

## 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? \_\_\_\_\_  
\_\_\_\_\_

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## 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 \_\_\_\_\_
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## 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.

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## 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.

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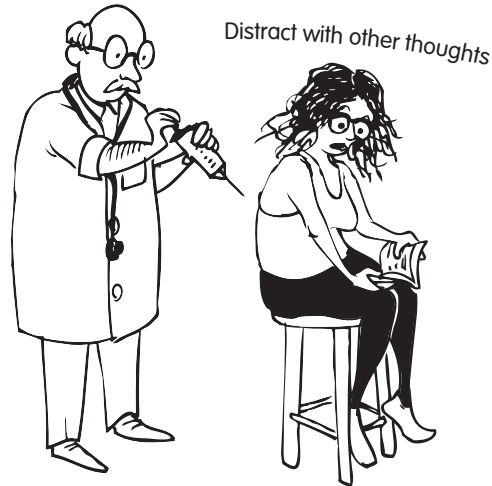
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DISTRESS TOLERANCE HANDOUT 4

# 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”

**A**ctivities \_\_\_\_\_

**C**ontributing \_\_\_\_\_

**C**omparisons \_\_\_\_\_

**E**motions \_\_\_\_\_

**P**ushing away \_\_\_\_\_

**T**houghts \_\_\_\_\_

**S**ensations \_\_\_\_\_

(continued)

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**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: \_\_\_\_\_

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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: \_\_\_\_\_

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

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

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## Week 3 Parent Coaching Worksheets

- Behavior Chain Analysis
- Parental Emotion Dysregulation

**Behavior Chain Analysis - Week 3**

Please identify a specific interaction that ended unsuccessfully between you and your teen. We are going to use this to work on changing reactive patterns of behavior and using skills (parents and teens) that would lead to a different pattern or outcome.

Words or Actions by Parent:

Skills to Use (Internal and External):

Thoughts or Emotions You Experienced:

Skills to Use (Internal and External):

Words or Actions by Teen:

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Words or Actions by Parent:

Skills to Use (Internal and External):

Thoughts or Emotions You Experienced:

Skills to Use (Internal and External):

Words or Actions by Teen:

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Words or Actions by Parent:

Skills to Use (Internal and External):

Thoughts or Emotions You Experienced:

Skills to Use (Internal and External):

Words or Actions by Teen:

## Behavior Chain Analysis - Week 3 (contd.)

Consequences (internal and external):

Repair Skills:

Are the words/actions you used in this interaction typical for you?

Is your child's response typical for them?

What are the factors/vulnerabilities that you brought into the interaction that contributed to your reaction?

Emotion State

Physical Wellness (eating/sleeping)

Life Stressors

How Your Day Was Going

History With This Behavior

## Parental Emotion Dysregulation

When parents' emotional distress is sufficiently high, that they engage in problematic behaviors to get relief or attempt to solve the problem at the expense of long-term goals and wise-mind values.

