DBT OPTIONS

1. CHANGE HOW YOU FEEL

2. SOLVE THE PROBLEM

3. RADICAL ACCEPTANCE

4. STAY MISERABLE

5. MAKE THINGS WORSE

Mindfulness

What it is

Mindfulness in its totality has to do with the quality of awareness that a person brings to everyday living, learning to control your mind, rather than your mind controlling you. Mindfulness as a practice, directs your attention to only one thing, and that one thing is the moment you are living in. When you recognize the moment, what it looks like, feels like, tastes like, sounds like- you are being mindful. Further mindfulness is the process of observing, describing, and participating in reality in a non-judgmental manner, in the moment and with effectiveness. At the same time mindfulness is the window to acceptance, freedom and wisdom.

Practice Exercise

Get into a comfortable position that will not cause discomfort, with your feet on the floor and back straight but not tense, sit very still, breathing normally, in a quiet room. Now, just watch your thoughts for a few moments. Don't try to force thoughts or think specific thoughts. Don't push some thoughts away and hold on to others. Just watch what your mind generates.

Wandering Attention

It is perfectly normal and expected for your mind to wander off. The practice is to catch your mind wandering and gently, gently bring it back to the exercise. THAT IS THE PRACTICE; THAT IS MINDFULNESS!!! If you start judging yourself because your mind is wandering, notice you're judging (without judging it) and bring your attention back. Likewise, if you're thinking what a wonderful person you are because your can really concentrate, notice your judgments (without judging) and bring your attention back to the practice.

It seems the recommendation on the ado. model on which our modification is based is as follows:

ORIENTATION;

- What is DBT?
- DBT Problem Areas
- DBT Assumptions (which we removed)
- Biosocial Theory
- Guidelines (which we removed)
- DBT Agreement (which we removed

CORE MINDFULNESS;

- Three States of Mind
- What Skills
- How Skills

DISTRESS TOLERANCE;

- Goals and Why Bother?
- Crisis Survival Skills
  - Distract with ACCEPTS
  - Self-Soothe
  - Pros and Cons
- Turning the Mind/Radical Acceptance
- Willfulness vs. Willingness

INTERPERSONAL EFFECTIVENESS:

- Goals and What Interferes
- Worry Thoughts and Cheerleading Statements
- DEAR MAN
- GIVE
- FAST

EMOTION REGULATION:

- Goals and What Good Are Emotions
- Why Bother Regulating Emotions
- Model of Emotions
- PLEASE MASTER
- Increasing Positive Emotions
- Acting Opposite
- The "Wave" Skill (being mindful of emotions)

WALKING THE MIDDLE PATH:

- Dialectics/Dialectical Dilemmas
- Validation
- Behaviorism

DIALECTICAL BEHAVIOR THERAPY

PROBLEMS
(BEHAVIORS TO DECREASE)

I. CONFUSION ABOUT YOURSELF
(Do not know what you experience)

II. IMPULSIVITY
(Acting without thinking it all through)

III. EMOTIONAL INSTABILITY
(Fast, intense mood changes with little control)

IV. INTERPERSONAL PROBLEMS
(Problems getting what you want getting what you want)

SKILLS
(BEHAVIORS TO INCREASE)

I. MINDFULNESS

Wise Mind

Observe

Describe

Participate

Don't Judge

Stay Focused

Do What Works

II. DISTRESS TOLERANCE

Distract (ACCEPTS)
(Activities, Contributing, Comparisons. Emotions, Pushing Away. Thoughts, Sensations)

Self-Soothe

Pros and Cons

Radical Acceptance

III. EMOTION REGULATION

Reduce Vulnerability (PLEASE)
(treat PhysicaL illness. balance Eating, Avoid mood-altering drugs.balance Sleep, Exercise)

Build Mastery (MASTER)

Building Positive Experiences

Act Opposite

IV. INTERPERSONAL EFFECTIVENESS

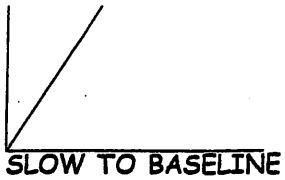
Cheerleading Statements

Improving the Relationship (GIVE)
(be Gentle. act Interested. Validate. use an Easy manner)

Getting What You Want (DEAR MAN)
(Describe. Express. Assert. Reinforce, take hold of your Mind. Appear confident. Negotiate)

Keeping Your Self-Respect (FAST)
(be Fair. no Apologies. Stick to values. be Truthful)

Miler, Rathus, & Landsman (1995). Adapted from Marsha M. Linehan's *Skills Training Manual for Treating Personality Disorder*. Guilford Press. 1993.



