

THERAPY WORKSHEETS

WEEKS 1-12

No sheets weeks 6-11

Week 1 Therapy Worksheets

- My Safety Contract
- Target Behavior Pyramid
- My Crisis Survival
- Suicide Thermometer
- DBT Daily Diary Card

My Safety Contract

I commit to follow My Safety Contract to stay safe. I will use these DBT skills to help me deal with suicidal ideation and urges for self-harm:

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

I can talk to these people if I need help following My Safety Contract:

- | | |
|----------|---------------|
| 1. Name: | Phone Number: |
| 2. Name: | Phone Number: |
| 3. Name: | Phone Number: |

I will try the skills on My Safety Contract, and if they do not help me stay safe with my Suicidal Ideation, I will call 911 and make sure I'm seen at the hospital. I will also call 911 and be seen at the hospital if I do not think I can avoid serious or life-threatening self-injury.

Client Signature

Date

Therapist Signature

Date

TARGET BEHAVIOR

DECREASE
Life-Threatening
Behaviors
 Includes Suicidality
 and Self-Harm

DECREASE
Therapy-Interfering
Behaviors
 Includes Coming Late to Sessions,
 Missing Sessions, and Dropping Out of Therapy

DECREASE
Quality of Life Interfering
Behaviors
 Includes Drug/Alcohol Abuse, Depression, School Truancy,
 Relationship Problems with Partner and Family, Binge Eating, Anger, Anxiety,
 Chronic Avoidance, Overuse of Social Media

INCREASE

Mindfulness Skills	Distress Tolerance Skills
Interpersonal Effectiveness Skills	
Emotion Regulation Skills	Walking the Middle Path Skills

TARGET BEHAVIOR

DECREASE
Life-Threatening
Behaviors

DECREASE
Therapy-Interfering
Behaviors

DECREASE
Quality of Life Interfering
Behaviors

INCREASE

Mindfulness Skills

Distress Tolerance Skills

Interpersonal Effectiveness Skills

Emotion Regulation Skills

Walking the Middle Path Skills

My Crisis Survival

Step 1 Warning signs (thoughts, images, mood, situation, behavior) that a crisis may be developing:

1. _____
2. _____
3. _____

Step 2 Internal coping strategies – Things I can do to take my mind off my problems without contacting another person (relaxation technique, physical activity):

1. _____
2. _____
3. _____

Step 3 People and social settings that provide distraction:

1. Name _____ Phone _____
2. Name _____ Phone _____
3. Place _____ 4. Place _____

Step 4 People whom I can ask for help:

1. Name _____ Phone _____
2. Name _____ Phone _____
3. Name _____ Phone _____

Step 5 Making the environment safe (Burn the Bridges):

1. _____
2. _____

Step 6 Barriers to skill use – List what will get in the way of using your skills and this plan, then list the skills you will use to address each barrier:

- | Barriers | Skills |
|----------|----------|
| 1. _____ | 1. _____ |
| 2. _____ | 2. _____ |
| 3. _____ | 3. _____ |

Step 7 Professionals or agencies I can contact during a crisis:

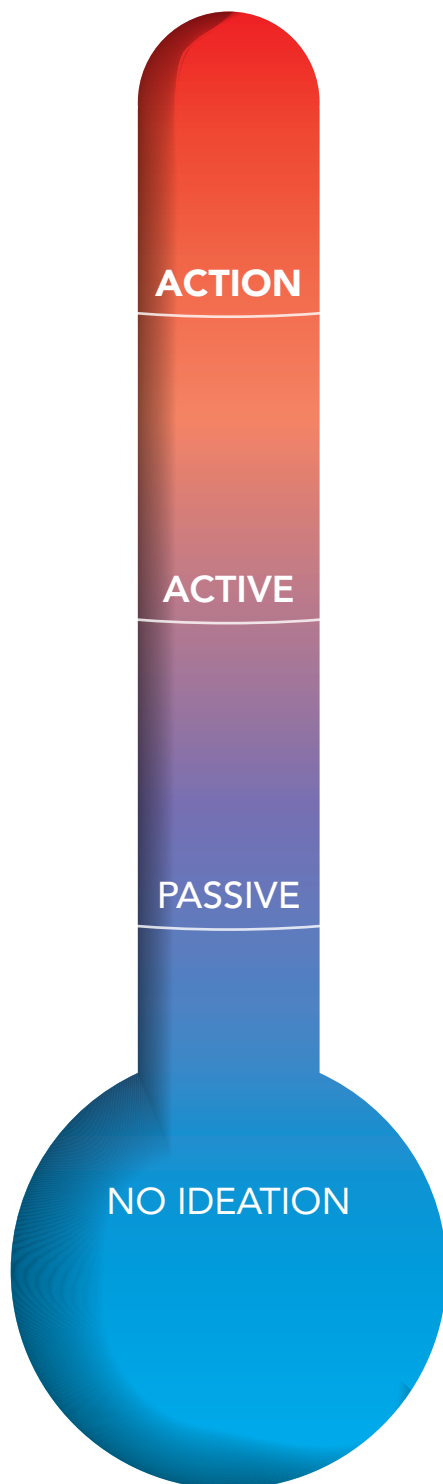
1. Call or Text 603-285-9129. Available 7 am - 7 pm. You will get a call back within one hour.
2. If it is after 7 pm: I agree to contact my parent or adult partner for help. If I need more help than this I can call 833-710-6477 to reach the NH Rapid Response Access Point.

Step 8 My commitment: I commit to practicing my plan before and during times of crisis. I further commit to be safe and ask a parent or an adult partner for help before acting on suicidal or harmful urges.

Signed by: _____ Date: _____

Response to Levels of Suicidality

Note: All of these types and levels of suicidality are Valid and do not dictate the level of pain, intensity, and distress that is being felt. Suicidality and distress are not always linear - someone might be moving around a few levels, fall in between, or even skip levels.



SUICIDE ATTEMPT

Attempts to kill self, either initiating a prepared plan or an impulsive action..

SUICIDAL with PLAN & INTENT

Has specific plan (how, when, where) and intends to carry it out.
Ex: "I am going to overdose tomorrow at home"

SUICIDAL INTENT (no plan)

Intends to kill self, but *doesn't have a specific plan*.
Ex: "I think I'm going to kill myself, but not sure when."

SUICIDAL THOUGHTS (method, no plan or intent)

Has an idea of how they would do it, but *no specific plan or intent*.
Ex: "I've thought about overdosing, but I'm not going to."

SUICIDAL THOUGHTS (no intent or plan)

Thinking about killing self, but no details and *no intention to act*.
Ex: "I should just kill myself" or "I wish I could just kill myself"

THOUGHTS OF MORBIDITY

Thinking about own death, dying, but not specifically by taking an action.
Ex: "I wish I wouldn't wake up." or "I wish I were dead."

RANDOM INTRUSIVE THOUGHT*

Passing thought, curiosity.
Ex: "What if I just jumped?" when waiting for a train.
*Different if person has chronic suicidality.

NO THOUGHTS

DBT DAILY DIARY CARD

Name: * _____ Today's Date * _____

TARGET BEHAVIORS

Rating Scale for Urges and Emotions:

[0] Not At All [1] A Bit [2] Somewhat [3] Kind of Strong [4] Very Strong [5] Extremely Strong

SELF HARM Urge [0-5] _____ Action [Yes or No] _____

SUICIDAL Urge [0-5] _____ Action _____

DESIRE TO QUIT THERAPY Urge [0-5] _____

OTHERS

1 _____

2 _____

3 _____

4 _____

More Info

If you were a 3 or higher for any Urge or a Yes for any Action, please write what was occurring:

EMOTIONS

Angry [0-5] _____

Afraid [0-5] _____

Happy [0-5] _____

Anxious [0-5] _____

Sad [0-5] _____

Shameful [0-5] _____

Other [0-5] _____

Other [0-5] _____

More Info

If you were 3 or higher for any Emotion, please write what was occurring.

SKILLS USAGE

Core Mindfulness

- ☐ Wise Mind ☐ Observe (just notice what is going on inside)
- ☐ Describe (put words on the experience) ☐ Participate (be fully in the moment)
- ☐ Don't Judge (non-judgmental stance) ☐ Stay Focused (one-mindfully, in the moment)
- ☐ Do What Works (be effective) ☐ Breathing Exercises

Emotion Regulation

- ☐ Identifying and Labeling Emotions ☐ PLEASE (reduce vulnerability to emotion mind)
- ☐ ABC (building mastery, feeling effective) ☐ Engaging in Pleasant Activities
- ☐ Working Towards Long-Term Goals ☐ Building Structure (time, work, play)
- ☐ Opposite Action ☐ Checking the Facts

Interpersonal Effectiveness

- ☐ DEAR MAN (getting what you want) ☐ GIVE (improving the relationship)
- ☐ FAST (feeling effective and keeping your self-respect)

Distress Tolerance

- ☐ ACCEPTS (Distract)
- ☐ Self-Soothe (5 senses)
- ☐ Pros and Cons
- ☐ Radical Acceptance
- ☐ IMPROVE (improve the moment)
- ☐ Half Smile
- ☐ Turn the Mind
- ☐ STOP
- ☐ TIPP

Walking the Middle Path

- ☐ Positive Reinforcement
- ☐ Validate Self
- ☐ Validate Someone Else
- ☐ Think Dialectically (not black and white)
- ☐ Act Dialectically (walk the middle path)

Thank you for completing today's diary card.

Sweet Dreams!

DBTeens NH

Scan or take a picture of pages and email to: info@dbteensnh.org

Week 2 Therapy Worksheets

- DBT Chain Analysis

Name: _____

DBT Chain Analysis

Date: _____

Target Behavior:

Vulnerability Factors

What happened before the trigger that may have made you more vulnerable to emotion mind? (I.e. substance abuse, lack of sleep, etc.)

Trigger / Prompting Event

What was the event that started you on the chain to the problem behavior?

First Link

What happened next? For each link, break down what happened and identify your action, body sensation, urge, emotion, body sensation, thought, or event that occurred.



Skills I could have used instead

Second Link

Third Link

Fourth Link

Fifth Link

Sixth Link

Seventh Link

If you need space for more links, you can write them on another piece of paper and then continue on with this worksheet.

Problem Behavior

Be specific. What did you do? How much? Etc.

Consequences	
Immediate consequences to you	Immediate consequences to others
Long-term consequences to you	Long-term consequences to others

Repair

What can you do as a repair to make things right with those who may have been hurt by your actions?

Troubleshooting

What could get in the way of using the skills you wrote above, next time you encounter a similar situation?

Solution

What could you do to encourage or remind yourself to use your skills next time you are in this situation? Are you willing to do this?

Week 3 Therapy Worksheets

- ACCUMULATING Positive Experiences—Long Term (To Build a Life Worth Living)
- Wise Mind Values and Priorities List

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

In the Long Term:

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

Work toward goals based on your values:

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

1. Goal: _____

2. Some steps toward my goal: _____

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

Pay attention to relationships:

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

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

Avoid avoiding:

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

What have I been avoiding? _____

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

From *DBT Skills Manual for Adolescents*, by Jill H. Rathus and Alec L. Miller. Copyright 2015 by The Guilford Press. Permission to photocopy this handout is granted to purchasers of this book for personal use only (see copyright page for details). Purchasers can download and print additional copies of this handout from www.guilford.com/rathus-handouts.

Wise Mind Values and Priorities List

Mark the items that are important to you:

- **Contribute** (e.g., be generous, help people in need, make sacrifices for others, volunteer, service to society).
- **Attend to relationships** (e.g., build new relationships, work on current relationships, repair old relationships, end destructive relationships, treat others well).
- **Be part of a group** (e.g., be social, have close friends, have people to do things with, feel sense of belonging).
- **Build character** (e.g., have integrity, be honest, be loyal, stand up for my beliefs, keep my word, be respectful, be courageous in facing and living life, keep growing as a human being).
- **Be responsible** (e.g., get my work done, earn money, take care of myself more and more, be reliable).
- **Achieve things** (e.g., get good grades, work hard, be financially secure).
- **Learn** (e.g., seek knowledge and information, read, study).
- **Have fun** (e.g., enjoy what I do, laugh, go out and have a good time, relax).
- **Focus on family** (e.g., see family often, keep family relationships strong, do things for family, respect family traditions).
- **Be a leader** (e.g., be seen by others as successful; be in charge of something like a club, team, or committee; be respected by others; be accepted).
- **Be healthy** (e.g., be physically fit, exercise, eat and sleep well, see my doctors when needed, practice yoga).
- **Strive for moderation** (e.g., avoid excesses and achieve balance).
- Other _____

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

From *DBT Skills Manual for Adolescents*, by Jill H. Rathus and Alec L. Miller. Copyright 2015 by The Guilford Press. Permission to photocopy this handout is granted to purchasers of this book for personal use only (see copyright page for details). Purchasers can download and print additional copies of this handout from www.guilford.com/rathus-handouts.

