. This kind of vacation means taking a break from your problems. It can last a few minutes or more. When you are on vacation, you do fun and enjoyable things and take a break from stressful people, places or thoughts.

Here are some ways to use Vacation. Check the ones you can try. Write in your own.

- ☐ Go to the park
- ☐ Sit in a comfortable chair and eat your favorite candy
- ☐ Turn off your phone for a day
- ☐ Watch one episode of your favorite TV show
- ☐ _____
- ☐ _____

E = Encouragement

You can Improve the Moment by encouraging yourself. When you use encouragement you are a cheerleader for yourself. You tell yourself positive things and cheer yourself on!

Here are some ways to use Encouragement. Check the ones you can try. Write in your own.

- ☐ Tell yourself, “I can do it!” or “I think I can!”
- ☐ Remember a time you were successful
- ☐ Remind yourself of your strengths
- ☐ _____
- ☐ _____

Pros and Cons

The Pros and Cons skill helps you make decisions. Using this skill will help you consider your options.

The Pros are benefits, or helpful things, that might happen if you make a decision.

The Cons are costs, or negative things, that might happen if you make a decision.

Using a pros and cons list helps you figure out how a decision might hurt you, and how a decision might help you.

It is important to consider both the long-term and short-term outcomes of decisions. This helps you plan for the future.

Try to make a Pros and Cons before a decision is made. This will help you make better decisions and feel more informed.

This is what a Pros and Cons list looks like:

	Pros	**Cons**
Short Term	In this box, list the positive things that happen right away if you make this decision.	In this box, list the negative things that happen right away if you make this decision.
Long Term	In this box, list the positive things that happen later if you make this decision.	In this box, list the negative things that happen later if you make this decision.

EXAMPLE:

Jason has been waiting for his transportation to pick him up after group. They are already a half an hour late. Jason has had a long day and is feeling angry and frustrated. He feels like yelling at the driver when the driver arrives.

Jason does a pros and cons list to help him decide if yelling at the driver is a helpful or harmful decision.

This is what his Pros and Cons list looks like:

	Pros	Cons
Short Term	Yelling will make him feel better right away. Yelling will show the driver how upset he is.	If he yells at the driver, the driver might not let him in the car. Yelling could scare other people waiting for rides.
Long Term		Yelling could get him in trouble. He might get suspended from his transportation.

Jason looks at his list and decides that there are more cons than Pros. He decides not to yell and the driver. Instead, he takes some deep breaths and listens to music while he waits. He uses skills to calmly tell the driver how he feels. Jason starts to feel better.

Pros and Cons
Practice

Think of a decision you have to make. Write it here:

_____

_____

_____

Now think of the Pros and Cons of making this decision. Ask for help if you need more ideas.

	Pros	Cons
Short Term		
Long Term		

Grounding Yourself

Grounding Yourself is a skill that brings you back to the here and now. This can help you manage feeling distressed. Bringing yourself back to the here and now means that you are not thinking about the past or future. Grounding yourself can be used if you feel like your symptoms are out of control.

How do you know when you need to ground yourself?

_____

_____

_____

There are many ways to use the grounding skill.

- Open your eyes and observe and describe your surroundings in detail
  - Who is there?
  - Use the 5 senses to describe where you are
- Breath slowly and deeply, counting your breaths
- Get up and stretch, feel your body moving around
- Repeat a saying like, “This is today, not then,” or “I’m in a safe place”
- Feel your feet on the ground. Feel your arms the table or arm rests
- Hold on to an object that can bring you back to the here and now
  - Worry stones
  - A piece of fabric
  - A watch

What are some other ways you can practice grounding yourself?

_____

_____

_____

Urge Surfing

The Urge Surfing skill helps you feel your feelings and urges in the moment. This is the opposite of pushing them away. Urge Surfing helps you wait out an intense emotion.

Instead of trying to make your feelings go away, you sit with them until they start to lessen. Remind yourself that the feelings will change.

It might help to think of your emotions as waves. Think of yourself as a surfer.

Surfers ride a wave until the wave reaches the shore. Waves are strongest when they are out in the ocean. They get smaller as they get close to shore.

Feelings of anxiety, anger, and depression are like waves. Eventually, these feelings will come down like a wave reaching the shore. You can sit with your emotion from when it is strong until it lessens.

It may be uncomfortable in the moment to sit with your distress. It will eventually become manageable. You can also use other skills to help you ride the wave of emotions.

How can you use the Urge Surfing skill?

_____

_____

_____

What other skills will help you sit with uncomfortable emotions?

_____

_____

_____

Bridge Burning

The Bridge Burning skill helps you remove access to things or people that are not helpful. This makes it harder to act on harmful urges. This is a way to keep yourself safe.

You can practice Bridge Burning in different situations.

- In unhealthy relationships:
  - Erase the person's number from your phone
  - Block the person's phone number
  - Spend your free time with other people who are healthy

- With SI/SIB
  - Remove any objects from your home that you could use to harm yourself, or ask for help doing this
  - Tell others when you are unsafe and need help
  - Call a crisis line if you feel urges to engage in SI/SIB

- Bridge Burning with alcohol/drugs
  - Remove all alcohol/drugs from your home
  - Remove anything from your home that reminds you of alcohol/drugs
  - End relationships with people who you use alcohol/drugs with

- Bridge Burning with smoking
  - Remove cigarettes from your home or car
  - Leave cigarettes at home when you go for a walk

Do you have any harmful behaviors or relationships you want to stop?

_____

_____

_____

Why is it important to you to address the harmful behaviors or relationships?

_____

_____

_____

How could you use the bridge burning skill to help you?

_____

_____

_____

How would you benefit from stopping harmful behaviors or ending an unhealthy relationship?

_____

_____

_____

Radical Acceptance

Acceptance means understanding. When you accept something, you see it for what it really is.

Acceptance does not mean you like it or agree with it. Acceptance just means you understand that it is what it is.

It can be hard to accept a difficult situation or feeling. When you fight the reality of how things are it makes things even harder for you.

> **EXAMPLE:** Jackson's group home has a rule that he must be in bed by 10:00 pm. Jackson does not like this rule. He does not like being told what to do. Every night at 8:30 pm, Jackson starts telling staff that he will not go to bed by 10:00pm. He often gets in a fight with staff about the rule, and says, "It's not fair, I'm an adult and can make my own decisions." Jackson gets privileges taken away when he does not follow the rule. He knows that this rule will not change, but he still argues about it every night.
>
> Jackson spent a lot of time and energy fighting the 10:00pm bedtime rule.
>
> Was his time and energy spent well? _____
>
> Did his fighting change the rule? _____
>
> How do you think Jackson felt when he fought the rule every night?
>
> _____

There are many things that might be out of your control. When you try to change things you cannot control it makes your life harder. When you accept that you cannot control these things, you can focus your energy on the things you can control. This is practicing Radical Acceptance.

EXAMPLE: Jackson knows that his group home has a rule that he must be in bed by 10:00 pm. Jackson does not like this rule. He thinks that he should be able to decide on his own when to go to bed. He understands that staff won't give in no matter how hard he fights. Instead of arguing against the rule, he starts to focus on what he can control. He knows that his favorite show is on at 8:30 pm. He decides to spend his time watching his show instead of arguing. He notices he feels more calm and rested the next day.

This time Jackson used Radical Acceptance to accept that the 10:00 pm bedtime would not change. He spent his time and energy focused on something he could control: watching his favorite TV show.

Was his time and energy spent well? _____

Did Jackson accept the rule or try to change it? _____

How do you think Jason felt when he used Radical Acceptance?

_____

Radical Acceptance
Practice

Describe a situation that causes you suffering (anger, anxiety, depression).

What can you change about the situation?

What parts of the situation do you need to accept?

How can you use radical acceptance to accept situation?

How will using Radical Acceptance change things for you?

Everyday Acceptance

Radical Acceptance is a skill to help you accept very difficult emotions and situations. Everyday Acceptance is a skill to help you accept less difficult situations.

You probably experience something every day that leads to you feeling frustrated, annoyed, anxious, stressed, or upset. Practicing Everyday Acceptance helps you deal with these situations more effectively.

Here are some examples of situations when you could practice Everyday Acceptance:

- You have to wait in a long line
- Your group home staff is in a crabby mood
- The delivery man is 30 minutes late
- You are stuck in traffic
- You have to go to an appointment
- Your friend cancels plans with you
- Your favorite sports team is losing
- The weather is not cooperating
- You need to do chores
- You step in gum

What are some frustrations you have dealt with today?

How could you use Everyday Acceptance with those frustrations?

_____

_____

_____

Willingness

Willingness is a skill that you can use to help you solve problems. When you are willing you are more likely to try something different.

Willingness means:

- doing what needs to be done
- listening to your Wise Mind
- following the rules
- using skills to deal with anxiety, depression and anger
- being open to other people's ideas
- _____
- _____
- _____

When you are willing, you find a way to make the best of a situation.

Willfulness means:

- doing nothing when something needs to be done
- giving up
- not using skills to deal with anxiety, depression and anger
- shutting other people out
- breaking the rules
- believing your way is the only way
- _____
- _____
- _____

When you are willful, you fight the situation instead of trying to make it better.

