

## 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)

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

|                                   | <b>PROS</b>                        | <b>CONS</b>                        |
|-----------------------------------|------------------------------------|------------------------------------|
| <b>Acting on<br/>Crisis Urges</b> | Pros of acting on impulsive urges: | Cons of acting on impulsive urges: |
|                                   |                                    |                                    |
|                                   |                                    |                                    |
|                                   |                                    |                                    |
| <b>Resisting<br/>Crisis Urges</b> | 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 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.

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## 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)*

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

\_\_\_\_\_

\_\_\_\_\_



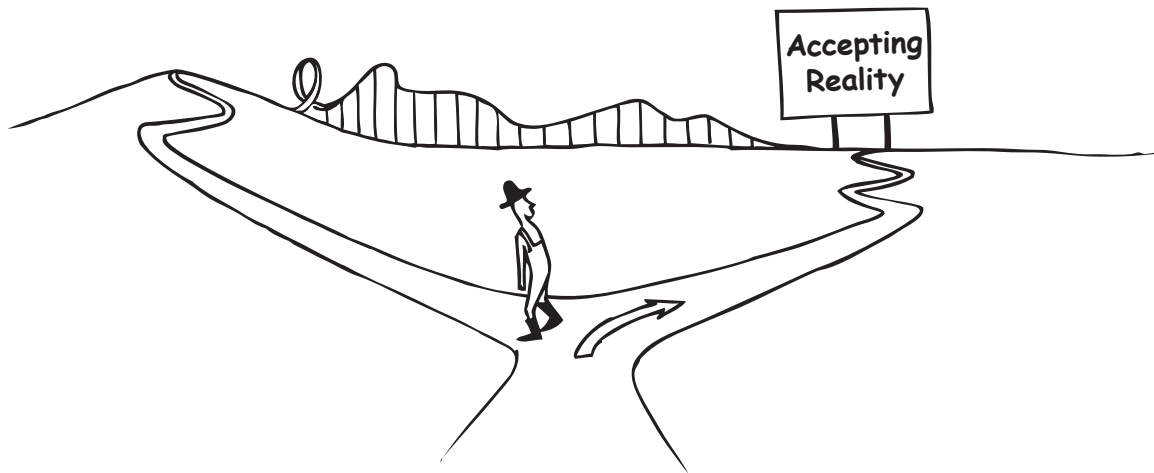
## Accepting Reality: Turning the Mind

- ✓ 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!**








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## DBT Self Soothing

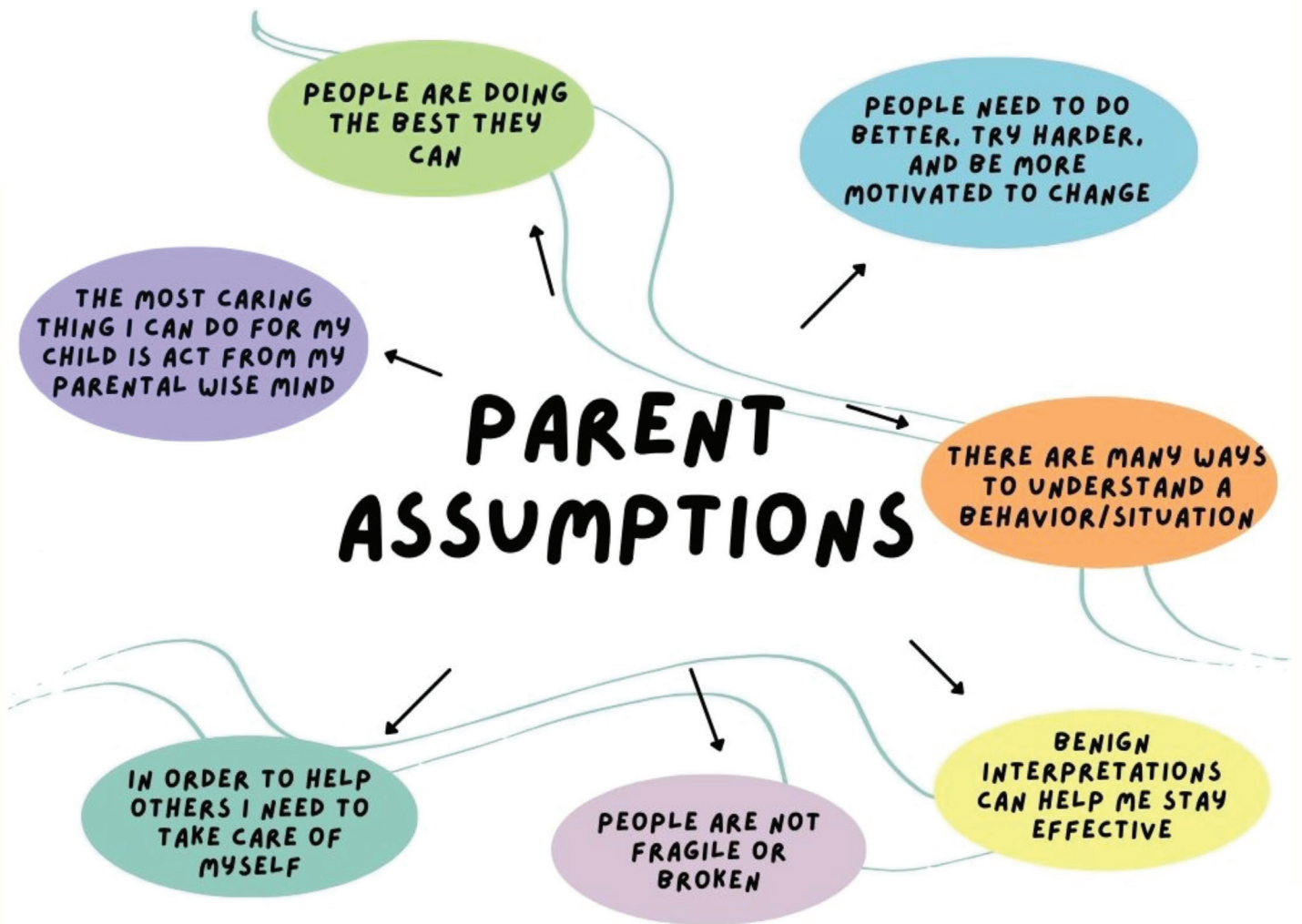
Directions : Self-soothing is an important skills we can use wherever we are. It helps to pre-plan, and have some items available for when you experience uncomfortable/intense emotions or thoughts. Please fill in this chart with ideas of things you can use in the five sense categories. Before next skills 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 4 Parent Coaching Worksheets

- Parent Assumptions
- Acceptance is Key
- Parent–Teen Shared Pleasant Activities List