SENSITIVE

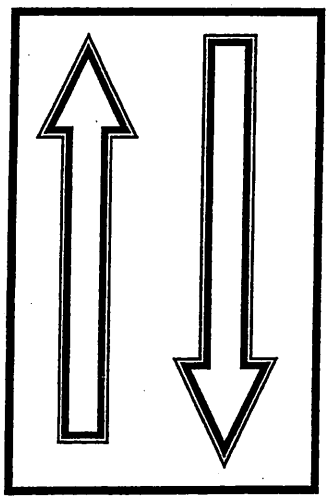
BIO-SOCIAL THEORY

I don't understand why you are getting so upset!

You're so stupid

I wish you were never born

BIOLOGICAL VULNERABILTIY TO EMOTIONS



INVALIDATING STATEMENTS

There is something wrong with me!

I am Stupid!

I don't deserve to Live!

BEHAVIOR PROBLEMS

Confusion about self
Impulsivity
Emotional instability
Personal problems

Core Mindfulness

Mindfulness is

Awareness, without judgment

Life as it is

Yourself as you are

People as they are

The here and now

Awake to life on its terms

Fully alive to each moment

as it arrives

as it is

as it ends

Mindfulness is

Awareness, without judgment

Life as it is

Yourself as you are

People as they are

The here and now

Awake to life on its terms

Fully alive to each moment

as it arrives

as it is

as it ends

MINDFULLNESS

3 STEPS TOACHIEVE WISE MINED—WHAT SKILLS
(HAND OUT 1)

OBSERVE
- JUST NOTICE THE EXPERIENCE
- Watch your thoughts and feelings come and go like clouds in the sky
- Do not push away your thoughts and feelings, just let it happen

DESCRIBE
- Put words on the experience
- For example: ''sadness has just come over me, '' my stomach Muscle are tightening''

PARTICIPATE
- Become one with your experience
- Fully experience your feelings without being self-conscious
- Remember to use your HOW SKILLS here
- Actively practice

For example: not worrying about tomorrow or focusing on yesterday but Throwing yourself into the current moment; music, sports, Cooking, dancing, ect.

MINDFULLNESS PRACTICE EXERCISE

GETTING INTO WISE MIND:

Please check off 1 "how skill and 1 "what" skill that you will practice during the Week.

WHAT SKILLS	HOW SKILLS
_____Observe	_____Don't Judge
_____Describe	_____Stay focused
_____Participate	_____DO What Works

Briefly describe your experiences using each skill during the week (include when and where you used them)

_____
_____
_____
_____
_____

Briefly describe whether or not using the skills affected your thought, feelings or behaviors:

_____
_____
_____
_____
_____

If you did not complete these practice exercises, please explain why not/ what interfered:

_____
_____
_____

Mindfulness Practice

The practice of keeping your focus on the present moment -- which, of course, is where your life is actually happening -- is often referred to as "mindfulness." Although its roots are in Buddhist philosophy and formal meditation, mindfulness has recently become popular among a growing number of therapists and doctors. Hundreds of studies suggest that its effects, both emotional and psychological, are significant and far reaching: from increased immune function and improved memory to steadier moods, greater concentration, and pain tolerance, says clinical psychologist Paul Fulton, EdD, president of the Institute for Meditation and Psychotherapy. Mindfulness has been used to treat conditions ranging from insomnia and depression to ADD and compulsive eating, and it has been shown to fight the detrimental effects of stress, anxiety, and aging. "Recent studies show that for some, mindfulness can be as effective as medication in dealing with depression and anxiety," explains Susan Pollak, EdD, a Boston-area psychologist who teaches mindfulness to Harvard medical students. "It really speaks to the power of the mind and body to truly, deeply heal itself." So what's the catch? Nothing, except that mindfulness is a practice that requires, well, practice. But don't worry. You don't need to meditate deeply while your patchouli-scented mind drains itself of all thought. You don't need to contort yourself into a lotus position while the plinky-planky music plays, or smile serenely while someone rear-ends you on the freeway. And you don't need to be perfectly enlightened. You just need to pay attention. Get started, this moment, with our seven-step plan.