Let's look at the difference between willing and willful behavior.

Willing Behavior	Willful Behavior
• Asking for help • Taking deep breaths • Think before acting • Talking in a calm voice • Talking to others about how you feel • Asking for a break • Compromising • Listening to others • Following directions • _____ • _____ • _____ • _____	• Yelling • Throwing things • Slamming doors • Sleeping to avoid the situation • Running away • Putting yourself down • Calling people names • Not listening to others • Locking yourself in a room • _____ • _____ • _____ • _____

How do you think it would feel to do willful behaviors?

How do you think it would feel to try willing behaviors?

Willingness or Willfulness?

Example 1: Joe and his friend decide to walk to a new store that just opened. Neither of them has ever been there before. Neither of them knows how to get there. They start walking and realize they took a wrong turn. They are lost.

Joe is starting to feel tired and frustrated. His friend suggests that they take a left turn. Joe thinks they should take a right turn. Joe starts to yell and his face turns red. He feels like crying or throwing something. His friend tells him that he is not listening to her. She still thinks they should turn left.

Joe's eyes start watering and he yells at his friend, "I don't care what you think!" He decides to walk away from his friend and take a right turn. Joe ends up lost and alone.

At the end of the story, is Joe in Emotion, Reason or Wise Mind?

_____

What are the signs that Joe is in this state of mind?

_____

_____

_____

Was Joe being Willing or Willful?

_____

What are the consequences of being Willing or Willful?

_____

_____

_____

What skills could Joe use next time?

_____

_____

_____

Example 2: Jane got in a fight with her housemate last week. She and her housemate made up, but they not spent time together since the fight. Jane still feels a little angry and hurt.

While Jane is sitting in the living room watching TV, her housemate comes in and sits next to her. Jane feels uneasy about being around her housemate. She starts thinking that she should go to her room and be alone. Before Jane can get up to leave, her housemate invites her to play a game. Jane is not sure what to do. She notices the urge to say no and avoid her housemate.

Jane takes a deep breath and says, “OK, but just one game.” While playing the game, she at first feels nervous and frustrated. Then she starts to laugh and feel more comfortable. At the end of the game, she feels better about her housemate, and decides to play another game.

At the end of the story, is Jane in Emotion, Reason or Wise Mind?

_____

What are the signs that Jane is in this state of mind?

_____

_____

_____

Was Jane being Willing or Willful?

_____

What are the consequences of being Willing or Willful?

_____

_____

_____

What skills did Jane use?

_____

_____

_____

Turn the Mind

Turn the Mind is a skill you use to look at things in a different way. This can help you get unstuck from a difficult situation.

Turn the Mind is like being at a fork in the road.

If you go down one side, you keep yourself stuck in difficult emotions. If you use Turn the Mind to go down the other side, you can get unstuck by trying something new.

Turning the Mind is a choice.

Sometimes your thoughts about a situation can keep you stuck in negative emotions. When you practice Turn the Mind, you decide to think about things differently. This can change how you feel about the situation.

Practicing Turn the Mind can help you move toward Wise Mind and make an effective decision.

Look at this example of a difficult situation and how thoughts can keep you stuck.

Situation	**Thoughts**	**Emotions**	**Actions/Outcomes**
Ride is 30 minutes late	“I can’t stand this. This is terrible. I hate this transportation company.”	Angry Frustrated Irritated Anxious	▪ Yelled at the driver when he got there ▪ Had a panic attack ▪ Got in a fight with roommate

To Turn the Mind, you need to find a different way to think about the situation.

Here is an example of what different thoughts might be like.

Situation	**Thoughts**	**Emotions**	**Actions/Outcomes**
Ride is 30 minutes late	"I can handle this. Maybe the driver ran into traffic." "I can take deep breaths."	Frustrated, but calm and in control	▪ Was able to call the transportation company and calmly talk ▪ Did not feel bothered by it for the rest of the day ▪ Was able to use Distractions

What are situations when Turn the Mind could help you?

_____

_____

_____

What other skills can help you practice Turn the Mind?

_____

_____

_____

Turn the Mind
Practice

Think of a difficult situation when your thoughts kept you stuck.

Situation Describe the difficult situation	**Thoughts** What were the thoughts you were having that were keeping you stuck?	**Emotions** How did you feel about your thoughts and the situation?	**Actions/ Outcomes** What did you do? What was the final outcome?

Now figure out how you could use TURN THE MIND to move yourself toward Wise Mind.

Situation Describe the difficult situation	**Thoughts** How could you have changed your thoughts to encouragement?	**Emotions** How did you feel about your thoughts and the situation?	**Actions/ Outcomes** What did you do? What was the final outcome?

Emotion Regulation
Introduction

The Emotion Regulation module has skills that deal with emotions.

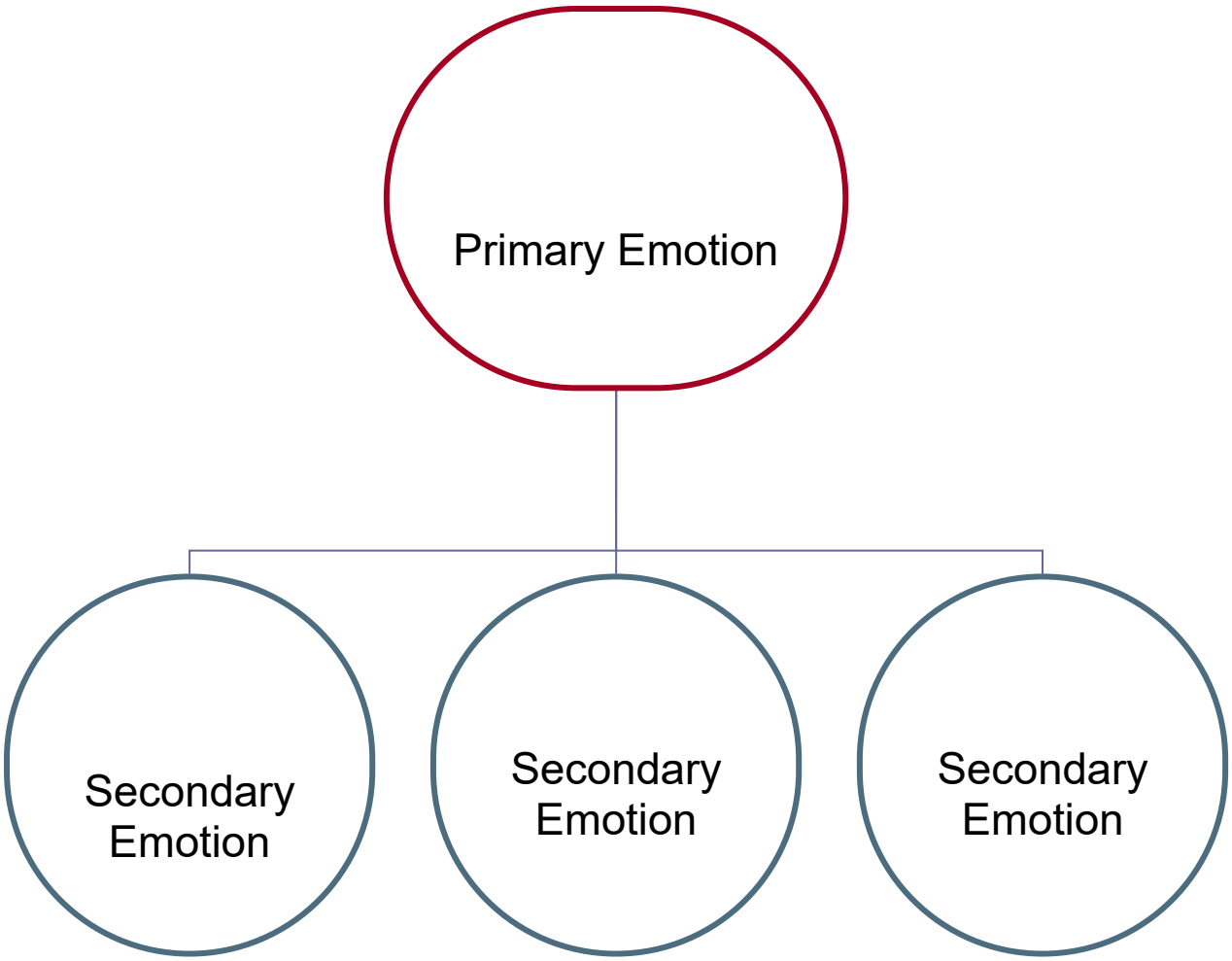
These skills will help you:

- Understand your emotions
- Know what you are feeling
- Avoid emotion mind and stay in wise mind
- Learn how to feel more in control of your emotions
- Take care of yourself mentally and physically
- Feel calm, balanced, and less emotional
- Make effective decisions