Week 4 Therapy Worksheets

- Crisis Survival Skills: Pros and Cons

Crisis Survival Skills: Pros and Cons



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

Crisis I am faced with: _____

Crisis urges: _____

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

(continued)

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

From *DBT Skills Manual for Adolescents*, by Jill H. Rathus and Alec L. Miller. Copyright 2015 by The Guilford Press. Permission to photocopy this handout is granted to purchasers of this book for personal use only (see copyright page for details). Purchasers can download and print additional copies of this handout from www.guilford.com/rathus-handouts.

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

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

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

Week 5 Therapy Worksheets

- Primary & Secondary Emotions
- Feel Your Feelings Evaluation

Primary & Secondary Emotions

We can experience more than one emotion in reaction to a single event.

First, we experience a Primary Emotion. A Primary Emotion is a reaction to a triggering event (Linehan, 1993b). A triggering event is something that happened in the environment that created, or triggered, an emotion.

Here are some examples of triggering events:

- Having a first kiss
- Getting a D on an assignment
- Hearing your mom say “no” to a request
- Scoring a goal at a soccer game

- _____
- _____
- _____

Primary Emotions are “hard wired,” meaning they are like a reflex. Primary Emotions happen quickly and naturally. Primary Emotions can be like smoke detectors; they can alert us to something to which we need to pay attention.

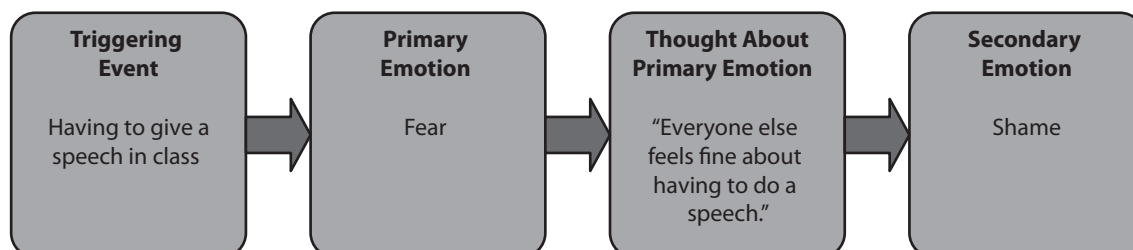
Here is an example of how an event might trigger a Primary Emotion:



Having emotions might be less complicated if we only had Primary Emotions, but, we don’t just have Primary Emotions, we also have Secondary Emotions.

Secondary Emotions are created by the way we think about our reactions to triggering events. In other words, Secondary Emotions are feelings about Primary Emotions. They are not “hard wired.”

Here is an example of how an event might trigger Primary and Secondary Emotions:



Worksheet

Primary & Secondary Emotions - Your Turn

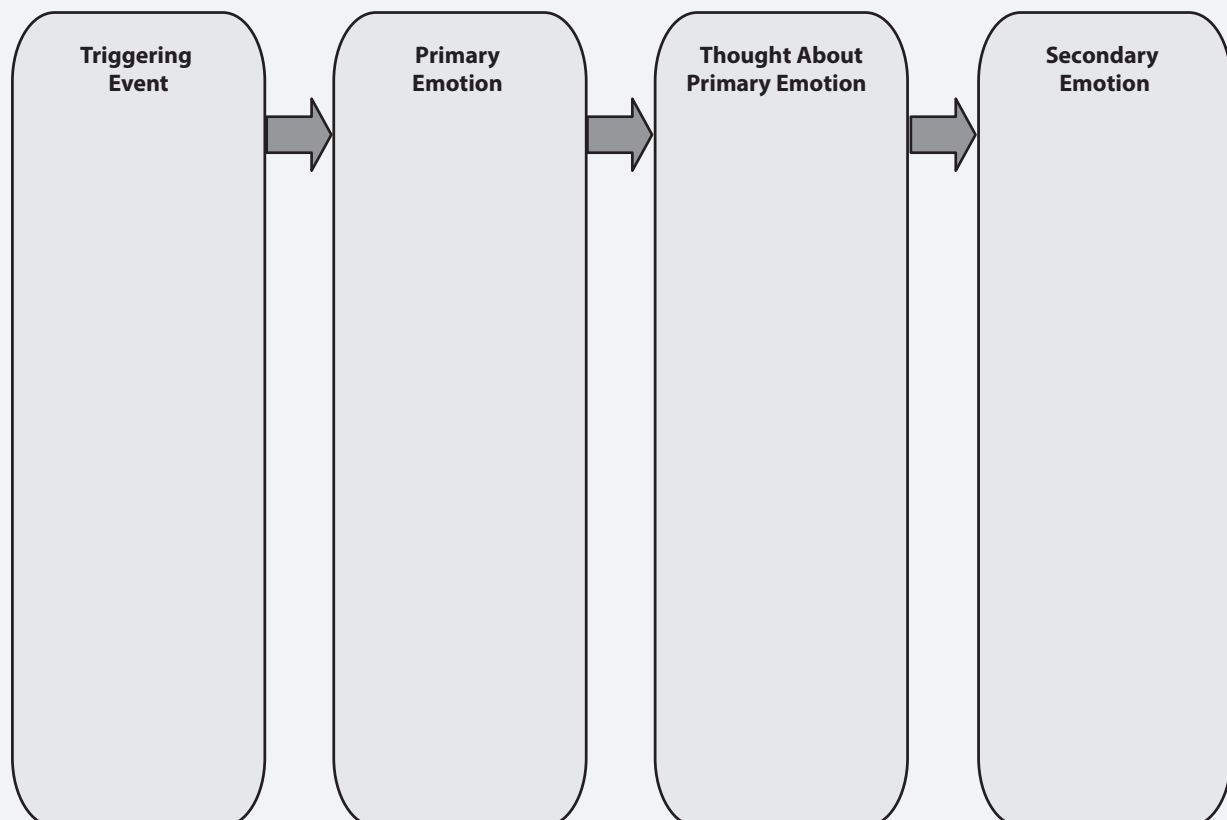
This worksheet will help you look at your Primary and Secondary Emotions.

Remember:

- A Primary Emotion is the first emotion that you feel when an event happens.
- A Secondary Emotion is a reaction to a Primary Emotion.

Think of a triggering event in your past. Keep in mind that your triggering event could be either enjoyable or difficult. After remembering your triggering event, think about the very first emotion you had. This was your Primary Emotion. Next, consider how you were thinking about your Primary Emotion and write your thoughts in the “Reaction to Primary Emotion” box. Finally, remember how you were feeling after this thought and put it down as your Secondary Emotion.

If trying to look back at a past triggering event isn’t working, notice a current situation and do this exercise in the moment.



Worksheet

Feel Your Feelings Evaluation

Are you an emotional stuffer or an emotional sticker? Are you good at Feeling Your Feelings? Look at the lists below and check the items that fit for you. If you check a lot in the stuffing or sticking category, it might be helpful to focus on skills that help you Feel Your Feelings.

Stuffing:

- ☐ I frequently pretend like everything is Ok when it is not.
- ☐ I ignore my emotions.
- ☐ I smile even when I'm sad, hurt, anxious or angry.
- ☐ People are surprised when they find out I'm depressed or anxious.
- ☐ I focus on other people's problems and ignore my own.
- ☐ I feel emotionally numb a lot.
- ☐ I will hold in my emotions until they are too big to ignore.
- ☐ People tell me I'm emotionally distant.
- ☐ _____
- ☐ _____
- ☐ _____

Sticking:

- ☐ I often replay a crisis or difficult event over and over in my head.
- ☐ I focus a lot on my difficult emotions.
- ☐ I beat myself up a lot for things that are far in the past.
- ☐ Most of the time I don't let myself see the positives.
- ☐ People tell me I don't get over things very easily.
- ☐ People tell me I make a bigger deal than I should out of things.
- ☐ It's hard for me to let go of difficult emotions.
- ☐ _____
- ☐ _____
- ☐ _____

Feel My Feelings:

- ☐ I notice my enjoyable and difficult feelings when they are happening.
- ☐ I let my feelings come and go.
- ☐ I notice both the positives and negatives.
- ☐ I am usually able to tell people how I'm feeling.
- ☐ I am comfortable with my emotions.
- ☐ The people close to me usually know how I'm feeling.
- ☐ When I have a difficult emotion, I can feel it without holding onto it.
- ☐ _____
- ☐ _____
- ☐ _____

Week 12 Therapy Worksheets

- Graduation Transition Plan

Graduation Transition Plan

It is important to think ahead and make a plan to be successful without your DBT skills group. This worksheet will help you prepare for your graduation from DBT.

What problems did you come to DBT with?

How did DBT help you with those problems?

What areas do you still need to work on? Where do you need the most help?

What areas do you need the least amount of help with?

What do you think will be difficult after graduation?

What DBT skills can you use to help?

Who are your support people?

What can you do to build structure and replace your time spent in skills group?

Apps that I can use for coaching support:

SKILLS COACHING WORKSHEETS

WEEKS 1-12

No sheets weeks 6, 10 & 12

Week 1 Skills Coaching Worksheets

- Mindfulness “What” Skills

Mindfulness “What” Skills

Observe

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

Describe

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

Participate

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

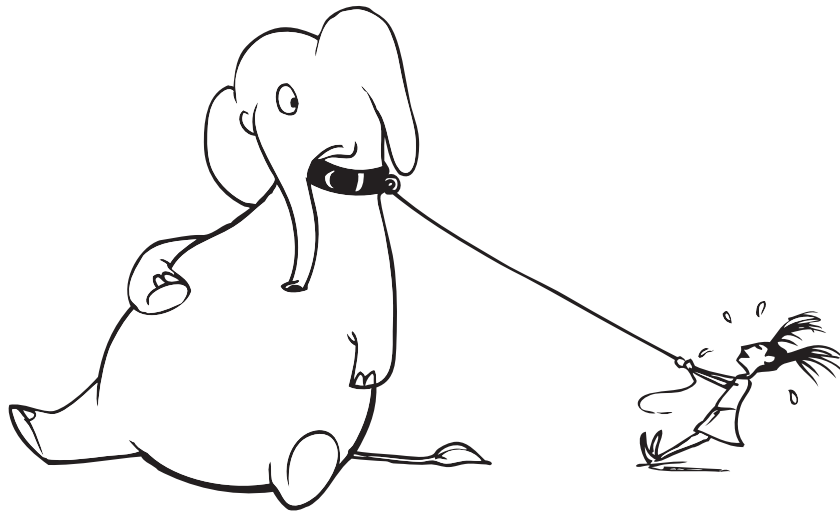
Adapted from *DBT Skills Training Handouts and Worksheets, Second Edition*. Copyright 2015 by Marsha M. Linehan. Adapted by permission.

From *DBT Skills Manual for Adolescents*, by Jill H. Rathus and Alec L. Miller. Copyright 2015 by The Guilford Press. Permission to photocopy this handout is granted to purchasers of this book for personal use only (see copyright page for details). Purchasers can download and print additional copies of this handout from www.guilford.com/rathus-handouts.

Week 2 Skills Coaching Worksheets

- Willingness
- Ways to Practice Accepting Reality

Willingness



WILLFULNESS IS . . .

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

REPLACE WILLFULNESS WITH *WILLINGNESS*.

WILLINGNESS IS . . .

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

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

(continued)

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

From *DBT Skills Manual for Adolescents*, by Jill H. Rathus and Alec L. Miller. Copyright 2015 by The Guilford Press. Permission to photocopy this handout is granted to purchasers of this book for personal use only (see copyright page for details). Purchasers can download and print additional copies of this handout from www.guilford.com/rathus-handouts.