## Parent Assumptions



# Acceptance is Key

Parents can have thought and belief patterns that get in the way of acting effectively with their teen. One difficult thought pattern can be blaming yourself or blaming others for your teen's mental health concerns. Let's look at this dialectic:

**BLAME SELF    RADICAL ACCEPTANCE    BLAME OTHERS**

## Blame Self

Another term for blaming yourself is *personalization*. When parents blame themselves, they are taking responsibility for their teen's mental health or decisions. Blaming yourself can also mean seeing what your teen does as a direct reflection on you.

Some examples include thinking you are a bad parent because your teen has anxiety or thinking you did something wrong because your teen got a D in a class.

The problem with this thought pattern is that parents do not have control over their teen's mental health or decisions. Parents who find themselves on this end of the dialectic may end up pressuring their kids, often because their confidence as a parent has become dependent on how well their teen is doing. Alternatively, parents may end up doing too much for their teen in an effort to "fix" the situation. These beliefs and behaviors can actually get in the way of their teen getting better.

## Blame Others

Parents can also end up blaming others for their teen's mental health issues. This could include blaming your spouse, teachers, therapists or the teen.

Some examples include blaming your spouse for your teen's bad grades because your spouse let your teen go out with friends during the week or blaming your teen for self-injury because he or she is "not working hard enough."

The problem with this thought pattern is that this blame is often unfounded and creates guilt and shame. This makes a difficult situation even worse. Parents who find themselves on this end of the dialectic may be over-focused on big changes and will not recognize small improvements. These parents may not see how they are contributing to difficult situations. This, too, can get in the way of teens getting better.