Types of Emotions

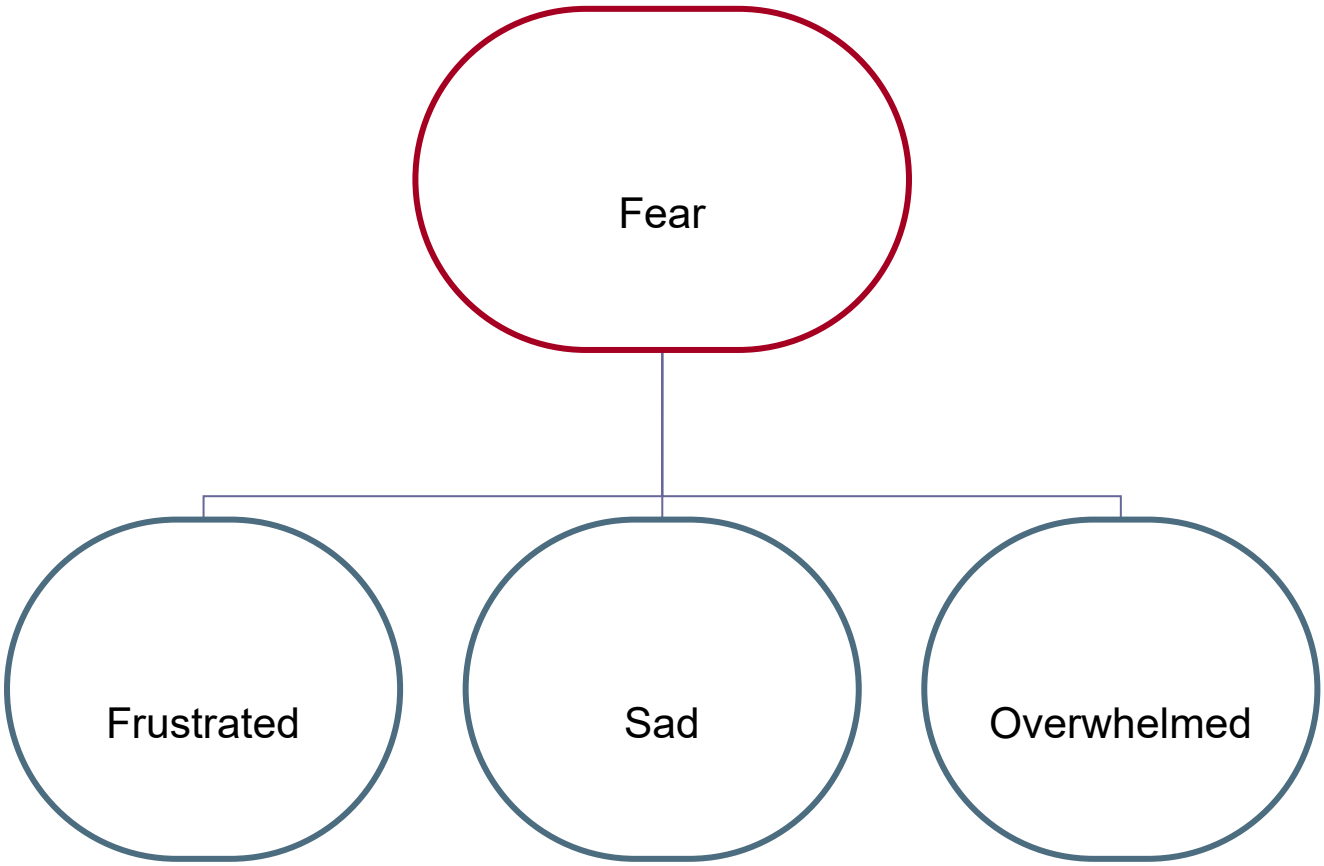
Emotions can be confusing! You can have more than one emotion at a time. You can have several different emotions in a row. This can make it hard to identify emotions.

Most people have a multiple emotions when something big happens to them. The first emotions you have after something happens are called primary emotions. The emotions you have next are called secondary emotions. Usually there are a lot of secondary emotions.



EXAMPLE

Jane found out today that she has to give a speech in class. Jane is very shy and has a fear of talking to a lot of people at once. Here is how Jaime's primary and secondary emotions look:



Jane's primary, or first, emotion is fear. She feels scared that she has to give a speech. Then, she has more emotions about giving a speech.
She feels frustrated because she does not want to give a speech.
She feels sad because she does not think she will do a good job.
She feels overwhelmed about the work she has to do for the speech.

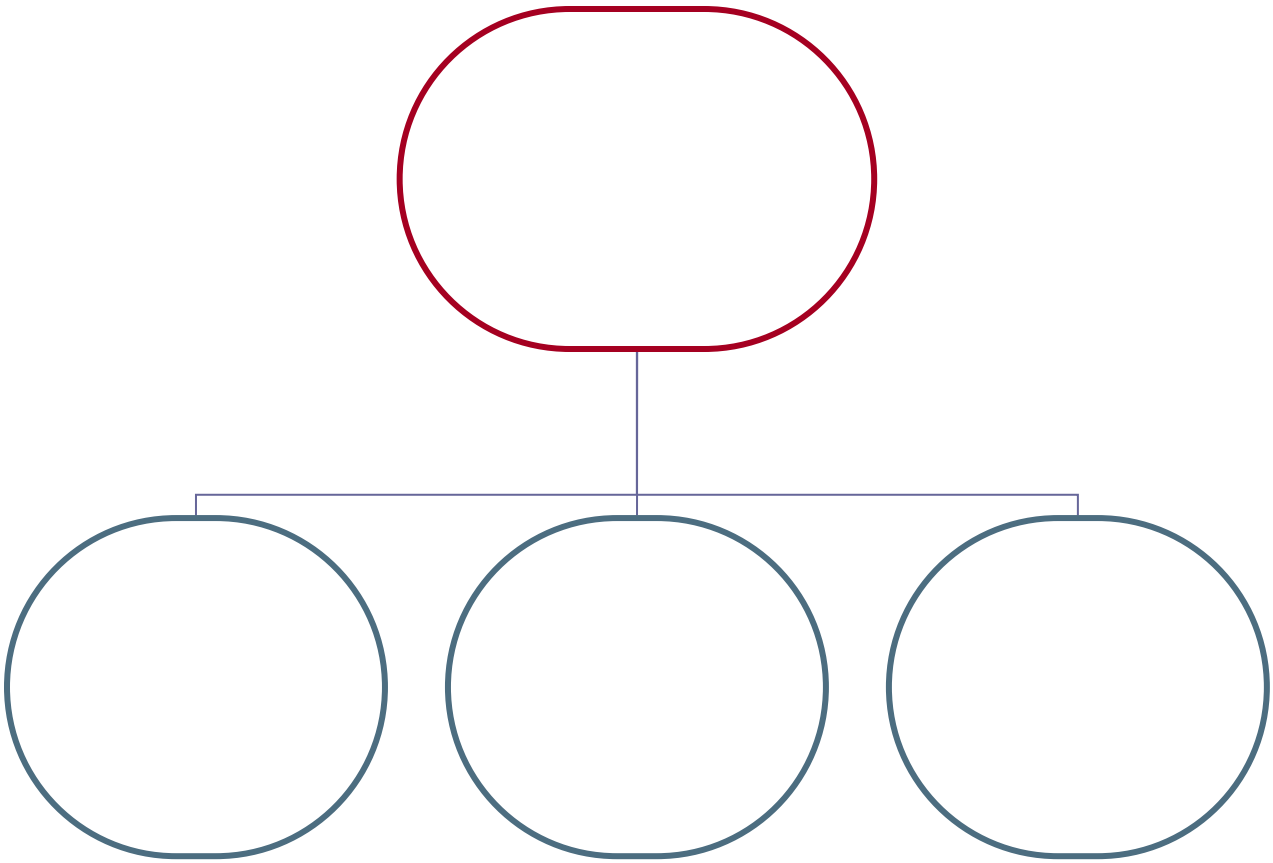
One situation caused 4 different emotions!

Your Turn!

Pick a situation where you felt a lot of emotions. Write about the situation here:

Now identify your primary and secondary emotions in the situation. Use group if you need help.

Emotion Regulation



What Is an Emotion?

Emotions can be very confusing! Sometimes you can mistake an emotion for a thought, a behavior or an event. It is helpful to be able to tell the difference.

Emotion = a feeling you have

Example: sad, angry, happy, loved, anxious

Thought = something that you say to yourself in your head or out loud

Example: “I hope my friend likes me.”

