

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 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.

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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 8 Parent Coaching Worksheets

- PLEASE: Care for your Physical Health
- Worksheet: PLEASE Evaluation
- Self-Care: Beyond PLEASE
- Self-Care: A Family Affair
- Worksheet: Family Goals for Self-Care
- Ways of Problem Solving

PLEASE: Care for your Physical Health

The PLEASE skill is focused on physical Self-Care. There is a strong connection between your body and mind. Tending to your physical health will reduce emotional vulnerability (Linehan, 1993b) and promote mental health. Each letter in the PLEASE skill stands for a way to take care of your physical health. Keep in mind that Self-Care is not about being perfect, but rather the goal is to take small steps toward improved health.

PL—treat PhysicalL illness

Treating PhysicalL illness means taking care of yourself when you are sick and caring for underlying medical conditions. Here are some examples of ways to treat PhysicalL illness:

- See a doctor when ill
- Take medicines as prescribed
- Get extra sleep when sick
- _____
- _____
- _____

E—balanced Eating

Eat so that you have enough energy to get through the day. Don't eat too much or too little. Here are some examples of ways to have balanced Eating:

- Eat at least one vegetable at every meal
- Eat mindfully
- Have fruit as a snack
- Plan out meals for the week
- Drink enough water
- _____
- _____
- _____

A—Avoid mood-altering drugs

Stay away from alcohol and street drugs and only take prescriptions as the doctor prescribed. Limit caffeine and avoid tobacco. Here are additional suggestions for Avoiding mood-altering drugs:

- Only have one soda or coffee each day
- See a doctor for help quitting smoking
- Remove alcohol from the home and have only on special occasions
- _____

S—balanced Sleep

Try to get the right amount of sleep for you. Do not sleep too much or too little. Here are suggestions for ways to get balanced Sleep:

- Go to bed and wake up at the same time every day
- Make sure your bed is comfortable
- Don't read or watch TV in bed
- Nap only when really needed
- Don't have caffeine after noon
- _____

E—balanced Exercise

Try to get some exercise every day. Here are suggestions for ways to get balanced Exercise:

- Take the stairs instead of the elevator
- Take a short walk every day
- Play a sport
- Park at the end of the parking lot
- Do yard work or shovel
- Join a gym
- _____

Worksheet

PLEASE Evaluation

Consider your strengths and weaknesses with the PLEASE skill. Identify one small step you could take in each area of PLEASE.

	What I Do Well	What I Need to Work On	A Small Step I Could Take in This Area
treat P hysical illness			
balanced E ating			
A void mood- altering drugs			
balanced S leep			
balanced E xercise			

Self-Care: Beyond PLEASE

Remember that Self-Care is about acting in ways that promote physical, emotional and spiritual well-being. Here are some additional ways to improve Self-Care.

Limit stress:

- Say no to things you do not have to take on.
- Prioritize your to-do list, and focus on only one item at a time.
- Ask for help if needed.
- _____
- _____
- _____

Have and use a support system:

- Talk to other parents.
- Go on regular dates with your partner or spouse.
- Do enjoyable activities with your friends.
- Attend support groups for parents.
- _____
- _____
- _____

Make time for yourself each day:

- Set aside 5 to 10 minutes to do something you enjoy.
- Take a nightly walk.
- Use Self-Soothe.
- Relax daily.
- _____
- _____
- _____

Connect with your spiritual side:

- Pray
- Meditate
- Join a religious group or class
- _____
- _____
- _____

Self-Care: A Family Affair

Self-Care is about making decisions for your health and wellness. Each individual is responsible for his or her own Self-Care, and this includes teenagers. Remember that you cannot make your teen change his or her Self-Care choices. However, there are ways that you influence your teen and family's Self-Care.

Model Self-Care

Teenagers are more likely to do what they see than what they are told. One of the most influential ways to promote Self-Care with your teenager is by having good Self-Care yourself. Small steps with your own Self-Care can improve your whole household's Self-Care. For example, if you take steps toward improved eating, you may not buy junk food and will be likely to have fruits and vegetables readily available. This will make healthy food available and junk food unavailable not only to you but to your teen as well. Plus, your positive change can inspire and motivate change in others.

Create Family Goals

Sit down with your teen and other family members to have a conversation about Self-Care. Have a positive and non-judgmental approach, and ask your family about Self-Care strengths and weaknesses. Discuss reasonable goals to work on as a family, ways you can hold each other accountable and ways to encourage each other when you hit low spots in making change.

Make family goals *reasonable*. Make sure that you can accomplish your goal. If in doubt, make the goal easier rather than harder. Remember that you can always make a goal more challenging, and accomplishing a goal can motivate you to keep going.

Break your big goals into *small steps*, and focus on one step at a time. It may take more time to achieve your goal but will ensure lasting change.

Make family goals *measurable*. Having a way to measure success with goals will help you recognize change and give you a concrete step on which to focus. An example of measurement is having a targeted number of times each day or week you would like to accomplish your goal.

Use the CARES Skill to Create Consistency

Review the next section to learn the CARES skill, which will help you create consistency with your Self-Care goals.

Review this example and complete the following worksheet to set Self-Care goals with your family.

Goal: Improve balanced Exercise as a family.

Small Step #1: Take a walk as a family one time each week.

Accountability: We will mark a star on the calendar for each day a walk is taken, and if we have at least three stars by the end of the month, we'll go out for a special family dinner.

Encouragement: We will tell each other "you can do it!" if we don't feel like following through.

Small Step #2: Start parking at the end of the parking lot when we go to the store.

Accountability: Every evening, tell each other if we parked at the end of a parking lot that day.

Encouragement: Send each other positive notes or texts.

Worksheet

Family Goals for Self-Care

Goal #1: _____

Small Step #1: _____

Accountability: _____

Encouragement: _____

Small Step #2: _____

Accountability: _____

Encouragement: _____

Goal #2: _____

Small Step #1: _____

Accountability: _____

Encouragement: _____

Small Step #2: _____

Accountability: _____

Encouragement: _____

Ways of Problem Solving

Parent Creating Solutions

My Way: Polarized, using power, force, coersions, negative consequences, or other means to try to get the other person to change or comply.

I'll Change First: Parent employs their own change as an invitation for the other person to change. Utilizes the transactional model. **Not recommended in most cases and often backfires.*

My Solution: Parent employs their own solution to problem. Imbalanced and imposed, therefore soothing and validation must be added. Must include an invitation for collaborative problem solving when child is ready.

Parent And Child Working Together

Parent as Guide: Parent functions as a guide, allowing the child to take the lead in problem solving and stepping in only when necessary or requested by the child. Helpful when the child is developing mastery in solving the problem at hand.

Parent as Consultant: Parent functions as consultant, stepping in only when requested by the child. Helpful when child has demonstrated effectiveness or mastery in managing problem in the past.

In it Together: Parent and child work together to arrive at a mutual solution. Necessary when problem impacts both parent and child. Requires use of accurate expression, validation and relationship mindfulness.