Willingness (page 2 of 2)

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

Where were you willful? _____

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

What happened? _____

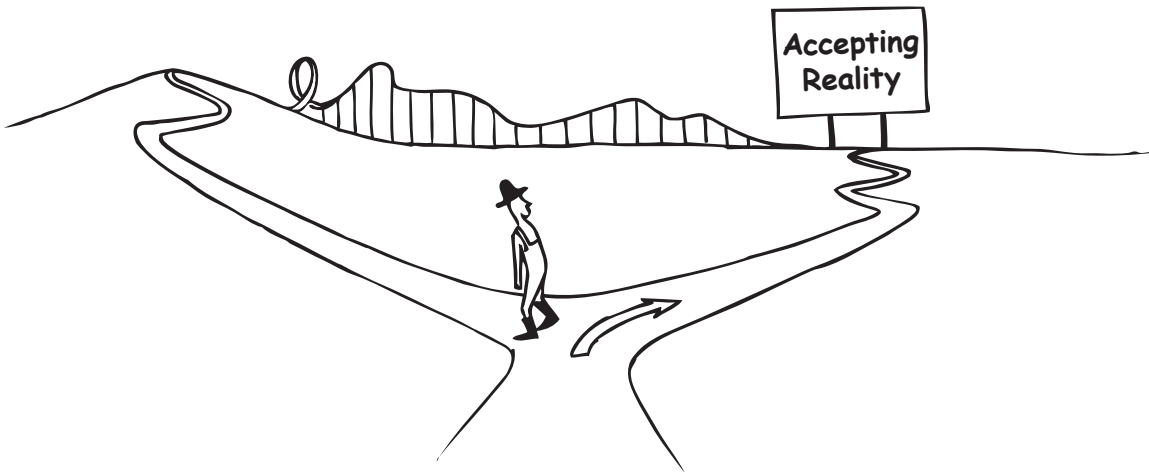
Where were you willing? _____

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

What happened? _____

Ways to Practice Accepting Reality

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



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

From *DBT Skills Manual for Adolescents*, by Jill H. Rathus and Alec L. Miller. Copyright 2015 by The Guilford Press. Permission to photocopy this handout is granted to purchasers of this book for personal use only (see copyright page for details). Purchasers can download and print additional copies of this handout from www.guilford.com/rathus-handouts.

Week 3 Skills Coaching Worksheets

- Mindfulness “How” Skills

Mindfulness “How” Skills

Don’t Judge

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

Stay Focused

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

Do What Works

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

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

From *DBT Skills Manual for Adolescents*, by Jill H. Rathus and Alec L. Miller. Copyright 2015 by The Guilford Press. Permission to photocopy this handout is granted to purchasers of this book for personal use only (see copyright page for details). Purchasers can download and print additional copies of this handout from www.guilford.com/rathus-handouts.

Week 4

Skills Coaching Worksheets

- Building Mastery and Coping Ahead

Building Mastery and Coping Ahead

BUILD MASTERY

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

Example: _____

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

COPE AHEAD OF TIME WITH EMOTIONAL SITUATIONS

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

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

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

From *DBT Skills Manual for Adolescents*, by Jill H. Rathus and Alec L. Miller. Copyright 2015 by The Guilford Press. Permission to photocopy this handout is granted to purchasers of this book for personal use only (see copyright page for details). Purchasers can download and print additional copies of this handout from www.guilford.com/rathus-handouts.

Week 5 Skills Coaching Worksheets

- ACCUMULATING Positive Experiences—Short Term
- Activities For Teens

ACCUMULATING Positive Experiences—Short Term

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

In the Short Term:

Do pleasant things that are possible right now.

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

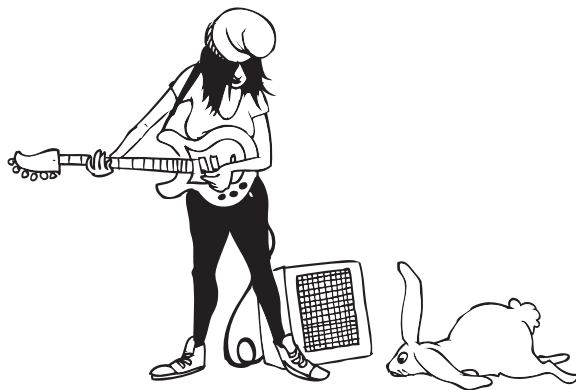


Be Mindful of Positive Experiences:

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

Be Unmindful of Worries:

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



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

From *DBT Skills Manual for Adolescents*, by Jill H. Rathus and Alec L. Miller. Copyright 2015 by The Guilford Press. Permission to photocopy this handout is granted to purchasers of this book for personal use only (see copyright page for details). Purchasers can download and print additional copies of this handout from www.guilford.com/rathus-handouts.

Activities For Teens

- Bake for yourself or others - Try a new recipe which includes an ingredient you have never used before!
- Create a vision board either online or on poster board. If you want to try it online, use Pinterest, or Canva
- Listen to music - make a playlist of your favorite songs
- Play an instrument
- Sing karaoke
- Have a dance party - and dance like nobody's watching!
- Do yoga, stretch, or just get up and move your body
- Paint or draw a picture of something that makes you happy
- Learn about something new and interesting
- Read (or reread) a book
- Write a poem, story, or journal prompt
- Play a board game
- Play cards
- Knit, crochet, or sew
- Go online shopping or visit your favorite store
- Watch your favorite tv show or movie
- Play a video game or computer game
- Decorate your room
- Take a nap
- Text or call a friend
- Go on a bike ride
- Take a walk, run, or hike
- Play your favorite sport
- Make your own adventure course - play 'the floor is lava'
- Create an ice cream bar at home
- Drink a cup of tea
- Get dressed up - All the way!
- Make jewelry, or friendship bracelets
- Do a scavenger hunt
- Work on a puzzle
- Take a warm bath or shower
- Paint your nails
- Make your own at-home spa experience
- Create and do a skin care routine
- Try a new hairstyle or makeup look
- Snuggle with your pet, or a stuffed animal

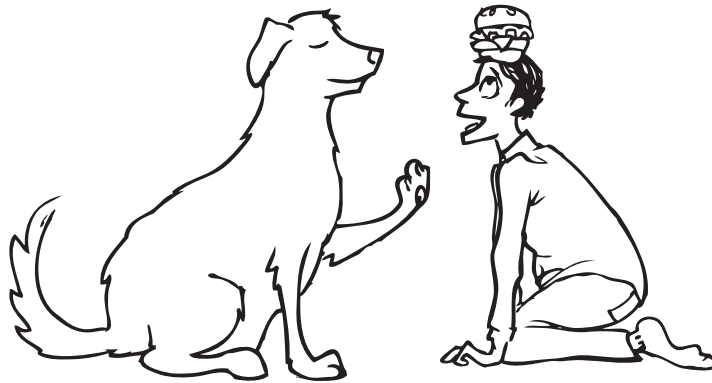
Activities For Teens (contd.)

- Think of 3 things you are grateful for
- Declutter and organize your space
- Get cozy! Put on comfy clothes, wrap up in a blanket, wear fuzzy socks
- Work out along with an exercise video
- Listen to a podcast, or a TEDtalk
- Take pictures
- Go through and get rid of things you no longer need - donate them!
- Learn and practice a new language
- Watch a YouTube video
- Go for a drive
- Learn a new skill
- Go to the beach, lake, pool
- Be crafty
- Create a bucket list
- Go to an animal shelter or pet store
- Watch the sunrise or sunset
- Look at the clouds or the stars
- Learn a magic trick
- Go exploring in your neighborhood
- Write down your favorite quotes
- Find a new recipe and cook a meal
- Engage your brain with sudoku or word searches
- Plant a garden or take care of houseplants
- Write a thoughtful letter to someone you care about
- Plan a fun activity to do with friends or family
- Go to a restaurant or order takeout
- Light a candle of your favorite scent
- Challenge yourself to unplug from electronics
- Drink a cup of water
- Fill out a page in a coloring book
- Watch a documentary
- Download a new app
- Do a random act of kindness, or go volunteer
- Visit a museum, library, zoo
- Go to a movie theatre or concert
- Do a seasonal activity
- Give someone a hug
- Color your hair
- Watch or make TikToks

Week 7 Skills Coaching Worksheets

- Behavior Change
- Ways to Increase Behaviors
- Practice Exercise: Positive Reinforcement

Behavior Change



Behavior change skills are strategies used to *increase* behaviors we want and to *reduce* behaviors we don't want (in ourselves and others).

BEHAVIORS TO INCREASE

Remember to be specific and measurable.

SELF:

What behaviors would you like to increase in yourself (e.g., exercising, saving money, going to school, doing homework)? _____

OTHERS:

What behaviors would you like to increase in someone else (e.g., spending more time with you, listening to you, making eye contact, putting dirty dishes in the sink)? _____

(continued)

From *DBT Skills Manual for Adolescents*, by Jill H. Rathus and Alec L. Miller. Copyright 2015 by The Guilford Press. Permission to photocopy this handout is granted to purchasers of this book for personal use only (see copyright page for details). Purchasers can download and print additional copies of this handout from www.guilford.com/rathus-handouts.

BEHAVIORS TO DECREASE

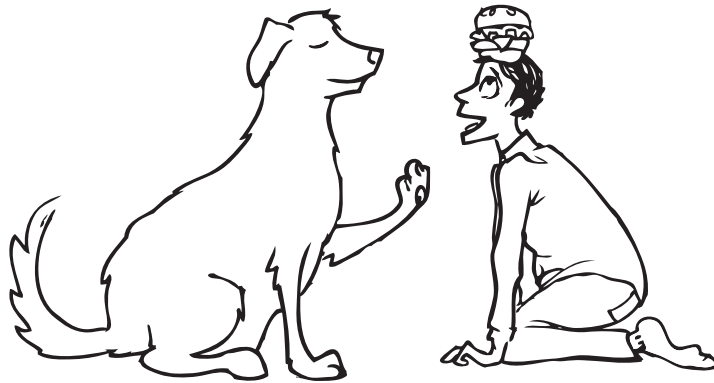
SELF:

What behaviors would you like to decrease in yourself (e.g., overeating, cigarette smoking, cutting, blurting out impulsively, arguing back, running away, fighting, skipping classes, lying in bed during the day)? _____

OTHERS:

What behaviors would you like to decrease in someone else (e.g., nagging, breaking curfew, running away, yelling, avoiding school, invalidation, playing videogames, staying up past bedtime)? _____

Ways to Increase Behaviors



Reinforcers are *consequences* that result in an *increase* in a behavior. They provide information to a person about what you want them to do.

- **Positive reinforcement:** Increases the frequency of a behavior by providing a “rewarding” consequence.(e.g., labeled praise; a genuine compliment; an A on an exam).

HINT: Timing is very important. Give the reward immediately and choose motivating reinforcers! Don't forget to reinforce yourself!

Examples: _____

- **Negative reinforcement:** Increases the frequency of a behavior by removing something negative; it's *relief* from something unpleasant.

Examples: Why take an aspirin when you have a headache? It *relieves* the headache and that makes you more likely to take aspirin next time you have a headache (aversive stimulus). Aspirin taking is negatively reinforced.

If your mom is nagging you, you are more likely to clean your room in order to stop the nagging. If you have intense negative emotions, and a harmful behavior provides temporary relief, you are more likely to repeat the harmful behavior. Remember, you are learning skills to manage this better!

(continued)

Ways to Increase Behaviors (page 2 of 2)

Examples of negative reinforcements that are *not* harmful (e.g., positive ways to soothe yourself, leaving painful situations): _____

- **Shaping:** Reinforcing small steps that lead toward the ultimate goal (e.g., going from A to Z in 26 steps, each step rewarded).

Example: A teenager is anxious about going to school and doesn't usually go. She might be encouraged to go for 1 hour on Monday, 2 hours on Tuesday, and so on, until she's able to stay for a whole day, ultimately leading up to staying every day, all week long. Reinforce each step!

Practice Exercise: Positive Reinforcement

Due Date _____

1. Look for opportunities (since they are occurring all of the time) to positively reinforce yourself and someone else. First, simply notice or acknowledge something positive that occurred (positive tracking).

What is something positive that *you* did this week? _____

What is something positive that your *family member* did this week? _____

2. Using a different example, identify a specific behavior you wanted to increase and the reinforcer you used to help increase it. Remember, you can reinforce even a small step in the right direction (shaping)!