Behavior = an action, something that you do

Example: when you yell, smile, throw things, cry

Event = things that happen around you, something someone else does

Example: when another person yells, gives a gift, steals

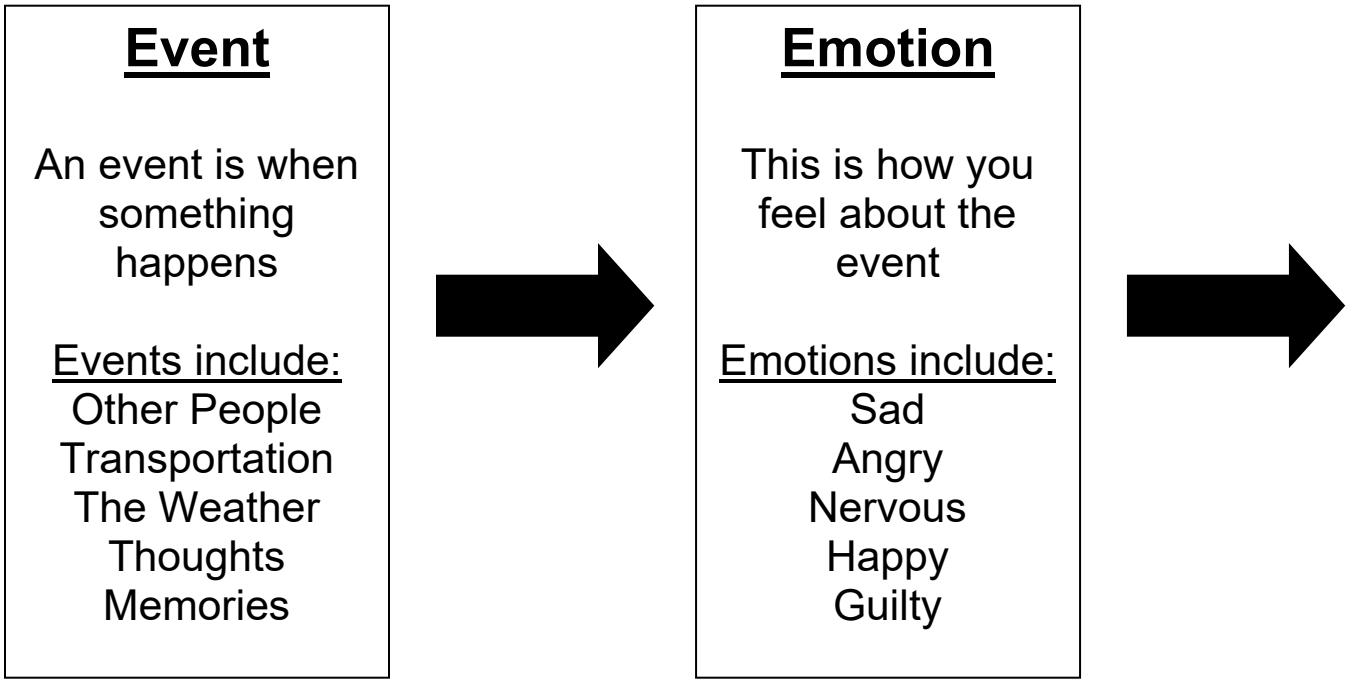
Read each one and decide if it is an emotion, thought, behavior or event. Circle the one you think matches.

Feeling frustrated with your roommate.	Emotion	Thought	Behavior	Event
“This group is so much fun!”	Emotion	Thought	Behavior	Event
Someone calls you a bad name.	Emotion	Thought	Behavior	Event
You throw a book across the room.	Emotion	Thought	Behavior	Event
Feeling nervous about starting group.	Emotion	Thought	Behavior	Event
Crying	Emotion	Thought	Behavior	Event
Staff yells at you.	Emotion	Thought	Behavior	Event
“I hate eating bananas.”	Emotion	Thought	Behavior	Event
You refuse to take your medication.	Emotion	Thought	Behavior	Event

Your friend tells a lie.	Emotion	Thought	Behavior	Event
Worrying about money.	Emotion	Thought	Behavior	Event

How Emotions Work

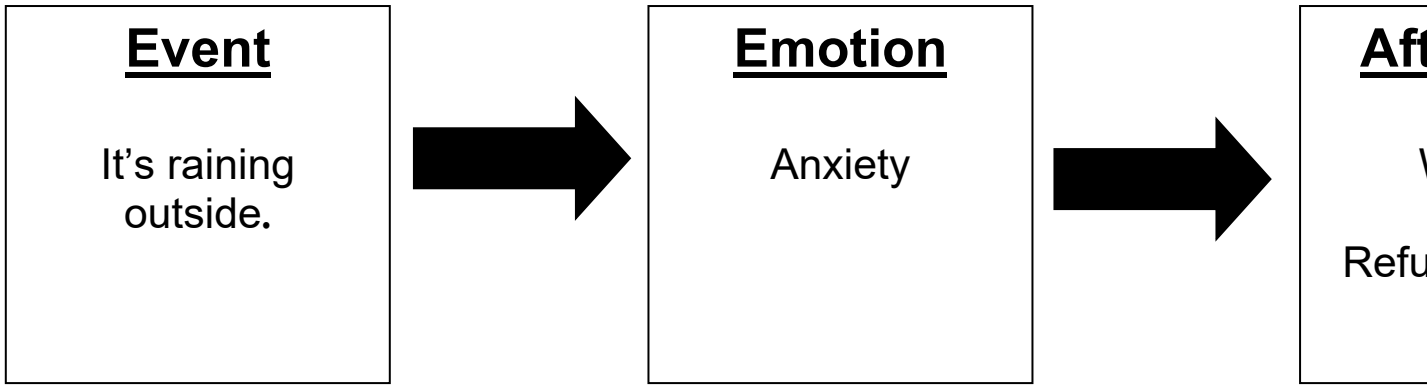
There are many things that can cause emotions.
Emotions can also change the way that we behave.
Let's look at how this works.



EXAMPLE: John is getting ready for group. He looks outside and sees that it is raining. John hates being out in the rain. He feels

anxious about going to group. He starts to worry about being out in the rain. When staff ask him to get in the car, he refuses to leave the house.

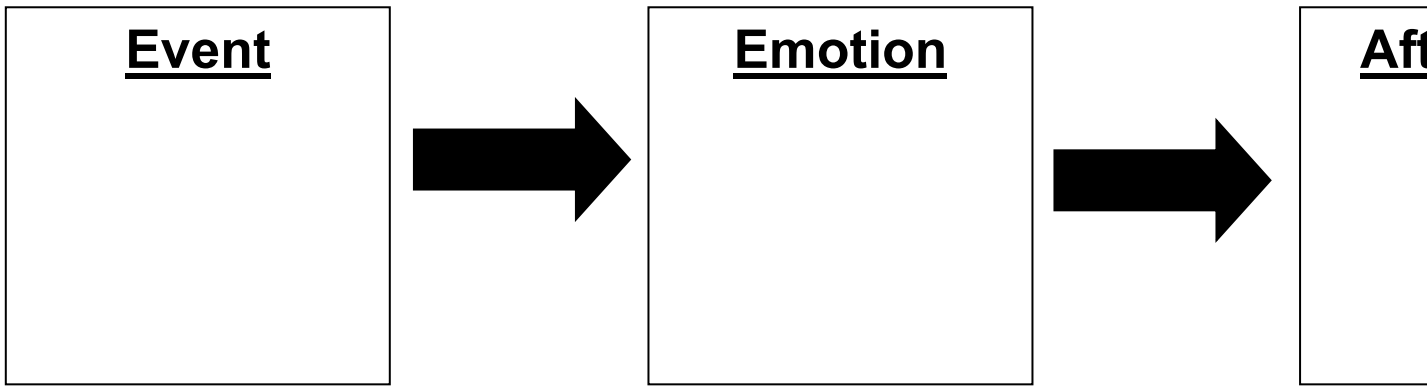
Here's how John's emotion worked:



Your Turn!

Pick a time when you felt a strong emotion. Write about it here:

Now fill in the event, emotion and aftereffects:



Observe and Describe Emotions

How do I know what I'm feeling?

Sometimes it is hard to know how you feel.

The observe and describe skills can help you figure out your feelings. Observe and describe can also help you see how feelings change your body, thoughts, communication and actions.

When you observe and describe what is going on, it gives you clues about what emotions you might be having. These are things you can observe and describe:

Body Sensations: This is how your body feels.

For example: Tight muscles, shaky hands

Thoughts: This is what you tell yourself in your own head

For example: “I can’t do it,” “it’s been a good day.”

Communication: This is the words you use and your body language.

For example: yelling, whispering, slouching, no eye contact

Actions: This is what you do, your behaviors

For example: throwing things, SIB, using skills

Action Urges: This is what you want to do. You might not act on it

For example: wanting to hit someone, SIB urges

How I know when I’m feeling

Joyful or Happy

What are some other words that mean happy?

What are your body sensations when you feel happy?

What are your thoughts when you feel happy?

What are your actions when you feel happy?

What are your urges when you feel happy?

When do you feel happy?

How I know when I'm feeling

Sad or Depressed

What are some other words that mean sad?

What are your body sensations when you feel sad?

What are your thoughts when you feel sad?

What are your actions when you feel sad?

What are your urges when you feel sad?

When do you feel sad?

How I know when I'm feeling

Angry

What are some other words that mean angry?

What are your body sensations when you feel angry?

What are your thoughts when you feel angry?

What are your actions when you feel angry?

What are your urges when you feel angry?

When do you feel angry?

How I know when I'm feeling

Anxious or Afraid

What are some other words that mean anxious?

What are your body sensations when you feel anxious?

What are your thoughts when you feel anxious?