## Radical Acceptance

Finding the middle ground means practicing Radical Acceptance. With Radical Acceptance, you do not blame yourself or others. Instead, notice and accept your strengths and weaknesses in helping your teen

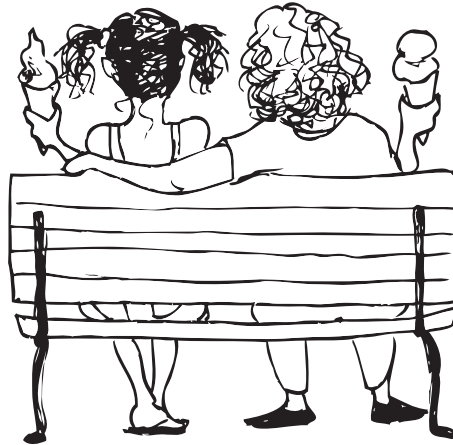
with his or her mental health concerns and also notice and accept other's strengths and weaknesses. With acceptance, you are being non-judgmental and are working with the facts (Linehan, 1993b). Remember that Radical Acceptance does not mean giving up or pretending things are good the way they are. Instead, Radical Acceptance means simply knowing and acknowledging what is. In other words, with acceptance, you are no longer fighting what you cannot change. Acceptance means working from where you are—not where you want to be or the way you think things “should” be.

For parents, acceptance means recognizing that your teen's choices are not your choices, and that his or her struggles are not your responsibility to fix. It is your role to support and help your teen, but ultimately your teen's choices are his or her own. Blaming yourself or others for everything does not help and can create suffering.

## Parent–Teen Shared Pleasant Activities List

**Instructions:** Check off the activities on this list that you would enjoy doing with your parent/teen. Then compare lists (or fill this out together) and select a few activities that you can enjoy together—aim for at least 3 per week.

\*Also, remember to respect each other’s need for privacy and alone time.



- |   |  |  |
|---|--|--|
| 1. Going bicycling                        | 13. Bowling                                    | 24. Having a barbecue                                |
| 2. Going for coffee                       | 14. Playing golf                               | 25. Going camping                                    |
| 3. Going out for ice cream/<br>yogurt     | 15. Going for a drive                          | 26. Listening to music you<br>both like              |
| 4. Cooking or baking                      | 16. Fixing up part of your<br>home             | 27. Going to a show, game,<br>or concert             |
| 5. Getting a manicure                     | 17. Doing a crossword<br>puzzle                | 28. Watching a favorite TV<br>show or movie together |
| 6. Going for a massage                    | 18. Skiing, ice skating                        | 29. Going for a walk/run                             |
| 7. Walking by the beach                   | 19. Having some quiet<br>reading time together | 30. Getting your hair or<br>makeup done together     |
| 8. Planning a vacation                    | 20. Going to a café/out to<br>eat              | 31. Talking about when you<br>were little            |
| 9. Going shopping                         | 21. Going to an amusement<br>park              | 32. Visiting relatives or<br>friends together        |
| 10. Watching a ballgame                   | 22. Going to a museum                          |  |
| 11. Doing yard work/<br>gardening         | 23. Playing catch                              |  |
| 12. Playing with pets,<br>walking the dog |  |  |

(continued)

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**Parent-Teen Shared Pleasant Activities List** (page 2 of 2)

- |  |   |                      |
|--|---|----------------------|
| 33. Doing community service/volunteer work | 43. Talking about future plans together   | <b>Add Your Own!</b> |
| 34. Shopping for a gift                    | 44. Planning a surprise for someone   | 51. _____            |
| 35. Talking about your day                 |   | _____                |
| 36. Playing videogames                     | 45. Joking around/being silly   | 52. _____            |
| 37. Playing board games or cards           | 46. Doing a creative hobby together (e.g., painting, drawing, knitting, scrapbooking, model building) | _____                |
| 38. Looking thru photos                    |   | 53. _____            |
| 39. Going to a park                        |   | _____                |
| 40. Working out/going to the gym           | 47. Taking an art class   | 54. _____            |
| 41. Take a yoga/exercise class             | 48. Looking at/showing your favorite website  | _____                |
| 42. Playing music/jamming together         | 49. Teaching the other one something new (e.g., in technology, photography)                           | 55. _____            |
|  | 50. Telling family stories  | _____                |