A. For yourself:

Behavior: _____

Reinforcer: _____

B. Someone else: _____

Behavior: _____

Reinforcer: _____

3. Describe the situation(s) when you used reinforcement:

A. For yourself: _____

B. Someone else: _____

4. What was the outcome? What did you observe?

A. For yourself: _____

B. Someone else: _____

From *DBT Skills Manual for Adolescents*, by Jill H. Rathus and Alec L. Miller. Copyright 2015 by The Guilford Press. Permission to photocopy this handout is granted to purchasers of this book for personal use only (see copyright page for details). Purchasers can download and print additional copies of this handout from www.guilford.com/rathus-handouts.

Week 8 Skills Coaching Worksheets

- Urge Surfing

Urge Surfing

Urge surfing is making a conscious decision not to act on an urge, impulse or want that is not in keeping with your value or goal in the situation.

You can decide if you are going to give in to an urge or surf it until it goes away.

The goal of urge surfing is not to make the urge go away. The goal is to learn that urges pass and that you CAN not act on it.

Things to know about urges:

1. When you don't immediately act on an urge, it gets stronger and feels worse.
2. If you respond to an urge when the intensity is high, the brain learns you will eventually give in. This will increase the intensity of the sensation of the urge in the future.
3. If you wait a bit the sensation of the urge will decrease and your brain will learn urges will pass.
4. Urge surfing will train your brain not to respond to the urge the next time you have it.
5. The more you surf the urge instead of responding to it, the sensation will become less and it will become easier.

Week 9 Skills Coaching Worksheets

- BEST Ways to Get REST: 12 Tips for Better Sleep
- PLEASE Skills

BEST Ways to Get REST: 12 Tips for Better Sleep

Maintaining a balanced sleep pattern will decrease your emotional vulnerability.

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

(continued)

From *DBT Skills Manual for Adolescents*, by Jill H. Rathus and Alec L. Miller. Copyright 2015 by The Guilford Press. Permission to photocopy this handout is granted to purchasers of this book for personal use only (see copyright page for details). Purchasers can download and print additional copies of this handout from www.guilford.com/rathus-handouts.

BEST Ways to Get REST: 12 Tips for Better Sleep *(page 2 of 2)*

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

PLEASE Skills

Treat Physical L illness:

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

Balance Eating:

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

Avoid mood-altering drugs:

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

Balance Sleep:

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

Get Exercise:

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



Exercise!



Eat healthy foods!

Get rest!

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

From *DBT Skills Manual for Adolescents*, by Jill H. Rathus and Alec L. Miller. Copyright 2015 by The Guilford Press. Permission to photocopy this handout is granted to purchasers of this book for personal use only (see copyright page for details). Purchasers can download and print additional copies of this handout from www.guilford.com/rathus-handouts.

Week 11

Skills Coaching Worksheets

- Mindfulness Cheat Sheet

DBT SKILLS

Distress Tolerance

Activities

Contributions

Comparison

Emotions (opposite)

Push away

Thoughts (other)

Sensations (other)

Imagery

Meaning

Prayer

Relaxation

One thing at a time

Vacation

Encourage yourself

Self Soothe

- Sight

- Hearing

- Touch

- Smell

- Taste

Body Scan

Mindfulness of current thoughts

Pros and Cons

- Write in wise mind and use when in distress

Reality Acceptance

- Radical Acceptance

- Turning the mind

- Half smile

- Willingness

- Willing hands

Pain is inevitable, suffering is optional.

Pain + Non-acceptance = suffering

Crisis Survival Skills

Stop

Take a step back / a breath

Observe

Perspective

Proceed mindfully

Temperature

Intense exercise

Paced breathing

Paired muscle relaxation

Emotion Regulation

Reduce emotional vulnerability

Physical illness (treat)

Eating (regular / balanced)

Avoid mood altering drugs

Sleep

Exercise regularly

Accumulating Positives

- **Short term** - accumulating positive experiences and pleasant events

- **Long term** - working toward goals based on values

Building mastery

Cope ahead

Understand the emotional experience

Recognize emotion

(*model of emotion*)

Accept

Investigate

(*what is this emotion telling me?*)

Non-identification

(*you are not your emotions*)

Decrease emotional suffering

- Check the facts

- Opposite action

- Problem solving

- Mindfulness of emotion

You are not your thoughts.

You are not your emotions.

Interpersonal Effectiveness

Describe

Express

Assert

Reinforce

Mindful

Appear confident

Negotiate

Fair

Apologies (no)

Stick to values

Truthful

Gentle

Interested

Validate

Easy Manner

Chain analysis

1. Prompting event

2. Interpretation

3. Emotion

4. Behavior

5. Short term relief

6. Short term and long term consequences

Core Mindfulness Skills

Use these skills with:

- Awareness

- Acceptance

- Action

What:

- **Observe**

Just notice, without judgement

- **Describe**

Just the facts, without judgement or emotion

- **Participate**

How:

- **Non Judgemental**

Not labeling things as good or bad

- **One-mindful**

Just one thing at a time, notice distractions and let go

- **Effective**

Do what works, remember your values

Wise mind

Intuition, when emotion mind and rational mind work effectively together

Equanimity

Seeing things as neutral rather than good or bad

Thinking dialectically

Consider both sides, think of other perspectives. They could both be true.

Middle Path

- Dialectical thinking / actions

- Validation / self validation

- Compassion / self compassion

- Remember everyone is connected

- Loving kindness

- Let go - of thoughts, emotions, etc

- Love your emotions

- Embrace change

- Behavior modification / shaping
- positive and negative reinforcement, punishment

GROUP SKILLS WORKSHEETS

INTRO SESSION & WEEKS 1-12

Intro Session Group Skills Worksheets

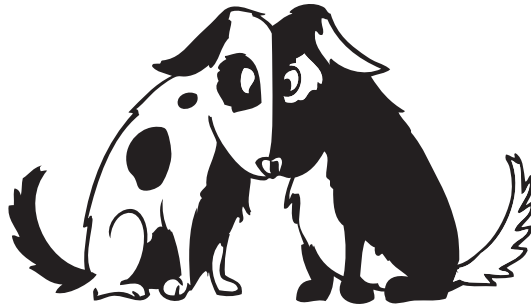
- What Is Dialectical Behavior Therapy (DBT)?
- Guidelines for the Adolescent Skills Training Group
- DBT Assumptions
- DBT Contract
- Goals of Skills Training

What Is Dialectical Behavior Therapy (DBT)?

- DBT is an effective treatment for people who have difficulty controlling their emotions and behaviors.
- DBT aims to replace problem behaviors with skillful behaviors.
- DBT skills help people experience a range of emotions without necessarily acting on those emotions.
- DBT skills help teens navigate relationships in their environment (family/school/peers).
- DBT helps people create a life worth living.

What Does “Dialectical” Mean?

Dialectical = two opposite ideas can be true at the same time, and when considered together, can create a new truth and a new way of viewing the situation. There is always more than one way to think about a situation.



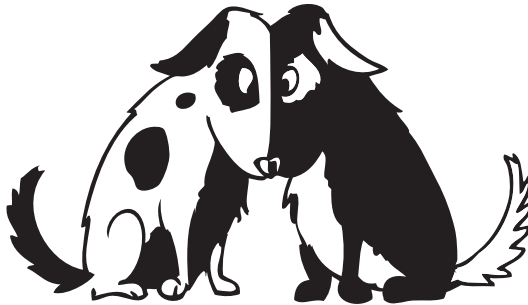
From *DBT Skills Manual for Adolescents*, by Jill H. Rathus and Alec L. Miller. Copyright 2015 by The Guilford Press. Permission to photocopy this handout is granted to purchasers of this book for personal use only (see copyright page for details). Purchasers can download and print additional copies of this handout from www.guilford.com/rathus-handouts.

Guidelines for the Adolescent Skills Training Group

1. Information obtained during sessions (including the names of other group members) must remain confidential.
2. People are not to come to sessions under the influence of drugs or alcohol.
3. People are not to discuss any risk behaviors with other group members outside of sessions. Participants do not tempt others to engage in problem behaviors.
4. Group members may not contact one another when in crisis and instead should contact their skills coach or therapist.
5. People may not form private (cliques, dating) relationships with one another while they are in skills training together.
6. People may not act in a mean or disrespectful manner toward other group members or leaders.

DBT Assumptions

1. People are doing the best they can.
2. People want to improve.
3. People need to do better, try harder, and be more motivated to change.
4. People may not have caused all of their own problems and they have to solve them anyway.
5. The lives of emotionally distressed teenagers and their families are painful as they are currently being lived.
6. Teens and families must learn and practice new behaviors in all the different situations in their lives (e.g., home, school, work, neighborhood).
7. There is no absolute truth.
8. Teens and their families cannot fail in DBT.



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

From *DBT Skills Manual for Adolescents*, by Jill H. Rathus and Alec L. Miller. Copyright 2015 by The Guilford Press. Permission to photocopy this handout is granted to purchasers of this book for personal use only (see copyright page for details). Purchasers can download and print additional copies of this handout from www.guilford.com/rathus-handouts.

DBT Contract

I am familiar with the theory, assumptions and format of DBT Skills Training.

I agree to participate in DBT Skills Training and complete all of the modules.

I will come to group on time with my materials and practice exercises. If I don't do the practice, I agree to do a behavioral analysis (so we understand what got in the way and can problem-solve for next time).

I am fully aware of the attendance policy, and if I exceed the allotted amount of absences, I understand that I will have dropped out of DBT Skills Training. (As a care giver, I am aware that the attendance policy applies to me as well.)

Client Signature _____ Date _____

Skills Trainer Signature _____ Date _____

Goals of Skills Training

Problems to Decrease

1. REDUCED AWARENESS AND FOCUS; CONFUSION ABOUT SELF

(Not always aware of what you are feeling, why you get upset, or what your goals are, and/or have trouble staying focused)

2. EMOTIONAL DYSREGULATION

(Fast, intense mood changes with little control and/or steady negative emotional state; mood-dependent behaviors)

3. IMPULSIVITY

(Acting without thinking it all through; escaping or avoiding emotional experiences)

4. INTERPERSONAL PROBLEMS

(Pattern of difficulty keeping relationships steady, getting what you want, keeping self-respect; loneliness)

5. TEENAGER AND FAMILY CHALLENGES

(Extreme thinking, feeling, and acting; absence of flexibility; difficulty navigating family conflict or effectively influencing others' behaviors)

Behaviors to Increase

1. CORE MINDFULNESS SKILLS

2. EMOTION REGULATION SKILLS

3. DISTRESS TOLERANCE SKILLS

4. INTERPERSONAL EFFECTIVENESS

5. WALKING THE MIDDLE PATH SKILLS

PERSONAL GOALS:

Behaviors to Decrease

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

Behaviors to Increase

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

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

From *DBT Skills Manual for Adolescents*, by Jill H. Rathus and Alec L. Miller. Copyright 2015 by The Guilford Press. Permission to photocopy this handout is granted to purchasers of this book for personal use only (see copyright page for details). Purchasers can download and print additional copies of this handout from www.guilford.com/rathus-handouts.

Week 1 Group Skills Worksheets

- Mindfulness: Why Bother?
- Mindfulness Cheat Sheet
- Biosocial Theory
- I Am Aware Of Exercise
- Week 1 Homework

Mindfulness: Why Bother?

Being mindful can . . .