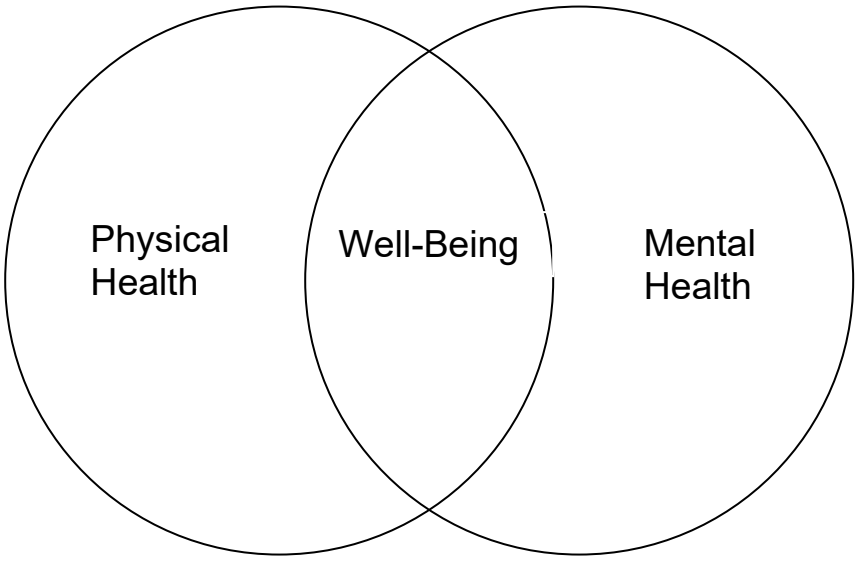
What are your actions when you feel anxious?

What are your urges when you feel anxious?

When do you feel anxious?

PLEASED
Skills for Well-Being

Physical health and mental health are connected. You need to take care of your body and your mind to feel good.



PLEASED skills help you take care of your body.

When you take care of your body, you are more likely to feel calm and happy.

When you feel tired, are not eating well or are in need of exercise, you will be more likely to feel depressed, anxious and angry.

Each letter in PLEASED stands for a way to take care of ourselves.

P - Physical Health

Paying attention to physical health means doing things that keep your body healthy. There are many ways that you can do to attend to physical health.

- Go to all your doctor appointments
- Take your medication as prescribed
- See the doctor when you are sick

How are you are good at taking care of your physical health?

_____

_____

_____

How can you improve with taking care of your physical health?

_____

_____

_____

L – List resources

Make a list of the things that can help you take care of your physical health. This can include supportive people. It can include skills you will need to use.

Who are the people that help you take care of your physical health:

_____

_____

_____

What skills can you use to help yourself take care of your physical health, especially when you do not feel like it?

_____

_____

_____

E- balanced Eating

Eating well is an important way to take care of yourself. Try to balance what you eat and drink by choosing a variety of foods.

- Do not eat too much
- Do not eat too little
- Eat fruits and vegetables
- Drink enough water
- Limit sugars and fats

How are you are good at balanced eating?

_____

_____

_____

How can you improve with balanced eating?

_____

_____

_____

A - Avoid drugs and alcohol

Drugs and alcohol can affect your physical health and your mental health. Try to avoid substances that can change your mood.

- Street drugs
- Alcohol
- Caffeine
- Tobacco

It helps your body and your mood to stay away from them. If you cannot stop using caffeine or tobacco, try to use them in moderation.

This does not include the medications your doctor prescribes to you.

How are you are good at avoiding drugs and alcohol?

_____

_____

_____

How can you improve with avoiding drugs and alcohol?

_____

_____

_____

S - balanced Sleep

Most people need 7 to 10 hours of sleep each night. Sleep helps your body stay healthy. Try to get the amount of sleep that is right for you.

- Go to bed and wake up at the same time every day
- Do relaxation before bed
- Have a good sleep routine

How are you are good at balanced sleep?

_____

_____

_____

How can you improve with balanced sleep?

_____

_____

_____

E - Exercise

Try to do at least 20 minutes of exercise three to five days each week. Exercising helps you feel more confident, have more energy and can lower depression, anger and anxiety. There are lots of ways to get your body moving.

- Go for a walk
- Ride a bike
- Take the stairs

- Go swimming
- Clean
- Play with a pet

How are you are good at exercise?

_____

_____

_____

How can you improve with exercise?

_____

_____

_____

D - Daily

You need to use the PLEASED skills every day to make it a habit. You will get the most benefit from the skills if you use them daily.

How can you make the PLEASED skills part of your daily routine?

_____

_____

_____

PLEASED
Sleep Routine

A sleep routine is a big part of getting enough sleep. Different routines work for different people. It is important to find the things that work for you. Once you know what helps you get good sleep, make a routine and stick to it.

Answer each question and then work on problem areas to get better sleep!

Here are some things that help most people get better sleep. Check the ones you want to work on.

- ☐ Go to bed at the same time every night.
- ☐ Have a routine to get ready for bed.
- ☐ Wake up at the same time every day.
- ☐ Only use your bed for sleeping.
- ☐ Avoid alcohol or caffeine for four to six hours before bedtime.
- ☐ Avoid big meals and spicy food before bedtime.
- ☐ Turn off electronics one hour before bedtime.
- ☐ Exercise during the day.
- ☐ Avoid naps.
- ☐ Practice relaxation skills to help you fall asleep.

Doing the same thing every night will help you get in a routine. It might take several weeks for your body to get used to your new routine. It is important to stick with it even if you do not notice changes right away.

What can you do to get ready for bed?

_____

_____

_____

_____

What time to you want to go to sleep? -

_____

What time do you want to wake up?

_____

What are some other things you can add to your sleep routine?

_____

_____

_____

_____

_____

_____

_____

Build Mastery

Everyone has tasks that they need to do each day. You feel confident when you get your tasks done. You might feel overwhelmed or stressed if the tasks build up.

The Build Mastery skill helps you focus on getting things done. It helps you feel confident and in control.

Here are some ways to practice the Build Mastery skill with daily tasks. Check the ones you can try.

- ☐ Do chores
- ☐ Fold your laundry
- ☐ Make a meal
- ☐ Do the dishes
- ☐ Set up transportation
- ☐ Clean your room
- ☐ Brush your teeth
- ☐ Do your diary card

What can you do to feel confident and in control?

_____

_____

_____

Another way to practice the Build Mastery skill is to do something that is a little bit challenging. It feels good to meet a challenging goal. Make sure the goal you set is realistic. Here are some examples. Check the ones you can try.

- ☐ Exercise
- ☐ Practice a DBT skill
- ☐ Stand up for yourself
- ☐ Ask for something you need
- ☐ Try a new hobby
- ☐ Set a boundary with someone

Give yourself credit for completing tasks. Noticing your accomplishments feels good. Noticing your accomplishments helps you feel more in control. It will help you feel like you can do things. Try to practice the Build Mastery skill every day.

How does it feel when you meet a goal?

_____

_____

_____

Build Positive Experiences

When you focus on the stressful parts of life, you will feel more stressed.
When you focus on the positive parts of life, you will feel more positive.

Doing fun and enjoyable things can help you create positive feelings to focus on.

When you use the Build Positive Experiences you do things that make you feel joyful, confident, calm or happy.

Try to do at least one positive or fun thing every day!

Sometimes there are barriers to doing fun things. What might make it hard for you to do fun activities?

_____

_____

_____

What makes it hard to focus on fun activities?

_____

_____

_____

What can you do to make it easier to do fun activities?

_____

_____

_____

It is most helpful when you have both short-term and long-term positive experiences.

A short-term positive experience is something you can do today. It might be something you can do for a few minutes or a whole day.

Here are some examples of short-term positive experiences. Check the ones that are fun for you, and write in your own.

- ☐ Take a bubble bath
- ☐ Watch a movie
- ☐ Go on a date
- ☐ Listen to Music
- ☐ Lay in the sun
- ☐ Laugh
- ☐ Read magazines or a good book
- ☐ Eat your favorite food
- ☐ Read old letters
- ☐ Wear soft clothes
- ☐ Doodle
- ☐ Exercise
- ☐ Collect things
- ☐ Play board games
- ☐ Fly kites
- ☐ Pick flowers
- ☐ Go to church
- ☐ Paint
- ☐ Sing
- ☐ Do arts and crafts
- ☐ Make someone a card
- ☐ Work in the garden
- ☐ Get your hair done
- ☐ Daydream
- ☐ Watch TV
- ☐ Take a bike ride
- ☐ Play with a pet
- ☐ Journal
- ☐ Dance
- ☐ _____
- ☐ _____
- ☐ _____
- ☐ _____
- ☐ _____

A long-term positive experience is something that you plan for or work on over time.

Long-term goals give you something to look forward to.

You can work on something you want for yourself in the future.

Here are some examples of long-term positive experiences. Check the ones that are fun for you, and write in your own.

- ☐ Collecting things
- ☐ Thinking about an upcoming vacation
- ☐ Spending time with someone special
- ☐ Thinking about redecorating your room
- ☐ Saving money for something you really want
- ☐ Taking a new class
- ☐ Learning to play an instrument
- ☐ Practicing cooking new meals
- ☐ Learn a new art or craft
- ☐ Join a sports team
- ☐ _____
- ☐ _____
- ☐ _____
- ☐ _____
- ☐ _____
- ☐ _____

Build Positive Experiences

ACTIVITY

The Build Positive Experiences help you do things that make you feel happy, calm and confident.

This helps you notice positive feelings when they happen.

When you practice the Build Positive Experiences skill, you focus on the positive experience instead of worrying or feeling distracted.