7 Steps of Living in the Moment

1. Be Here, Now

If you're zipping along through life -- its daily tasks and troubles -- to get to the next thing, ask yourself what that next thing is. Tomorrow's daily tasks and troubles? Next year's? Death? "Your life is happening right now," says Fulton. "It's sorting the laundry, looking for your keys, getting the kids to school. You need to really be there for the day-to-day activities."
This doesn't mean that taking out the trash has to turn into a Japanese tea ceremony. But paying attention while you do it might actually offer you unexpected pleasures: the stillness of the night air on your skin, the stars in the sky. Or practice in the shower. Enjoy the warm water playing off your

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body and inhale the fragrance of your shampoo (note to self: invest in better-smelling shampoo). As Pollak puts it, "Ask yourself, 'How can I be delighted? How can I reframe the present moment so I feel a sense of joy or gratitude?'" Quit waiting for the good part and seize the moment -- this one.

2. Do Less, Get More Done

Engage fully in what you're doing while you're doing it -- regardless of what it is. "Multitasking doesn't make anything go faster, but it can make things more confusing," explains Fulton. "Science suggests that your brain is actually alternating between two things rather than paying attention to either." Pollak echoes this: "We think more is more. We've become an attention deficient nation, even though the research on multitasking shows that we're less efficient because we're so distracted."

I try to remember this when my mind is racing while I'm putting my children to bed. Making mental to-do lists while reading *Harry Potter* means I'm not doing either with my full attention. The to-do lists will wait but this moment of sleepy snuggling won't.

3. Slow Down

You know that feeling of eating potato chips -- when you've got a mouthful of them but your hand is already back in the bag? This is an apt metaphor for the inclination to hurry into the future, but it's also a wonderful moment to practice slowing down.

"Who is running after you?" my Czech grandmother used to ask at the dinner table as I inhaled my borscht and kreplach. Try approaching meals with greater intention, suggests Paul Keinarth, MD, a family physician in Austin and cofounder of the Stress Reduction Clinic there. Take a conscious forkful and chew consciously, really savoring it. "This helps you eat more slowly, so you eat less and enjoy your meal more," Dr. Keinarth explains. Once you master the mindful meal, you can start trying the technique in other parts of your life.

4. Take a Deep Breath

Literally. Students of both yoga and meditation learn to focus on the breath as it passes in and out of their nostrils, on the oxygen flowing in and out of their lungs, as a way of returning to mindfulness. Breathing deeply can

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reduce your blood pressure, give you more energy-boosting oxygen, connect you to your body, and relax you.

It's true that most women don't have the luxury of finding 10 minutes of silence, much less the time to go on a meditation retreat. But there is always time to take a deep breath. Fulton goes a step further: "Close your eyes and take three natural breaths while allowing your attention to rest on the experience of breathing. Interrupt that cascade of thinking, planning, ruminating. Just return to yourself, to the moment, however briefly."

5. Unplug

You know how you can't be bothered to kiss your husband hello because you're too busy writing "How was your day?" on his Facebook wall? Exactly. Soren Gordhamer tracks the problem of technology and connection in his book *Wisdom 2.0*, calling the pressure to accomplish more -- and more quickly -- "the productivity trap."

In our culture of instant messaging and "I need it yesterday!" it can be hard to remember to focus on the journey as well as the destination. "To be mindful in the 21st century is to swim against the current," says Fulton. "We're saying no to the need for things to be faster, more, and different." And Pollak says, referencing all our high-tech gadgets, "We've become like Pavlovian dogs: They beep and we respond immediately. But it's hard to be present at the dinner table if your BlackBerry is calling you."

Make rules for yourself about cell phone or BlackBerry use and stick with them, whether it's not texting people during your kid's soccer game or not taking calls during your family's weekly game of Scrabble. Technology is great for helping us stay in touch with far-away loved ones. But for the near and dear who are actually near? Be with them when you can.