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

Practice, practice, practice

Mindfulness Cheat Sheet

1. Identify what you will focus on:

Examples: Your breath

An object (a picture, burning candle)

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

2. Bring your attention to the object of focus.

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

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



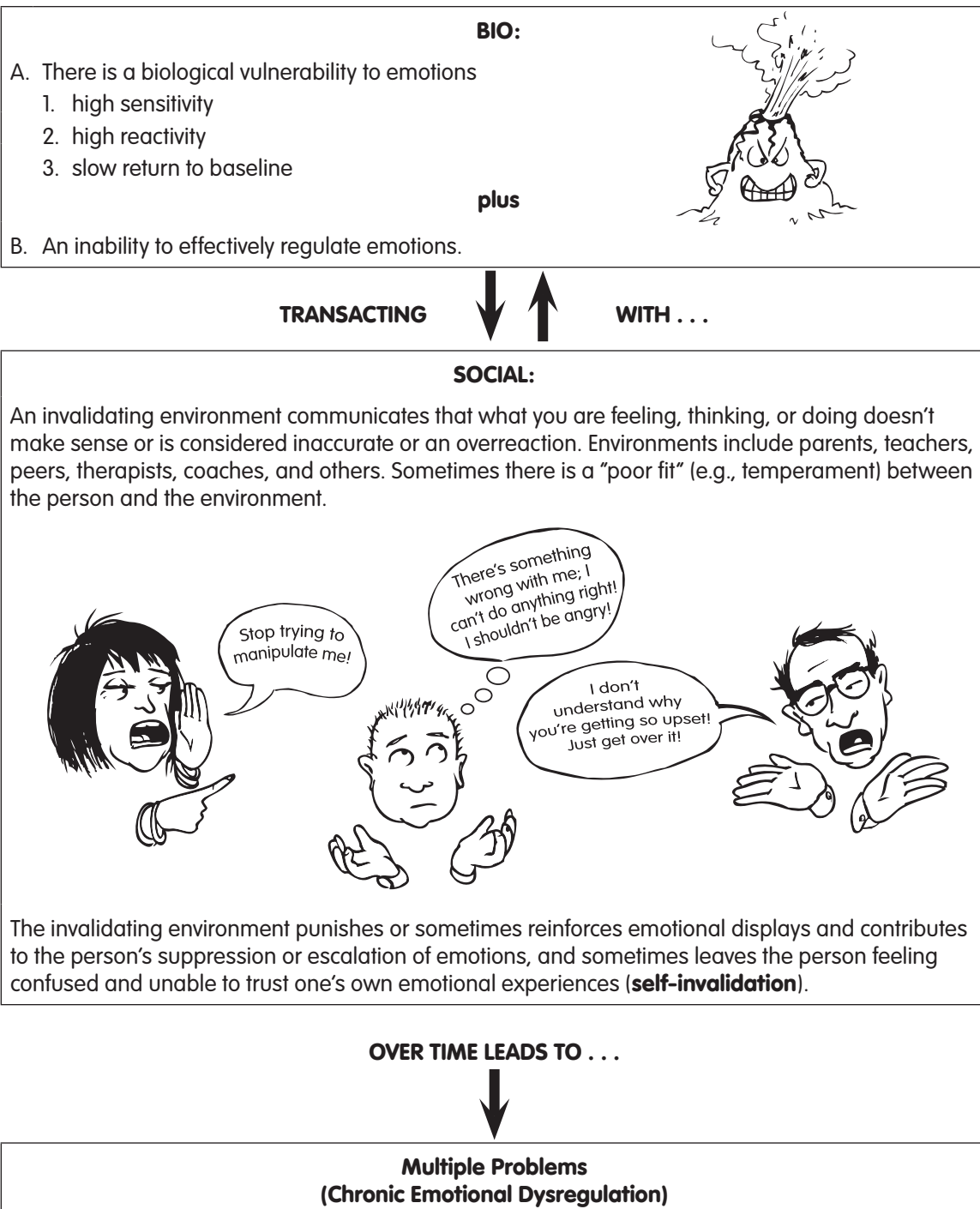
To Get Started

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

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

ORIENTATION HANDOUT 4

Biosocial Theory



From *DBT Skills Manual for Adolescents*, by Jill H. Rathus and Alec L. Miller. Copyright 2015 by The Guilford Press. Permission to photocopy this handout is granted to purchasers of this book for personal use only (see copyright page for details). Purchasers can download and print additional copies of this handout from www.guilford.com/rathus-handouts.

I AM AWARE OF Exercise

(Written by Erin Cox-Slosberg, MSW)

What is “I am aware of...”

“I am aware of.” is a mindfulness tool used in DBT to help our clients increase their knowledge and understanding of their experience of being in the moment. In this practice we use short, identifying sentences to describe thoughts, feelings, and physical sensations. We encourage clients to not get caught up in thinking about why they are experiencing certain things, and to focus instead on their awareness of what is occurring in that particular moment and time. We start with “I” to acknowledge it is our own experience. We then state “am aware of” so that we are practicing using the skill of Observation during the exercise.

The idea behind this exercise is that when we become more aware of our thoughts, feelings, and physical sensations, we then have the option to apply skills instead of reacting impulsively to uncomfortable experiences. For example, a person may identify anxiety as a feeling, and notice the body sensations of racing thoughts, fast heart beat, and a flushed face. They can then choose to use the TIPP skill, where they can apply a cool cloth to their face in order to decrease their body temperature, and thereby potentially decrease the intensity of the anxiety .

The mind and body are important communicators, and “I am aware of “ allows us to get good at understanding what message each area of awareness (emotion, thought, physical sensation) may be sending. Through practice, and by observing these messages, we develop the ability to respond to these areas of awareness skillfully rather than react to them impulsively.

The “I am aware of exercise” can be used at any moment and time, and we encourage clients to use it throughout the day.

When to use this exercise with a client:

As a clinician, times I use “ I am aware of...”

- After mindfulness practice

- When a client is emotionally dysregulated or experiencing distress

- When a client is numb or can't identify what they are experiencing

- When a client is exposing themselves to a particular emotion

Script for I Am Aware Of:

Thank you for your participation in that mindfulness practice. Now I'm going to have everyone practice this exercise called "I am aware of". We will do this in group after every mindfulness practice and I would encourage this to be part of your daily routine! Check in a few times a day with yourself. We are going to look at three things. Picture a triangle. I usually hold up a blank piece of paper with a triangle on it; at one corner it says thoughts, another feelings, and the last physical sensations. Let's take a minute to think about these three things.

I state.. "we are not going to get caught up in the content about why we are feeling a certain way or why we are having these thoughts, we are working on just the awareness and being present in this very moment, right here and now. "

For the first introduction to this I start with me. "I am aware of forward thinking (there is backwards and popcorn thinking for a framework), my feet on the floor, a fluttery feeling in my stomach, and the sun on my face".

I now have my co-leader participate.

Next, I ask a group member to give it a try, shaping the responses. I dig deep, for example if someone says "I'm tired." I might then say " where do you feel that? Is that a thought or do you physically feel it in your body, the tiredness, and if so how and where?" If they state they stayed up too late gaming with friends, I might say "so that would fit into backwards thinking as you are thinking about something that has happened in the past but is effecting your present state."

I would then thank them and summarize, " so you are aware of backwards thinking, tired heavy eyes and body, etc".

All members take a turn sharing what they are aware of. It should not take more than 30 seconds to a minute for each person. After all members have shared, I explain why we do this.

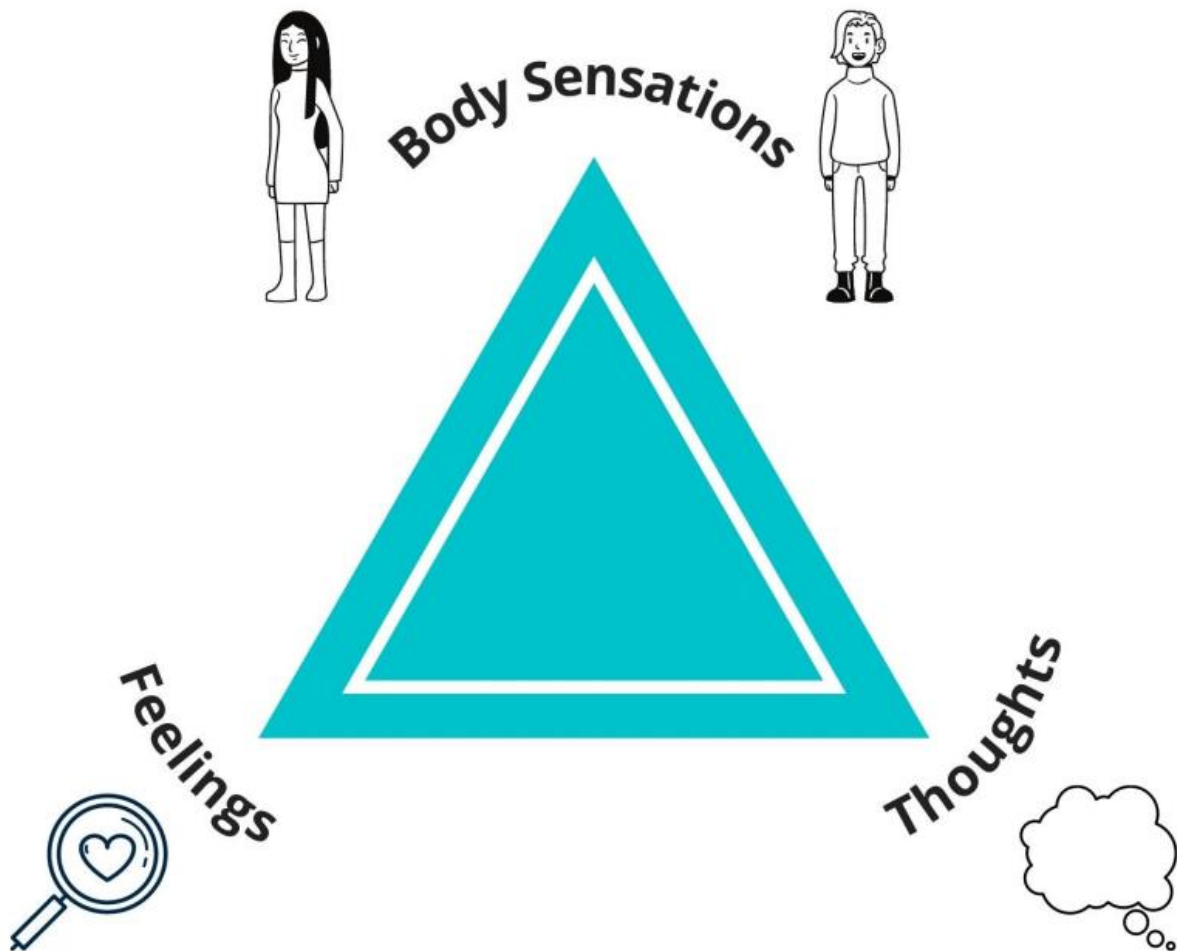
I typically say.. "It gives us an opportunity when we are aware of our thoughts, feelings, and physical sensations to be in wise mind and to use skills when we want to change something."

Examples:

Anxiety- I ask the group as a whole to give me some physical sensations associated with that emotion. Then I ask them for some thought examples associated with that emotion (worry thoughts, forward thinking about a test) and I point out skills they may or may not know yet that they might be able to use to reduce, change, or slightly lessen what they might be experiencing. For example, applying a cold compress when feeling flushed may change the trajectory of anxiety. Changing a thought by reading a self-affirming statement may also change the intensity level of the anxiety. Reducing muscle tension with a progressive relaxation also might decrease the intensity of anxiety. I finish by saying that by checking in with yourself, and looking at these three levels of awareness, you can make one small change in the triangle, or possibly insert a skill to break the circuit. This may alleviate some suffering, build mastery, and help to move forward in that moment.

When and if someone states “I don’t know or I don’t feel anything”, I have them start with something such as lifting their feet up and putting them back on the floor, or rubbing their hands together to create warmth, tapping the top of their hand, etc.. I bet you all have great ideas for this:)

One last thought: the awareness can also potentially prolong or help maintain an emotional state such as centered, calm, focused, etc. You can use this with clients to help them extend positive emotions too!



Week 1 Homework

Find a mindfulness recording on the 'client resources' section of the website and listen to it. Then, reflect on your experience and answer the questions below.