You are going to practice paying attention to Positive Experiences today in group.

Talk with the group about a positive experience that would be fun to do together.

Write what you will do for your BPE here:

BEFORE starting your BPE, answer these questions.

How do you feel?

_____

On a scale of 1-10, how happy are you? _____

On a scale of 1-10, how positive do you feel about group? _____

Now enjoy your BPE! Try your best to only pay attention to the activity. If you find yourself worrying or thinking about something else, push away those thoughts and focus on the activity!

AFTER completing your BPE, answer these questions.

How do you feel?

_____

On a scale of 1-10, how happy are you? _____

On a scale of 1-10, how positive do you feel about group? _____

The goal of doing a BPE is to help you feel more calm and happy. You might also feel more positive emotions about being in group.

Set a goal to try at least BPE each day!

Build Positive Experiences

ACTIVITY LOG

One way to practice BPE is to plan your positive events. It is also important to pay attention to positive events and feelings. Writing them down will help you keep track of how different activities make you feel.

In this activity, you are going to pay attention to positive events and make them happen on your own.

For one week, you will have BPE homework. There will be two parts.

1. Choose a positive activity and do it on purpose.

2. At the end of the day make a list of at least three positive things that happened

Fill out the questions for each day below. Remember to update the group about your positive events!

DAY 1 **Date:_____**

As a positive activity, I will do this:

_____

_____

_____

Here are 3 good things about today:

1. _____

2. _____

3._____

DAY 2 **Date:**_____

As a positive activity, I will do this:

_____

_____

_____

Here are 3 good things about today:

1. _____

2. _____

3._____

DAY 3 **Date:**_____

As a positive activity, I will do this:

_____

_____

_____

Here are 3 good things about today:

1. _____

2. _____

3._____

DAY 4 **Date:**_____

As a positive activity, I will do this:

_____

_____

_____

Here are 3 good things about today:

1. _____

2. _____

3._____

DAY 5 **Date:**_____

As a positive activity, I will do this:

_____

_____

_____

Here are 3 good things about today:

1. _____

2. _____

3._____

DAY 6 **Date:**_____

As a positive activity, I will do this:

_____

_____

_____

Here are 3 good things about today:

1. _____

2. _____

3._____

DAY 7 **Date:**_____

As a positive activity, I will do this:

_____

_____

_____

Here are 3 good things about today:

1. _____

2. _____

3._____

Attend to Relationships

Having healthy relationships with other people helps you feel more balanced. It takes work to keep relationships healthy. There are lots of things that can get in the way of being active in relationships.

The Attend to Relationships skill helps you be more active in relationships. You might notice more positive emotions when you are active in your relationships.

When you Attend to Relationships you do something on purpose to keep a relationship healthy. You might call your friend, or make plans to spend time with a family member, or play a game with your roommate.

Who do you want to attend to relationships with?

_____

_____

_____

How can you practice the Attend to Relationships skill?

_____

_____

_____

How does it feel when you are active in your relationships?

_____

_____

_____

Mood Momentum

Your mood is how you feel. Momentum means to keep things going.

The Mood Momentum skill helps you keep your positive mood going once it has started.

You can start a positive mood with the Build Positive Experience skill. Then you can add the Mood Momentum skill to keep your positive mood going.

Emotions have matching behaviors. The behavior that matches an emotion keeps it going longer.

> **EXAMPLE:** When you feel sad you might want to sleep. Sleeping can make you feel more sad.
>
> **EXAMPLE:** When you feel happy, you might want to play a game. Playing a game can make you feel even happier.

Practicing the Mood Momentum skill helps you choose positive behaviors that match your positive mood. This keeps your positive mood going even longer.

Write a behavior that might match each emotion.

Happy: _____

Excited: _____

Calm: _____

Joyful: _____

Opposite to Emotion

When you practice the Opposite to Emotion skill you do the opposite of what your emotion tells you to do.

Each emotion has matching behaviors. Using the Opposite to Emotion skill means you do a behavior that does NOT match your emotion.

Emotions are ok. It is important to notice how you feel. You are not trying to change your emotions when you use the Opposite to Emotion skill. You are trying to change your actions.

When you change your actions, you will notice a different emotion. Remember how this worked when you practiced the Build Positive Experiences skill. You can choose an action that will help you feel a certain way.

EXAMPLE: Joan just found out that her favorite TV show is cancelled. She feels angry and sad. Usually when she feels angry and sad she yells. Joan remembers that she can practice acting opposite to her emotion. Instead of yelling, she takes deep breaths and goes for a walk. This helps. When she gets home from the walk, she feels calm and decides to focus on a different TV show that she likes.

Let's look at how Joan used Opposite to Emotion:

Emotion:	**Usually Joan would:**	**Joan acted opposite by:**
Angry and Sad	Yell	Taking deep breaths Taking a walk

When you notice an emotion that is connected to unhelpful behaviors, you can work to choose an opposite action. Fill out the questions below to help you get started with identifying opposite actions.

Check the boxes that fit for you, and write in your own.

What do you usually do when you feel afraid?

- ☐ Hide
- ☐ Isolate
- ☐ Worry
- ☐ Talk a lot
- ☐ _____
- ☐ _____
- ☐ _____
- ☐ _____

How can you act opposite when you feel afraid?

- ☐ Ask someone for help
- ☐ Do the thing that is scary
- ☐ Take deep breaths
- ☐ Use encouraging words
- ☐ _____
- ☐ _____
- ☐ _____
- ☐ _____

What do you usually do when you feel sad?

- ☐ Sleep
- ☐ Isolate
- ☐ Think about sad things
- ☐ Cry
- ☐ _____
- ☐ _____
- ☐ _____
- ☐ _____

How can you act opposite when you feel sad?

- ☐ Exercise
- ☐ Do a positive activity
- ☐ Watch a funny movie
- ☐ Spend time with friends
- ☐ _____
- ☐ _____
- ☐ _____
- ☐ _____

What do you usually do when you feel angry?

- ☐ Yell
- ☐ Swear
- ☐ Throw things
- ☐ Act in a mean way to other people
- ☐ _____
- ☐ _____
- ☐ _____
- ☐ _____

How can you act opposite when you feel sad?

- ☐ Take a deep breath
- ☐ Ask for help
- ☐ Do something nice for someone
- ☐ Use a soft voice
- ☐ _____
- ☐ _____
- ☐ _____
- ☐ _____

Interpersonal Effectiveness
Introduction

Interpersonal Effectiveness skills are skills you use with other people.

Interpersonal Effectiveness skills help you:

- Ask people for things
- Say “no” to others
- Set limits with others and create boundaries
- Improve relationships
- Resolve conflict
- Increase your self-confidence and self-respect

What is a relationship?
A relationship is a connection between people. There are many types of relationships.

- Friendships
- Family
- Romantic relationships
- Co-workers
- Group members
- Care team
- With yourself

What types of relationships do you have?

_____

_____

_____

_____

Relationships and communication can be difficult for many reasons.

1. Lack of Skills

   Many people have not been taught how to act or what to say in relationships. How has this affected your relationships?

   _____

   _____

2. Emotion Mind

   When you feel strong emotions and feelings, you might act on your emotions. This might mean you do things you regret later.
   How has acting in emotion mind harmed your relationships?

   _____

   _____

3. Others

   No matter how skillful you are, you cannot make anyone else do anything. That means sometimes your skillful behavior won't work.
   How have others created difficulty for you in relationships?

   _____

   _____

Myths

Myths are things that we think are true, but are not true. Myths can be negative self-talk. They can keep you from being assertive or using new skills.

These are some common myths. Check the ones that you believe and write in a challenge for each myth. Challenges are new statements that are true.

☐ I can't stand it if someone is upset with me.

Challenge: _____

_____

☐ I don't deserve to get what I want.

Challenge: _____

_____

☐ People will think I'm weak if I need help.

Challenge: _____

_____

☐ Saying no will make me selfish.

Challenge: _____

_____

☐ If people don't like me, I'm a bad person.

Challenge: _____

_____

The GIVE Skill
Building Healthy Relationships

The GIVE skills help you have good and healthy relationships with other people. The GIVE skills help you build new relationships and keep old relationships.

Each letter in GIVE reminds you of what to do to build healthy relationships.

G = be Gentle

Being Gentle means being kind and nice to others.

What do you do when you are nice to someone?

- ☐ Give compliments
- ☐ Smile
- ☐ _____
- ☐ _____
- ☐ _____
- ☐ _____

Being gentle means:

<u>NO Attacks</u>

- No violence (hitting, kicking, throwing things, breaking things)
- No putting others down or making fun of others
- No mean behaviors

NO Threats
- No threats to harm others
- No threats to harm your self
- No “or else” statements

NO Judging
- No name calling
- No “shoulds”

Give an example of a gentle thing to say:

How does it feel when people are nice to you?

_____

_____

How might it help relationships to be nice to other people?

_____

_____

I = act Interested

When you act interested, you listen and ask the other person questions. This shows them you want to hear what they have to say.

Listening is one way to show you are interested in the other person. Listening demonstrates you care.
Ways to listen:

- Ignore distractions
- Focus on the other person
- Don't interrupt
- Use a non judgmental stance

What do you do to act interested?