6. Pay Attention to the Bell of Mindfulness

It's easy to stop and smell the roses when you've got plenty of time to kill. But try it when you're frantic, late, or bored. These moments can become what Thich Nhat Hanh, the famous Buddhist peace activist, refers to as a "mindfulness bell" -- not just the literal ringing of the temple bells that call Zen monks to awareness, but any and every experience that reminds you to return to the present and pay attention. Let your very frustration or boredom be what calls you back.

"You feel like you've got to just race through the difficult stuff," Fulton says. "But the difficult stuff is an invitation to be present." The next time

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you find yourself stuck in a traffic jam or a huge line at the bank, breathe deeply and smile. Your heart is beating and you're alive on the planet -- gifts that are easy to take for granted when you're thinking only, "Shoot me."
For Dr. Keinarth, in his workaday life, the bell of mindfulness comes between patients: "Every time I wash my hands, I try to bring myself back into my body, into the moment. It's kind of a stopping place, a fresh start." He calls this kind of mental break a "mini-vacation" -- which is not to compare clean hands to Club Med, of course. "It's not a week off," Dr. Keinarth laughs. "But it's a moment of rest in your day."

7. Let Yourself Be Happy

Sometimes all we can hear is the loud drumbeat of dissatisfaction, even if the rest of our life offers a constant and beautiful melody. If you're always wanting what you don't have, always wishing for more or different or anywhere but here, it's time to take stock. Easier said than done, of course, given the recent financial crisis. I practically have a crick in my neck from coveting my neighbor's new cherry kitchen cabinets. But I was struck by a study that showed that, after six or so months, people who won lotteries returned to the same level of approximate happiness they'd enjoyed (or didn't) before. That is, the money didn't make them happy, their internal sense of happiness did.
So if you're still reeling from the effects of the recession, this may be the perfect time to hone your attitude of gratitude. It will remind you of what you do have -- and that it's likely all you need. What we seek is here already, right under our noses, in our experience of day-to-day living. As Pollak puts it, "Mindfulness is a way to get back to what matters: human contact, meaningful relationships, living kindly, consideration, and gratitude."
Which means that when I hear my husband's tires crunch on the gravel, I turn off the faucet and dry my hands on a towel (maybe not especially mindful of the water and my fingers and the rough cotton, but, oh well). "Daddy's home!" I yell to the kids. And I don't care if I sound like June Cleaver when I tell you that we rush to the door and smother him with kisses. He's home, we're all here, and I'm so grateful.

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Distress Tolerance

DISTRESS TOLERANCE
(HANDOUT 1)

COPING WITH URGES AND FEELINGS: WHY BOTHER?

COPING WITH PAIN IS IMPORTANT FOR 3 REASONS:

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 OR NOT GETTING WHAT YOU WANT.

Miller, Rathus, & Landsman (1995). Adapted from Marsha M. Linehan's *Skills Training Manual for Treating Borderline Personality Disorder*, Guilford Press, 1993.

DISTRESS TOLERANCE:

CRISIS SURVIVAL SKILLS
(HANDOUT 2)

SKILLS FOR COPING WITH PAINFUL EVENTS AND EMOTIONS WHEN YOU CAN'T MAKE THINGS BETTER RIGHT AWAY

DISTRACT

SELF-SOOTHE

PROS AND CONS

Miller, Rathus. & Landsman (1995). Adapted from Marsha M. Linehan's *Skills Training Manual for Treating Borderline Personality Disorder.* Guilford Press. 1993.

DISTRESS TOLERANCE:

CRISIS SURVIVAL SKILLS -- DISTRACTING

(HANDOUT 3)

DISTRACT WITH "ACCEPTS"

ACTIVITIES
CONTRIBUTING
COMPARISONS
EMOTIONS
PUSHING AWAY
THOUGHTS
SENSATIONS

ACTIVITIES	Call or visit a friend; go to a movie; play sports, video games; write.
CONTRIBUTING	Give something to someone; do something nice for someone.
COMPARISONS	Compare yourself to others less fortunate than you..
EMOTION	Do something that creates different emotions; listen to music; read comics; watch a funny TV show.
PUSHING AWAY	Push the painful situation out of your mind temporarily; build an imaginary wall between you and the situation.
THOUGHTS	Read; do word puzzles; count something; notice the colors in something like a painting or poster.
SENSATIONS	Hold ice in hand; put rubber band on wrist, pull out, and let go.