- Complete an 'I am aware of...' exercise before and after the recording.
- What did you notice as you listened to the recording?
 - Physical Sensations in your body (in a few words)

 - Thoughts (in a few words)

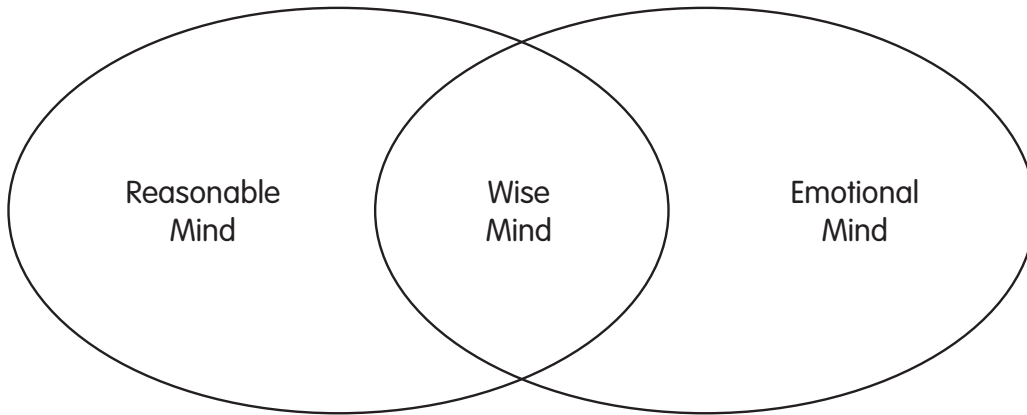
 - Feelings (in a few words)

- How could you add mindfulness to your distress tolerance kit and your ring of skills?

Week 2 Group Skills Worksheets

- Three States of Mind
- Practice Exercise: Observing Yourself in Each State of Mind
- Why Bother Tolerating Painful Feelings and Urges?
- Crisis Survival Skills Overview
- I Am Aware Of

Three States of Mind



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

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

(continued)

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

From *DBT Skills Manual for Adolescents*, by Jill H. Rathus and Alec L. Miller. Copyright 2015 by The Guilford Press. Permission to photocopy this handout is granted to purchasers of this book for personal use only (see copyright page for details). Purchasers can download and print additional copies of this handout from www.guilford.com/rathus-handouts.

Three States of Mind (page 2 of 2)

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

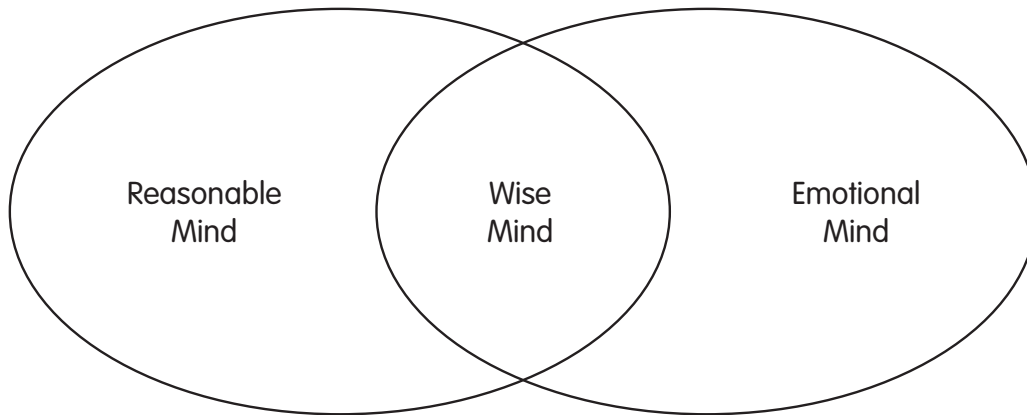
When I am in Reasonable Mind, I tend to: _____

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

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

Practice Exercise: Observing Yourself in Each State of Mind

Due Date: _____



Emotional Mind

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

(continued)

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

From *DBT Skills Manual for Adolescents*, by Jill H. Rathus and Alec L. Miller. Copyright 2015 by The Guilford Press. Permission to photocopy this handout is granted to purchasers of this book for personal use only (see copyright page for details). Purchasers can download and print additional copies of this handout from www.guilford.com/rathus-handouts.

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

Reasonable Mind

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

Wise Mind

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

Why Bother Tolerating Painful Feelings and Urges?

Because . . .

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

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

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

DISTRESS TOLERANCE HANDOUT 2

Crisis Survival Skills Overview

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

Distract with "Wise Mind ACCEPTS"

Activities
Contributing
Comparisons
Emotions
Pushing Away
Thoughts
Sensations

SELF-SOOTHE with Six Senses

Vision
Hearing
Smell
Taste
Touch
Movement

IMPROVE the Moment

Imagery
Meaning
Prayer
Relaxation
One thing in the moment
Vacation
Encouragement

PROS AND CONS

TIPP

Temperature
Intense exercise
Paced breathing
Progressively relaxing your muscles

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

From *DBT Skills Manual for Adolescents*, by Jill H. Rathus and Alec L. Miller. Copyright 2015 by The Guilford Press. Permission to photocopy this handout is granted to purchasers of this book for personal use only (see copyright page for details). Purchasers can download and print additional copies of this handout from www.guilford.com/rathus-handouts.

I AM AWARE OF Exercise

(Written by Erin Cox-Slosberg, MSW)

What is "I am aware of..."

"I am aware of.." is a mindfulness tool used in DBT to help our clients increase their knowledge and understanding of their experience of being in the moment. In this practice we use short, identifying sentences to describe thoughts, feelings, and physical sensations. We encourage clients to not get caught up in thinking about why they are experiencing certain things, and to focus instead on their awareness of what is occurring in that particular moment and time. We start with "I" to acknowledge it is our own experience. We then state "am aware of" so that we are practicing using the skill of Observation during the exercise.

The idea behind this exercise is that when we become more aware of our thoughts, feelings, and physical sensations, we then have the option to apply skills instead of reacting impulsively to uncomfortable experiences. For example, a person may identify anxiety as a feeling, and notice the body sensations of racing thoughts, fast heart beat, and a flushed face. They can then choose to use the TIPP skill, where they can apply a cool cloth to their face in order to decrease their body temperature, and thereby potentially decrease the intensity of the anxiety .

The mind and body are important communicators, and "I am aware of " allows us to get good at understanding what message each area of awareness (emotion, thought, physical sensation) may be sending. Through practice, and by observing these messages, we develop the ability to respond to these areas of awareness skillfully rather than react to them impulsively.

The "I am aware of exercise" can be used at any moment and time, and we encourage clients to use it throughout the day.

When to use this exercise with a client:

As a clinician, times I use " I am aware of..."

- After mindfulness practice

- When a client is emotionally dysregulated or experiencing distress

- When a client is numb or can't identify what they are experiencing

- When a client is exposing themselves to a particular emotion

Script for I Am Aware Of:

Thank you for your participation in that mindfulness practice. Now I'm going to have everyone practice this exercise called "I am aware of". We will do this in group after every mindfulness practice and I would encourage this to be part of your daily routine! Check in a few times a day with yourself. We are going to look at three things. Picture a triangle. I usually hold up a blank piece of paper with a triangle on it; at one corner it says thoughts, another feelings, and the last physical sensations. Let's take a minute to think about these three things.

I AM AWARE OF Exercise

I state.. “we are not going to get caught up in the content about why we are feeling a certain way or why we are having these thoughts, we are working on just the awareness and being present in this very moment, right here and now. ”

For the first introduction to this I start with me. “I am aware of forward thinking (there is backwards and popcorn thinking for a framework), my feet on the floor, a fluttery feeling in my stomach, and the sun on my face”.

I now have my co-leader participate.

Next, I ask a group member to give it a try, shaping the responses. I dig deep, for example if someone says “I’m tired.” I might then say “ where do you feel that? Is that a thought or do you physically feel it in your body, the tiredness, and if so how and where?” If they state they stayed up too late gaming with friends, I might say “so that would fit into backwards thinking as you are thinking about something that has happened in the past but is effecting your present state.” I would then thank them and summarize, “ so you are aware of backwards thinking, tired heavy eyes and body, etc”.

All members take a turn sharing what they are aware of. It should not take more than 30 seconds to a minute for each person. After all members have shared, I explain why we do this. I typically say.. “It gives us an opportunity when we are aware of our thoughts, feelings, and physical sensations to be in wise mind and to use skills when we want to change something.”

Examples:

Anxiety- I ask the group as a whole to give me some physical sensations associated with that emotion. Then I ask them for some thought examples associated with that emotion (worry thoughts, forward thinking about a test) and I point out skills they may or may not know yet that they might be able to use to reduce, change, or slightly lessen what they might be experiencing. For example, applying a cold compress when feeling flushed may change the trajectory of anxiety. Changing a thought by reading a self-affirming statement may also change the intensity level of the anxiety. Reducing muscle tension with a progressive relaxation also might decrease the intensity of anxiety. I finish by saying that by checking in with yourself, and looking at these three levels of awareness, you can make one small change in the triangle, or possibly insert a skill to break the circuit. This may alleviate some suffering, build mastery, and help to move forward in that moment.

When and if someone states “I don’t know or I don’t feel anything”, I have them start with something such as lifting their feet up and putting them back on the floor, or rubbing their hands together to create warmth, tapping the top of their hand, etc.. I bet you all have great ideas for this:)

One last thought: the awareness can also potentially prolong or help maintain an emotional state such as centered, calm, focused, etc. You can use this with clients to help them extend positive emotions too!

Week 3 Group Skills Worksheets

- Crisis Survival Skills: Distract with “Wise Mind ACCEPTS”
- Practice Exercise: Distract with “Wise Mind ACCEPTS”

Crisis Survival Skills: Distract with “Wise Mind ACCEPTS”

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

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

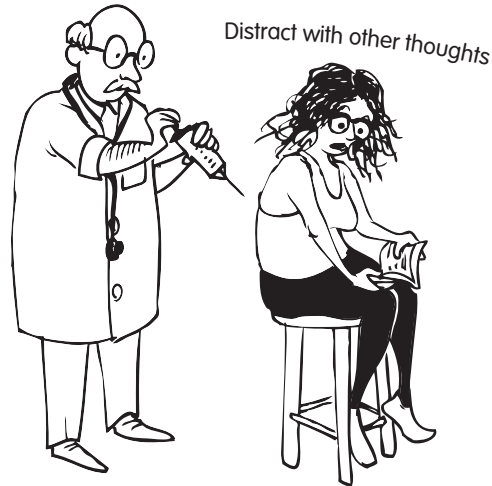
From *DBT Skills Manual for Adolescents*, by Jill H. Rathus and Alec L. Miller. Copyright 2015 by The Guilford Press. Permission to photocopy this handout is granted to purchasers of this book for personal use only (see copyright page for details). Purchasers can download and print additional copies of this handout from www.guilford.com/rathus-handouts.

DISTRESS TOLERANCE HANDOUT 4

**Practice Exercise:
Distract with “Wise Mind ACCEPTS”**

Due Date _____

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



Distract with “ACCEPTS”

Activities _____

Contributing _____

Comparisons _____

Emotions _____

Pushing away _____

Thoughts _____

Sensations _____

(continued)

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

From *DBT Skills Manual for Adolescents*, by Jill H. Rathus and Alec L. Miller. Copyright 2015 by The Guilford Press. Permission to photocopy this handout is granted to purchasers of this book for personal use only (see copyright page for details). Purchasers can download and print additional copies of this handout from www.guilford.com/rathus-handouts.

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

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

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

Circle Yes or No.

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

If YES, please describe how it helped: _____

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

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

Week 4 Group Skills Worksheets

- Accepting Reality: Choices We Can Make
- Accepting Reality: Turning the Mind
- DBT Self Soothing

Accepting Reality: Choices We Can Make

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

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

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

Why Bother Accepting Reality?

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

Radical Acceptance

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

(continued)

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

From *DBT Skills Manual for Adolescents*, by Jill H. Rathus and Alec L. Miller. Copyright 2015 by The Guilford Press. Permission to photocopy this handout is granted to purchasers of this book for personal use only (see copyright page for details). Purchasers can download and print additional copies of this handout from www.guilford.com/rathus-handouts.