- ☐ Nod your head when you listen
- ☐ Wait your turn to talk
- ☐ Ask the other person's opinions
- ☐ Have good eye contact
- ☐ _____
- ☐ _____
- ☐ _____
- ☐ _____

Give an example of something you can say that would show you are interested in the other person:

How are you good at acting interested in others?

_____

_____

_____

How could you improve on acting interested in others?

_____

_____

_____

V = Validate

Validate means you show other people that you understand their opinions, feelings, wants and needs.

Validation means using your non-judgmental stance.

You **do not** have to agree with someone to validate them.

When you validate you tell the other person that you understand them.

Examples of validating statements:

"I'm listening…"
"I hear what you are saying…"
"I see what you mean…."
"I can understand why you feel that way...."
"It looks like you are feeling…."

What is NOT validating:

- Not agreeing with the person
- Telling someone what they "should" do
- Looking on the bright side
- One upping their story/feeling
- Saying "get over it"

Example: You feel happy that the Vikings beat the Packers, but your friend feels sad that the Packers lost. You can still tell her that you understand her, even though you feel different than she does about the game.

You could say, "I understand that you feel sad, because I know you wanted the Packers to win."

Give an example of validating statement:

E = Easy manner

Using an easy manner means you do not take things too seriously. People who use an easy manner try to keep things light and fun.

How can you use an easy manner?

- ☐ Smile
- ☐ Tell jokes
- ☐ Laugh when things are funny
- ☐ Have a soft tone of voice
- ☐ _____
- ☐ _____
- ☐ _____
- ☐ _____

When you use an easy manner, you put others at ease and they feel comfortable around you.

Give an example of how you can use an easy manner:

Using GIVE During Group

Remember: you use GIVE to build healthy relationships with others.

GIVE stands for:

G – be Gentle: be kind and nice to others
I – act Interested: show that you want to know more about others
V – Validate: show others that you understand them
E – Easy manner: have a sense of humor and don't take things too seriously

During group, you are going to keep track of how often you use GIVE.

Each time you use one of the GIVE skills, put a tally mark in that column.

Catch others using GIVE too, and remind them to put tally marks in their columns.

Try to use each skill at least once!

G- be Gentle	**I- act Interested**	**V- Validate**	**E- Easy manner**

The FAST Skill
Building Self-Respect

The FAST skills will help you build self-respect and self-confidence.

It is important to remember that relationships are not just about the other person.

<u>YOU</u> are important, too!

How you talk and act with other people impacts how you feel about yourself.

- When you treat others with respect, you feel good about yourself.
- When you treat others badly, you feel bad about yourself.

The FAST skill helps you participate in relationships in ways that respect both yourself and the other person.

Each letter in FAST reminds us of ways to act with respect in relationships.

F = be Fair

Be fair to yourself and other people.

What does it mean to be fair?

- Treat others as equal
- Compromise when needed
- Sometimes giving in, sometimes not giving in
- Respect yourself and other people

- Taking responsibility for yourself
- _____
- _____

When you are fair, you do not:

- Take advantage of other people
- Cheat
- Blame others
- Give in all the time
- _____
- _____

When you are fair in relationships, you will build self-respect!

How are you fair with other people?

_____

_____

_____

How are you fair with yourself?

_____

_____

_____

A = no Apologies

It can be easy to apologize for things that are not your fault. When you apologize for things that are not your fault, you might start to feel like everything you do is wrong.

When you use FAST, you only apologize for things that are your fault or things you do to intentionally harm others.

Let's look at the difference between things that need an apology, and things that do not need an apology.

Apology Needed	Apology Not Needed
• Intentionally lying • Calling someone a name • Hitting someone on purpose • _____ • _____ • _____ • _____ • _____ • _____ • _____	• Making a mistake • Asking for what you need • Having an opinion • Disagreeing • Being alive • _____ • _____ • _____ • _____ • _____

Remember: You do not need to apologize for things that are not your fault.

When you notice an apology that is not needed, what can you say instead?

_____

_____

_____

If you notice someone in group apologizing when they do not need to, remind them of the FAST skill!

S = Stick to Values

Values are things that are important to you.

Values include things like:

Family	Trust	Home	Love
Honesty	Happiness	Faith	Safety
Fun	Timeliness	Peace	Money
Beauty	Cleanliness	Work	Children
Success	Order	Competition	Rules

Circle the words above that are important to you. These are your values.

Write in other things that are important to you:

_____

_____

When you know what your values are, you can make effective choices. Knowing your values helps you know yourself and what will make you happy.

Sticking to your values will help you:

- Build self-respect and confidence
- Have something to believe in
- Understand yourself
- Increase happiness
- Make better choices

Sometimes people violate their own values to get other people to like them. Giving up your values for someone else can make you feel bad about yourself.

When you use FAST, you stick to your values even if other people don't like it. This will help you respect yourself more and feel good about yourself. Giving up on your values can make you feel bad about yourself

Example: Your friend is stealing candy from the grocery store, and tells you to steal some too. You believe stealing is wrong.

What is your value in this situation? What can you do to stick to your value?

_____

_____

_____

T = be Truthful

Being truthful means you are honest.

How do you feel when someone tells you a lie?

_____

_____

_____

How do you feel about yourself when you lie to other people?

_____

_____

_____

What can make it hard to tell the truth?

_____

_____

_____

What can make it easy to tell the truth?

_____

_____

_____

People who are truthful do not:

- Lie
- Act helpless
- Exaggerate

When you are truthful in relationships, other people will be able to trust you more.

Remember, you want to feel good about yourself and you want the other person to feel good about you.

Being truthful in relationships can help you feel proud of yourself!

DEAR MAN
Asking for What You Need

The DEAR MAN skill is used to:

- Ask for what you need or want
- Say “no” to other people
- Set boundaries
- Express your feelings to other people

The DEAR MAN skill is what you do to be assertive with other people.

Things to remember when you use the DEAR MAN skill:

- Other people cannot read your mind. You have to tell them what you need them to know.

- You don’t always get what you want when you use the DEAR MAN skill. This doesn’t mean you didn’t use the skill effectively

- Identify your goals before you use a DEAR MAN

- Keep it brief, clear, direct, and to the point

What makes it hard for you to ask for what you need and want?

How are you good at asking for what you need and want?

How could you improve on asking for what you need and want?

D	**Describe:**	• Put into words what happened • Stick to the facts • Keep it brief
E	**Express:**	• Share how you feel about what happened (the facts) • Use “I” statements
A	**Assert:**	• Say exactly what you want • Keep it brief and to the point • Speak clearly
R	**Reinforce:**	• Let them know what is in it for them if they agree • Focus on a reward, rather than a threat
M	**(stay) Mindful:**	• Remember what you want and your goal of using the DEAR MAN • Don’t get distracted, stay on the point • Ignore threats, judgments, or attacks from other people • Use the “Broken Record” skill if needed
A	**Appear Confident:**	• Make eye contact • Face the person you are talking to • Speak clearly and calmly • Use an assertive tone of voice • Use confident body language
N	**Negotiate:**	• If needed, compromise to get your needs/wants met • If they say “no”, ask for something else • Find another solution • Turn the tables – ask them how they can make it work for you.

Example: You feel upset because your group home staff agreed to take you to the store. It is 5 pm and they have not taken you yet. Here is an example of how a DEAR MAN would be used to assert your needs.

D	Describe: Put into words what happened	You promised me you would take me to the store today. It is already 5pm.
E	Express: Share how you feel about what happened	I feel angry about this. I feel like you don't care.
A	Assert: Say exactly what you want	Will you please take me to the store right now?
R	Reinforce/Reward: Let them know what is in it for them if they agree	If you take me to the store I'd be really thankful and try to do my chores on time tonight.
M	(stay) Mindful: Remember what you want and your goal	• Stay focused on your goal of going to the store • Avoid any distractions from other person • Keep asking if needed
A	Appear Confident:	• Use eye contact • Speak clearly and calmly • Be assertive • Take deep breaths if you get frustrated
N	Negotiate: If needed, compromise to get your needs/wants met	Since we cannot go right now, how about at 7pm instead? OR Is there another day that works?

Think of a time when you want to assert your needs and wants to another person:

_____

_____

_____

How could you use DEAR MAN?

D	<u>Describe:</u> Put into words what happened	
E	<u>Express:</u> Share how you feel about what happened	
A	<u>Assert:</u> Say exactly what you want	

R	<u>Reinforce/Reward:</u> Let them know what is in it for them if they agree	
M	<u>(stay) Mindful:</u> Remember what you want and your goal	
A	<u>Appear Confident:</u>	
N	<u>Negotiate:</u> If needed, compromise to get your needs/wants met	

DEAR MAN Bill of Rights

Everybody has a right to assert their needs, wants and opinions to other people.

- You have the right to be treated with respect
- You have the right to your own opinions
- You have the right to express your feelings
- You have the right to stand up for your values
- You have the right to disagree with others
- You have the right to understand what is happening before you agree to it
- You have the right to ask questions for clarification
- You have the right to ask for information
- You have the right to take time to think about a request before you answer
- You have the right to say “no” without guilt
- You have the right to ask for what you want and need
- You have the right to have boundaries with others
- You have the right to take a break from a conflict

DEAR MAN
Saying “No” to Other People

It is OK to say “no” to other people. It can be hard to say “no,” and it is an important skill to learn. Being able to say “no” when you need to will help you feel assertive and build self-respect. Saying “no” when you need to will help you keep relationships healthy.