Miller, Rathus, & Landsman (1995). Adapted from Marsha M. Linehan's *Skills Training Manual for Treating Borderline Personality Disorder*. Guilford Press, 1993.

DISTRESS TOLERANCE:
CRISIS SURVIVAL SKILLS -- SELF-SOOTHING
(HANDOUT 4)

SELF-SOOTHE WITH THE 5 SENSES:

VISION
HEARING
SMELL
TASTE
TOUCH

VISION	Watch a sunset; look at a picture or poster that you like; make one space in a room look pretty; look at nature around you; walk in a beautiful or chill part of the city.
HEARING	Listen to beautiful or soothing music; sing your favorite song; pay attention to sounds of nature (birds; rain).
SMELL	Put on your favorite lotion or perfume, or try them on in the store; light a scented candle; bake cookies.
TASTE	Have a good meal; have a favorite soothing drink, such as tea or hot chocolate; have your favorite flavor of ice cream; really taste the food you eat; eat one thing mindfully.
TOUCH	Pet your dog or cat; have a massage; take a soothing bath; brush your hair for a long time; braid your hair; hug someone; notice touch that is soothing.

Miller, Rathus, & Landsman (1995). Adapted from Marsha M. Linehan's *Skills Training Manual for Treating Borderline Personality Disorder*. Guilford Press, 1993.

DISTRESS TOLERANCE:

CRISIS SURVIVAL SKILLS -- Thinking of PROS and CONS

(HANDOUT 5)

Select one crisis, or emotionally upsetting situation, where you found it REALLY hard to tolerate distress, avoid destructive behavior, and not act impulsively.

(CRISIS I was faced with:_____)

(DESTRUCTIVE behavior I did/wanted to do:_____)

TOLERATING DISTRESS: PROS
(advantages of not acting impulsively)

_____
_____
_____
_____
_____
_____

TOLERATING DISTRESS: CONS
(disadvantanges of not acting impulsively)

_____
_____
_____
_____
_____
_____

NOT TOLERATING DISTRESS: PROS
(advantages of acting impulsively)

_____
_____
_____
_____
_____
_____

NOT TOLERATING DISTRESS: CONS
(disadvantages of acting impulsively)

_____
_____
_____
_____
_____
_____

Remember to consider SHORT-TERM and LONG-TERM pros and cons.

Miller, Rathus, & Landsman (1995). Adapted from Marsha M. Linehan's *Skills Training Manual for Treating Borderline Personality Disorder*. Guilford Press, 1993.

DISTRESS TOLERANCE:
RADICAL ACCEPTANCE
(HANDOUT 6)

SUFFERING = NOT ACCEPTING PAIN

ACCEPTANCE = 1. LETTING GO OF FIGHTING REALITY
2. TURNING SUFFERING YOU CAN'T COPE WITH INTO PAIN YOU CAN COPE WITH

acknowledging can't change a situation

ACCEPTANCE ≠ APPROVAL

THREE MYTHS ABOUT ACCEPTANCE:

1. IF YOU REFUSE TO ACCEPT SOMETHING, IT WILL MAGICALLY CHANGE

2. IF YOU ACCEPT YOUR PAINFUL SITUATION, YOU WILL BECOME SOFT AND JUST GIVE UP (OR GIVE IN)

3. IF YOU ACCEPT YOUR PAINFUL SITUATION, YOU ARE ACCEPTING A LIFE OF PAIN

Miller, Rathus, & Landsman (1995). Adapted from Marsha M. Linehan's *Skills Training Manual for Treating Borderline Personality Disorder*. Guilford Press, 1993.