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

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

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

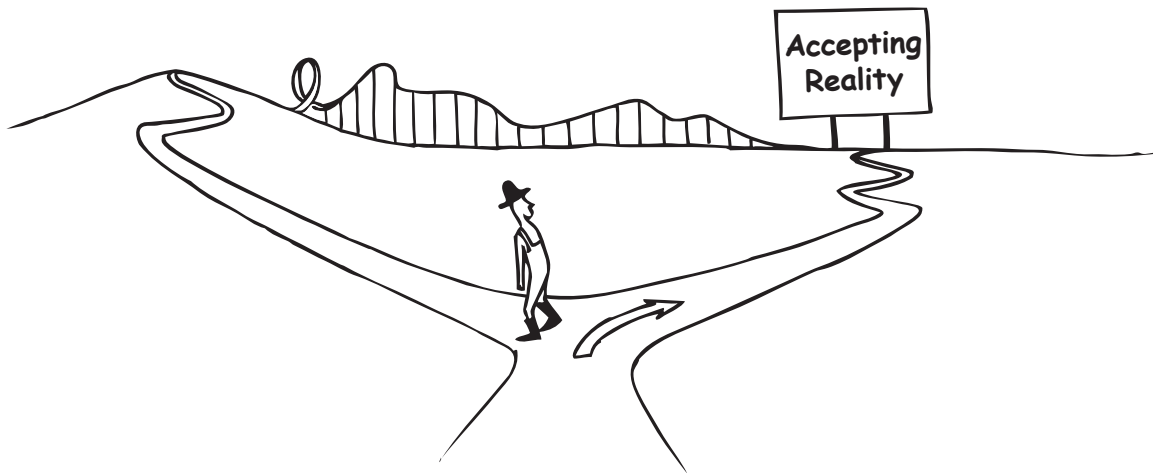
Accepting Reality: Turning the Mind

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

Factors That Interfere with Acceptance

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

REMEMBER: ACCEPTANCE DOES NOT MEAN APPROVAL!



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

From *DBT Skills Manual for Adolescents*, by Jill H. Rathus and Alec L. Miller. Copyright 2015 by The Guilford Press. Permission to photocopy this handout is granted to purchasers of this book for personal use only (see copyright page for details). Purchasers can download and print additional copies of this handout from www.guilford.com/rathus-handouts.

DBT Self Soothing

Directions : Self-soothing is an important skills we can use wherever we are. It helps to pre-plan, and have some items available for when you experience uncomfortable/intense emotions or thoughts. Please fill in this chart with ideas of things you can use in the five sense categories. Before next skills class, try to use one idea in each location and see if it is helpful.

					
With Self					
At Home With Others					
At School					
At Work					
Other					

Week 5 Group Skills Worksheets

- Goals of Emotion Regulation Skills Training
- What Good Are Emotions?
- Be an Emotions Detective

Goals of Emotion Regulation Skills Training

I. Understand the emotions that you experience.

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

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

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

III. Decrease the frequency of unwanted emotions.

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

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

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

From *DBT Skills Manual for Adolescents*, by Jill H. Rathus and Alec L. Miller. Copyright 2015 by The Guilford Press. Permission to photocopy this handout is granted to purchasers of this book for personal use only (see copyright page for details). Purchasers can download and print additional copies of this handout from www.guilford.com/rathus-handouts.

What Good Are Emotions?

Emotions Give Us Information.

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



Emotions Communicate to, and Influence, Others.

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



Emotions Motivate and Prepare Us for Action.

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



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

From *DBT Skills Manual for Adolescents*, by Jill H. Rathus and Alec L. Miller. Copyright 2015 by The Guilford Press. Permission to photocopy this handout is granted to purchasers of this book for personal use only (see copyright page for details). Purchasers can download and print additional copies of this handout from www.guilford.com/rathus-handouts.

Be an Emotions Detective

Being aware of your emotions is very important. Knowing how you are feeling will help you:

- Focus on and appreciate enjoyable emotions
- Use skills to manage difficult emotions
- Catch emotions before they get too overwhelming
- Stay in Wise Mind

- _____
- _____
- _____

Learning to be aware of your emotions is like being an Emotions Detective. This means being on the lookout for clues that might help you catch an emotion.

Look for clues in these areas:



Body Sensations: Emotions involve physical changes in the body.

For example: I may have tense muscles and a pounding heart when I feel anxious.



Thoughts: Emotions impact the way we think, including self-talk.

For example: I may say to myself “I can’t do it” when feeling depressed.



Communication (Verbal and Nonverbal): Emotions change how we communicate.

For example: I may clench my fists or yell when I feel angry.



Action Urges & Actions: Emotions affect the way we feel like behaving and the way we behave.

For example: I may have urges for self-injurious behavior when feeling guilty, or I may impulsively interrupt others when feeling excited.

Be an Emotions Detective - Your Turn

Use your detective skills to fill in the following worksheet. Keep in mind that this is about you detecting your own emotions, so your clues might be different than other's clues. Remember to review this worksheet occasionally, so you can catch emotions red handed.

Sadness/Depression

Body Sensations:

• *Slowed down*

• _____

• _____

• _____

Thoughts:

• *"I can't do anything right."*

• _____

• _____

• _____

Communication:

• *Avoid eye contact*

• _____

• _____

• _____

Action Urges & Actions:

• *Urge for self-injurious behavior*

• _____

• _____

• _____

Anxiety

Body Sensations:

• *Tense muscles*

• _____

• _____

• _____

Thoughts:

• *"I'm going crazy."*

• _____

• _____

• _____

Communication:

• *Fidgeting*

• _____

• _____

• _____

Action Urges & Actions:

• *Urge to skip school*

• _____

• _____

• _____

Body Sensations:

• *Face feels hot*

• _____

• _____

• _____

Thoughts:

• *"This is so unfair!"*

• _____

• _____

• _____

Communication:

• *Yell and curse*

• _____

• _____

• _____

Action Urges & Actions:

• *Throw things*

• _____

• _____

• _____

Being an emotions detective doesn't just mean noticing difficult emotions, it also means noticing more enjoyable emotions. In fact, in some cases, it can be harder to detect these emotions. Some clues could fit for several emotions. For example, tense muscles can happy for both anxiety and excitement. Make sure to look at all the clues when you are trying to figure out what you are feeling.

Love

Body Sensations:

- *Faster heart rate*

- _____
- _____
- _____

Thoughts:

- *"He/She is so cute!"*

- _____
- _____
- _____

Communication:

- *Talk about positives*

- _____
- _____
- _____

Action Urges & Actions:

- *Urge to text my crush*

- _____
- _____
- _____

Happiness

Body Sensations:

- *Relaxed muscles*

- _____
- _____
- _____

Thoughts:

- *"Life is good!"*

- _____
- _____
- _____

Communication:

- *Giggling/laughing*

- _____
- _____
- _____

Action Urges & Actions:

- *Being bouncy or bubbly*

- _____
- _____
- _____

Body Sensations:

- *Tense muscles*

- _____
- _____
- _____

Thoughts:

- *"This is so exciting!"*

- _____
- _____
- _____

Communication:

- *Talking about the future*

- _____
- _____
- _____

Action Urges & Actions:

- *Urges to sing or dance*

- _____
- _____
- _____

Week 6 Group Skills Worksheets

- Check the Facts and Problem Solving
- Opposite Action to Change Emotions
- Practice Exercise: Opposite Action

Check the Facts and Problem Solving

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

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

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

From *DBT Skills Manual for Adolescents*, by Jill H. Rathus and Alec L. Miller. Copyright 2015 by The Guilford Press. Permission to photocopy this handout is granted to purchasers of this book for personal use only (see copyright page for details). Purchasers can download and print additional copies of this handout from www.guilford.com/rathus-handouts.

Opposite Action to Change Emotions

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

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

These are common URGES associated with a sample of emotions:

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

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

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

Fear/Anxiety-----APPROACH

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

Anger-----GENTLY AVOID

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

Sadness-----GET ACTIVE

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

(continued)

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

From *DBT Skills Manual for Adolescents*, by Jill H. Rathus and Alec L. Miller. Copyright 2015 by The Guilford Press. Permission to photocopy this handout is granted to purchasers of this book for personal use only (see copyright page for details). Purchasers can download and print additional copies of this handout from www.guilford.com/rathus-handouts.

Opposite Action to Change Emotions (page 2 of 3)

EMOTION-----OPPOSITE ACTION

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

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

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

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

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

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

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

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

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

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

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

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

(continued)

OPPOSITE ACTION WORKS BEST WHEN:

1. The emotion does NOT FIT THE FACTS.

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

2. The opposite action is done ALL THE WAY.

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

OPPOSITE ACTION REQUIRES THESE seven STEPS:

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

Practice Exercise: Opposite Action

Due Date _____

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

Observe and **Describe** the emotion.

What is the current emotion you want to change?

What is your action urge?

Do the opposite action ALL THE WAY.

How did you feel after acting opposite to your emotion?

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

From *DBT Skills Manual for Adolescents*, by Jill H. Rathus and Alec L. Miller. Copyright 2015 by The Guilford Press. Permission to photocopy this handout is granted to purchasers of this book for personal use only (see copyright page for details). Purchasers can download and print additional copies of this handout from www.guilford.com/rathus-handouts.

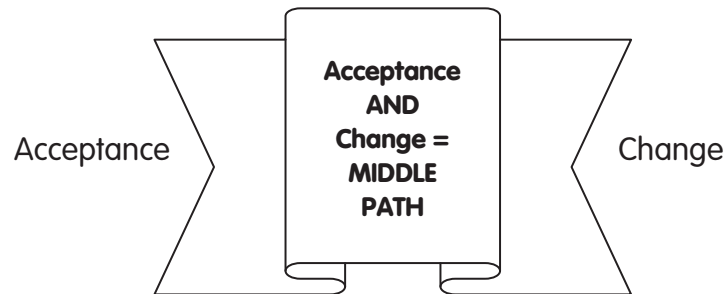
Week 7 Group Skills Worksheets

- Dialectics: What Is It?
- Dialectics "How-to" Guide
- Dialectics Homework
- Practice Exercise: Thinking and Acting Dialectically

Dialectics: What Is It?

Dialectics teach us that:

- There is always more than one way to see a situation and more than one way to solve a problem.
- All people have unique qualities and different points of view.
- Change is the only constant.
- Two things that seem like (or are) opposites can both be true.
- *Honor* the truth on both sides of a conflict. This does not mean giving up your values or selling out. Avoid seeing the world in “black-and-white,” “all-or-nothing” ways.



Examples:

I am doing the best I can **AND** I need to do better, try harder, and be more motivated to change.

I can do this **AND** it's going to be hard. My mom is really strict **AND** she really cares about me. I've got big problems **AND** I can try to solve them. You are tough **AND** you are gentle.

This perspective helps pave the way toward the middle path by helping you:

- Expand your thoughts and ways of considering life situations.
- “Unstick” standoffs and conflicts.
- Be more flexible and approachable.
- Avoid assumptions and blaming.



From *DBT Skills Manual for Adolescents*, by Jill H. Rathus and Alec L. Miller. Copyright 2015 by The Guilford Press. Permission to photocopy this handout is granted to purchasers of this book for personal use only (see copyright page for details). Purchasers can download and print additional copies of this handout from www.guilford.com/rathus-handouts.

Dialectics “How-to” Guide

Hints for Thinking and Acting Dialectically:

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

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

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

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

3. Remember: No one has the absolute truth. Be open to alternatives.

4. Use “I feel . . .” statements, instead of “You are . . .,” “You should . . .,” or “That’s just the way it is” statements.

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

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

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

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

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

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

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

(continued)

Dialectics Homework

Dialectics Homework Sheet*

Circle the letter in front of the dialectical statement for each group of sentences:

1. A) It's hopeless. Why even try? I give up.
B) My problems are gone, this is easy.
C) This is hard for me, and I'm going to keep working at it.
2. A) I'm totally right about this—it's the truth!
B) I'm stupid. Everyone else is always right about things.
C) Well, I can see it this way, and you see it that way.
3. A) Everyone is always unfair to me.
B) In some situations, I feel that I'm not being treated fairly.
C) Everyone is always fair to me.
4. A) People should listen to me whenever I need to talk.
B) I should be able to handle my own problems without bothering other people.
C) Sometimes I need someone to listen to me. When they can't, it's frustrating.
5. A) It's my parent's fault that I have these problems, so I shouldn't have to work so hard to solve them.
B) All of my problems are my own fault.
C) I may not have caused all of my own problems, but I need to solve them anyway.
6. A) Other people always hurt me, so I don't trust anyone.
B) I trust some people and I find it very difficult to trust others.
C) If I were healthy I would be able to trust everyone.
7. A) I hate you for doing what you did. I am done being your friend.
B) It shouldn't be any big deal if other people hurt me.
C) You really hurt my feelings and we will have to work it out.

*From: <https://www.drlindaolson.com>

Dialectics Homework (contd.)

Which of these dialectical statements do you struggle with the most? (Numbers 1-7 on prior page)

Over the week, try to notice when you are thinking about this statement in an "all or nothing" or judging way.

Try to make the statement in your mind more balanced. Write the "all or nothing statement" statement and then the dialectical statement that you came up with below.