- Telling people “no” does not mean you don’t like them
- Saying “yes” isn’t a way to get someone to like you
- Sometimes you might need to compromise instead of saying “no”

- You can use the DEAR MAN skill to say “no” to others
- Try to use assertive communication whey saying “no”

When you say “no” to other people, it is their responsibility to handle how they feel about hearing “no.” It is your responsibility to handle how you feel about saying “no.”

What makes it hard to say “no” to other people?

_____

_____

_____

What might make it easier to say “no” to other people?

_____

_____

_____

DEAR MAN
Identifying Boundaries

Boundaries are the limits you set with other people. Boundaries help you feel more comfortable in relationships.

There are different types of boundaries you can have with other people. Your boundaries might change depending on the person or situation. Some boundaries might be more flexible than other boundaries.

WORD BOUNDARIES

Word boundaries put limits on the words, phrases or tone of voice other people use with you or around you.

Circle the word boundaries that fit for you:

No Swearing	No Name calling	No Yelling
No Offensive jokes	No Sarcasm	Ask Nicely

Are there other word boundaries that you have?

_____

_____

_____

PHYSICAL BOUNDARIES

Physical boundaries put limits on touch and how close people get to you. These boundaries can help you feel describe your physical space.

Circle the physical boundaries that fit for you:

No touching Just handshakes An arms-length away

No hugs Asking permission for touch

Are there other physical boundaries you have?

_____

_____

_____

REQUEST BOUNDARIES

Request boundaries put limits on what you say “yes” to. You have a right to say “no” to some requests.

Circle the request boundaries that fit for you:

Doing chores for someone else Lending my belongings

A party I don’t want to go to A phone call I don’t want to take

Are there other requirement boundaries you have?

_____

_____

_____

PERSONAL INFORMATION BOUNDARIES

Personal information boundaries put limits on how much personal information you share with other people.

You have a right not to talk about things that are personal. You have a right to only talk about certain things with certain people. You get to decide who you share your information with.

Circle the personal information boundaries that fit for you:

Medical information	Family information	My social life
Information about my past	Conversations I have with others	

Are there other Personal Information Boundaries you have?

_____

_____

_____

Boundaries can be healthy or unhealthy. Healthy boundaries help you have healthy relationships. Unhealthy boundaries can make relationships difficult.

Check the boundaries you have now. Circle the boundaries you want to work on.

Healthy Boundary Examples

- ☐ Trusting someone after you get to know them
- ☐ Telling personal information only to those you know well and trust
- ☐ Falling in love with someone after you get to know them

- ☐ Taking time to trust someone
- ☐ Waiting patiently for someone to call you back
- ☐ Saying “no” when you don’t want to do something
- ☐ Understanding if someone tells you “no”
- ☐ Telling someone if they have crossed one of your boundaries
- ☐ Understanding how you can take care of yourself

Unhealthy Boundary Examples

- ☐ Taking things without asking
- ☐ Tell people everything about yourself
- ☐ Feeling bad when you say “no”
- ☐ Compromising your values to please others
- ☐ Touching another person without asking
- ☐ Trusting someone right away without getting to know them
- ☐ Calling, emailing, or texting too much
- ☐ Feeling responsible for others’ happiness
- ☐ Expecting others to make you happy
- ☐ Saying “yes” to make others happy if you don’t agree

IDENTIFY THE BOUNDARY

W = Word Boundary
R = Request Boundary
P = Physical Boundary
I = Personal Information Boundary

_____ You have asked me for a can of soda every morning this week. I feel frustrated and taken advantage of when this happens. Please stop asking me for soda.

_____ I feel uncomfortable getting hugs from people I don't know very well. I'd appreciate it if you asked before you gave me a hug.

_____ I understand why you want to know my birthday, but that is not information I give to people.

_____ I feel scared when there is yelling in the house. Please try to talk in a calm voice.

_____ I only have a certain amount of money each month. It's not in my budget to buy snacks for other people. Please ask the staff for food if you are hungry.

_____ My diagnosis is only my business.

_____ I feel hurt when you call me a brat. Please don't do that again.

_____ I don't feel comfortable standing close to people. Can you stand a little farther away while we talk?

_____ We are each responsible for our own chores. I did all my own chores yesterday. I will not do yours today.

_____ What I said to Anne is just between me and her.

_____ I feel frustrated when you make sarcastic comments because I have a hard time telling if you are joking. Please don't use sarcasm with me.

DEAR MAN
Setting Boundaries

You show someone how to treat you every time you talk with them. Setting boundaries is a way to teach other people how to respect you.

Here are some examples:

If I laugh when Mary makes a joke about how cold it is outside, Mary will know that it is ok for her joke about the weather with me.

If I ignore my friend Anita when she is trying to make me mad, I am telling her that it is not ok to act this way around me.

When my friend George yells at me when he's angry, and I calmly ask him to lower his voice, he will know that I do not want him to yell at me.

If I say yes when my roommate Steve asks me get him a drink from the fridge, I'm telling Steve that I am ok with getting him things.

If I lend my shoes to my roommate Diane, she will know that it is ok to borrow things from me.

Other people probably don't know what your boundaries are until you tell them or show them how you would like to be treated.

You can use DEAR MAN to express your boundaries to other people.

D	Describe your boundary. Describe how the other person violated your boundary.
E	Express how you feel about this boundary. Express how you feel about this person violating your boundary.
A	Ask the other person to respect your boundary.
R	Reinforce. Let the other person know what you will do or how you will feel if they respect your boundary.
M	Stay Mindful, take deep breaths to stay calm, stop talking and take some personal time if you feel like you want to yell.
A	Appear confident, look the other person in the eye and speak clearly.
N	Negotiate or compromise, find a way for both of you to get what you want out of the situation.

Assertive Communication

There are different types of communication. It is helpful to be able to identify each style so that you can communicate assertively.

Passive:

- Avoids expressing an opinion, need or want
- Often keeps things inside, stuffs things, is quiet
- *Consequences:* You don't get your needs met, people may take advantage of you, you may feel bad about yourself or have outbursts after stuffing things for a long time, you may get angry at others

Aggressive:

- Uses inappropriate behaviors to express an opinion, need, or want
- May be forceful, controlling, threatening, loud, rude, mean, overbearing, and/or abusive
- *Consequences:* People may not like you, other people might feel bad, you could lose relationships, you might feel bad about yourself

Passive Aggressive:

- Passive (quiet, keeps things in) on the surface or at first, but aggressively asserts needs after the fact
- Sometimes wants other people to read their mind or guess what they want or need
- Subtle, indirect, keeps other people guessing
- *Consequences:* Set people up to fail, might not get needs met, makes others feel bad, creates difficulty in relationships.

Assertive:

- Clearly and directly states what they want and/or need
- Speaks calmly and clearly, no anger or loud voices
- Acts calm and confident
- Stands up for what they believe in
- Respectful
- Uses "I" statements

- Listens without interrupting

Goal: use assertive communication with other people.

Assertive communication helps you:

- Get your needs and wants met and take care of yourself
- Express opinions
- Decrease your symptoms
- Increase happiness
- Feel more in control
- Build confidence and self-respect
- Stick to your values
- Not allow others to take advantage of you
- Stand up for what you believe in
- Balance your needs with the needs of other people

What style of communication do you think you use most often?

_____

_____

_____

What makes it hard to be assertive with other people?

_____

_____

_____

How could you be more assertive with others?

_____

_____

_____

Assertiveness takes practice, practice, practice! Practice in group with peers and facilitator.

Feedback That Works
GIVE

GENTLE:

"I enjoy talking to you."
"Your feedback is very helpful."
"I like when you share in group."

INTERESTED:

"You always have interesting things to say"
"Tell us more about your weekend."
"It sounds like you are having a difficult day."
"You can get through this."

VALIDATE:

"I can understand why you feel that way."
"I can relate to what you are going through."
"I can see that you are upset."
"I hear what you are saying."

EASY MANNER:

"I like when you laugh."
"I enjoy spending time with you."

Feedback That Works
FAST

Fair:

"Sometimes I feel upset when you___."
"I understand that you are upset too."
"Usually I feel happy with you, but right now I feel like you aren't listening to me."

No **A**pologizes:

"It's hard for me to disagree with you."
"I don't mean to offend you."
"I don't want this to harm our friendship."

Stick **T**o **Y**our **V**alues:

"It's important to me to be on time."
"Honesty is important to me."
"I value being able to talk to you."

Truthful:

"Even though it's hard for me to talk about, I want to be honest."
"This is honestly how I feel."

Feedback That Works
DEAR MAN

Describe:
Stick to the facts!

Express:
Share how you feel about the facts

Assert/Ask
Make your request

Reinforce:
Give the other person something for saying "yes" to your request

Mindful:
Keep yourself calm and in control

Appear **C**onfident:
Don't apologize or feel ashamed

Negotiate:
Listen to the other person and compromise