The "all or nothing" statement you made	Your dialectical statement made in response	When did it happen and where were you?

BONUS: Did you notice how you felt when you were focused on the all or nothing statement? When you changed the statement to become more dialectical, did your emotion change?

The "all or nothing" statement	How you felt at the time	Your dialectical statement	How you felt at the time

Practice Exercise: Thinking and Acting Dialectically

Due Date _____

Identify a time this week when you did *not* think or act dialectically.

Example 1: Briefly describe the situation (who, what, when) _____

How did you think or act in this situation? _____

Are you thinking in extremes (e.g., all or nothing or catastrophizing)? Examples: _____

What is a more dialectical thought (or action) about the situation? _____

What was the outcome? _____

Identify a time this week when you *did* think or act dialectically.

Example 2: Briefly describe the situation (who, what, when) _____

How did you think or act in this situation? _____

What was the outcome? _____

From *DBT Skills Manual for Adolescents*, by Jill H. Rathus and Alec L. Miller. Copyright 2015 by The Guilford Press. Permission to photocopy this handout is granted to purchasers of this book for personal use only (see copyright page for details). Purchasers can download and print additional copies of this handout from www.guilford.com/rathus-handouts.

Week 8 Group Skills Worksheets

- Validation
- How Can We Validate Others?
- Activity: Validation
- Validation Scenarios List

Validation

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

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

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

Remember: Validation ≠ Agreement

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

WHY VALIDATE?

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

WHAT TO VALIDATE?

- Feelings, thoughts, and behaviors in ourselves or others

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

From *DBT Skills Manual for Adolescents*, by Jill H. Rathus and Alec L. Miller. Copyright 2015 by The Guilford Press. Permission to photocopy this handout is granted to purchasers of this book for personal use only (see copyright page for details). Purchasers can download and print additional copies of this handout from www.guilford.com/rathus-handouts.

How Can We Validate Others?

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

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

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

Activity

Validation

Activity name: Validation Role-Plays

Supplies needed: Validation Scenarios List (see next page)

Activity goal: Highlight how Validation increases understanding and builds connections with others.

Activity instructions:

- Ask for a volunteer to begin the role-plays. Volunteer chooses a scenario from the Validation Scenarios List and (if needed) is instructed to ask the group for a second volunteer for help in acting out the scenario.
- Volunteer #1 reads the scenario to the group, and volunteer #2 begins the scenario by playing the part of person needing Validation. Volunteer #1 then practices giving only Validating feedback to volunteer #2.
- Continue until each group member has had the opportunity to practice giving Validation.

Discussion questions:

- What was it like to use Validation?
- What was it like to receive Validation?
- What made it difficult to Validate?
- What was it like to use Validation when you disagreed or were fighting?
- How could you use Validation in your relationships?
- How could you Validate yourself?

Validation Scenarios List

1. You are at lunch with several friends. You notice that one has been very quiet, avoids eye contact and looks like she is tearing up. Use Validation with her.
2. You are having a hard day and find it difficult to get homework done. To make matters worse, you keep calling yourself “stupid and lazy.” Use Validation with yourself.
3. You really want to go to a party with your best friend, but, he says, “I don’t think I’m in the mood for a party.” Use Validation with your best friend.
4. A peer in your DBT skills group says she is really depressed. Use Validation with your group peer.
5. You and your mom are arguing about what time curfew should be. Use Validation with your mom.
6. Your dad is upset about losing his wallet and keys. Use Validation with him.
7. Your friend tells you at lunch that he got an A on his biology test. Use Validation with him.
8. Your brother tells you that he is thinking about breaking up with his girlfriend, and feels both sad and excited about it. Use Validation with your brother.
9. You studied really hard for a math test but ended up getting a C when you thought you’d get an A or a B. Use Validation with yourself.
10. Your mom just found out about your self-injury and is telling you how scared she is for your future. Use Validation to express an understanding of her perspective.
11. You and your friend are hanging out and want to get lunch, but you disagree about where to eat. Use Validation to express an understanding of your friend’s opinion.

Week 9 Group Skills Worksheets

- How Can We Validate Ourselves?
- Practice Exercise: Validation of Self and Others

How Can We Validate Ourselves?

How can I validate myself?

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

Practice Exercise: Validation of Self and Others

Due Date _____

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

1. _____
2. _____
3. _____

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

1. _____
2. _____
3. _____

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

Situation: _____

Who did you validate? _____

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

What was the outcome? _____

How did you feel afterward? _____

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

From *DBT Skills Manual for Adolescents*, by Jill H. Rathus and Alec L. Miller. Copyright 2015 by The Guilford Press. Permission to photocopy this handout is granted to purchasers of this book for personal use only (see copyright page for details). Purchasers can download and print additional copies of this handout from www.guilford.com/rathus-handouts.

Week 10 Group Skills Worksheets

- Interpersonal Skills: The Basics
- What Is Your Goal and Priority?
- Getting Someone to Do What You Want: DEAR MAN Skills
- Practice Exercise: DEAR MAN Skills

Interpersonal Skills: The Basics

Interpersonal Effectiveness skills are not about the outcome. Using Interpersonal Effectiveness skills is tricky, because these skills involve other people and we cannot control what others do. Using these skills makes getting the outcome we want *more likely*, but we only have control over our part of the relationship. This means that when we use Interpersonal Effectiveness skills, we may not get the outcome we want. It is important to give yourself credit for using skills, and not let the outcome determine if you are successful.

Interpersonal Effectiveness skills can be used for my relationship with myself. Interpersonal skills can also be used as Intrapersonal skills. *Intrapersonal* means the way you communicate with yourself. The longest and closest relationship you will have in your life is the relationship that you have with yourself, so it is important to attend to this relationship. Interpersonal skills can be used with other people but can also apply to the relationship that you have with yourself.

It's Ok and normal to have needs and wants. Everyone has needs and wants, and this is Ok and normal (Linehan, 1993b). You have the right to ask for what you need or want from others, and it is Ok to say no to others so that you can meet your own needs and wants. You can assert yourself and still be a good person.

I have the right to say no. Saying no can be difficult and scary. Even though it can be difficult, you have the right to say no if you want or need to. You may want to please people that you care about, but you do not have to please them all the time (Linehan, 1993b). Sometimes you will need to say no so that you can take care of yourself. You are just as important as everyone else. If someone gets upset with you for saying no, that does not mean that you should have said yes.

It's Ok to be different from others. It's Ok to have your own interests and likes, even if they are different from those of your friends or people around you. It is normal to want to fit in, but remember to be yourself, too.

What Is Your Goal and Priority?

Keeping and maintaining healthy relationships (GIVE Skills)

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

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

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

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

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

Maintaining Your Self-Respect (FAST Skills)

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

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

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

From *DBT Skills Manual for Adolescents*, by Jill H. Rathus and Alec L. Miller. Copyright 2015 by The Guilford Press. Permission to photocopy this handout is granted to purchasers of this book for personal use only (see copyright page for details). Purchasers can download and print additional copies of this handout from www.guilford.com/rathus-handouts.

Getting Someone to Do What You Want: DEAR MAN Skills

Remember **DEAR MAN**:

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

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

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

From *DBT Skills Manual for Adolescents*, by Jill H. Rathus and Alec L. Miller. Copyright 2015 by The Guilford Press. Permission to photocopy this handout is granted to purchasers of this book for personal use only (see copyright page for details). Purchasers can download and print additional copies of this handout from www.guilford.com/rathus-handouts.

Practice Exercise: DEAR MAN Skills

Due Date _____

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

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

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

Be specific: _____

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

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

Express (feelings): _____

Assert: _____

Reward: _____

Mindful: _____

Appear confident: _____

Negotiate: _____

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

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

From *DBT Skills Manual for Adolescents*, by Jill H. Rathus and Alec L. Miller. Copyright 2015 by The Guilford Press. Permission to photocopy this handout is granted to purchasers of this book for personal use only (see copyright page for details). Purchasers can download and print additional copies of this handout from www.guilford.com/rathus-handouts.

Week 11

Group Skills Worksheets

- Building and Maintaining Positive Relationships: GIVE Skills
- Practice Exercise: GIVE Skills

Building and Maintaining Positive Relationships: GIVE Skills

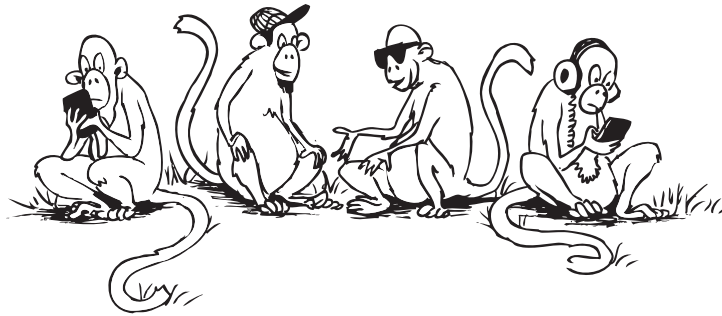
Remember **GIVE**:

(be) **G**entle

(act) **I**nterested

Validate

(use an) **E**asy manner



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

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

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

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

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

From *DBT Skills Manual for Adolescents*, by Jill H. Rathus and Alec L. Miller. Copyright 2015 by The Guilford Press. Permission to photocopy this handout is granted to purchasers of this book for personal use only (see copyright page for details). Purchasers can download and print additional copies of this handout from www.guilford.com/rathus-handouts.

Practice Exercise: GIVE Skills

Due Date _____

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

Remember **GIVE** . . .

(be) Gentle

(act) Interested

Validate

(use an) Easy manner

SITUATION 1:

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

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

What was the outcome? _____

How did you feel after using your skills? _____

SITUATION 2:

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

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

What was the outcome? _____

How did you feel after using your skills? _____

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

From *DBT Skills Manual for Adolescents*, by Jill H. Rathus and Alec L. Miller. Copyright 2015 by The Guilford Press. Permission to photocopy this handout is granted to purchasers of this book for personal use only (see copyright page for details). Purchasers can download and print additional copies of this handout from www.guilford.com/rathus-handouts.

Week 12 Therapy Worksheets

- Graduation Transition Plan

Graduation Transition Plan

It is important to think ahead and make a plan to be successful without your DBT skills group. This worksheet will help you prepare for your graduation from DBT.

What problems did you come to DBT with?

How did DBT help you with those problems?

What areas do you still need to work on? Where do you need the most help?

What areas do you need the least amount of help with?

What do you think will be difficult after graduation?

What DBT skills can you use to help?

Who are your support people?

What can you do to build structure and replace your time spent in skills group?

Apps that I can use for coaching support:

Week 12

Group Skills Worksheets

- Maintaining Your Self-Respect: FAST Skills
- Practice Exercise: FAST Skills
- Practice Exercise: Using Skills at the Same Time

Maintaining Your Self-Respect: FAST Skills

Remember **FAST**:

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



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

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

From *DBT Skills Manual for Adolescents*, by Jill H. Rathus and Alec L. Miller. Copyright 2015 by The Guilford Press. Permission to photocopy this handout is granted to purchasers of this book for personal use only (see copyright page for details). Purchasers can download and print additional copies of this handout from www.guilford.com/rathus-handouts.

Practice Exercise: FAST Skills

Due Date _____

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

Remember **FAST** . . .

(be) Fair

(no) Apologies

Stick to values

(be) Truthful

SITUATION 1:

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

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

What was the outcome? _____

How did you feel after you used your skills? _____

SITUATION 2:

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

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

What was the outcome? _____

How did you feel after you used your skills? _____

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

From *DBT Skills Manual for Adolescents*, by Jill H. Rathus and Alec L. Miller. Copyright 2015 by The Guilford Press. Permission to photocopy this handout is granted to purchasers of this book for personal use only (see copyright page for details). Purchasers can download and print additional copies of this handout from www.guilford.com/rathus-handouts.

Practice Exercise: Using Skills at the Same Time

Due Date _____

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

Describe situation: _____

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

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

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

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

From *DBT Skills Manual for Adolescents*, by Jill H. Rathus and Alec L. Miller. Copyright 2015 by The Guilford Press. Permission to photocopy this handout is granted to purchasers of this book for personal use only (see copyright page for details). Purchasers can download and print additional copies of this handout from www.guilford.com/rathus-handouts.