DISTRESS TOLERANCE PRACTICE EXERCISE 1

CRISIS SURVIVAL SKILLS

Please check off 2 DISTRACT Skills to practice during the week when you feel upset:

DISTRACT WITH "ACCEPTS"

___ACTIVITIES
___CONTRIBUTING
___COMPARISONS
___EMOTIONS
___PUSHING AWAY
___THOUGHTS
___SENSATIONS

Briefly describe the stressful situation you were in when you chose to practice your skill:

_____

_____

Did using this skill help you to (1) cope with uncomfortable urges and feelings and/or (2) avoid conflict of any kind? Circle YES/NO

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:_____

_____

Miller, Rathus, & Landsman (1995). Adapted from Marsha M. Linehan's *Skills Training Manual for Treating Borderline Personality Disorder*. Guilford Press, 1993.

DISTRESS TOLERANCE PRACTICE EXERCISE 2
CRISIS SURVIVAL SKILLS

Please check off 2 SELF-SOOTHE Skills to practice during the week when you feel upset:

SELF-SOOTHE WITH THE 5 SENSES:

___VISION
___HEARING
___SMELL
___TASTE
___TOUCH

Briefly describe the stressful situation you were in when you chose to practice your skill:

_____
_____
_____

Did using this skill help you to (1) cope with uncomfortable urges and feelings and/or (2) avoid conflict of any kind? Circle YES/NO

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:_____
_____

Miller, Rathus, & Landsman (1995). Adapted from Marsha M. Linehan's *Skills Training Manual for Treating Borderline Personality Disorder.* Guilford Press. 1993.

DISTRESS TOLERANCE PRACTICE EXERCISE 3

CRISIS SURVIVAL SKILLS

Select one crisis, or emotionally upsetting situation, where you find it REALLY hard to tolerate distress, avoid destructive behavior, and not act impulsively.

(CRISIS I am faced with:

_____)

(DESTRUCTIVE BEHAVIOR I want to do:

_____)

TOLERATING DISTRESS: PROS
(advantages of not acting impulsively)

_____
_____
_____
_____
_____
_____

TOLERATING DISTRESS: CONS
(disadvantanges of not acting impulsively)

_____
_____
_____
_____
_____
_____

NOT TOLERATING DISTRESS: PROS
(advantages of acting impulsively)

_____
_____
_____
_____
_____
_____

NOT TOLERATING DISTRESS: CONS
(disadvantages of acting impulsively)

_____
_____
_____
_____
_____
_____

***Remember to consider SHORT-TERM and LONG-TERM pros and cons.**

Miller Rathus, & Landsman (1995). Adapted from Marsha M. Linehan's *Skills Training Manual for Treating Borderline Personality Disorder*. Guilford Press, 1993.

Interpersonal Effectiveness

INTERPERSONAL EFFECTIVENESS
(HANDOUT 1)

WHAT IS YOUR GOAL?

I. GETTING SOMEBODY TO DO WHAT YOU WANT

II. KEEPING A GOOD RELATIONSHIP

III. KEEPING YOUR SELF-RESPECT

Miller, Rathus, & Landsman (1995). Adapted from Marsha M. Linehan's *Skills Training Manual for Treating Borderline Personality Disorder*. Guilford Press, 1993.

INTERPERSONAL EFFECTIVENESS

WHAT STOPS YOU FROM ACHIEVING YOUR GOAL?

(HANDOUT 2)

I. LACK OF SKILL

You actually DON'T KNOW what to say or how to act.

II. WORRY THOUGHTS

You have the skill, but your worry thoughts interfere with doing or saying what you want.

- WORRIES ABOUT BAD CONSEQUENCES.
  "They won't like me," "She will think I am stupid."
- WORRIES ABOUT WHETHER YOU DESERVE TO GET WHAT YOU WANT.
  "I am such a bad person I don't deserve this."
- WORRIES ABOUT NOT BEING EFFECTIVE AND CALLING YOURSELF NAMES.
  "I won't do it right," "I'm so stupid."

III. EMOTIONS

You have the skill, but your emotions (ANGER, FRUSTRATION, FEAR, GUILT, SADNESS) make you unable to do or say what you want. Emotions, instead of skill, control what you say and do.

IV. CAN'T DECIDE

You have the skill, but you CAN'T DECIDE what to do how what you want. You can't figure out how to balance:

- Asking for too much versus not asking for anything.
- Saying no to everything versus giving in to everything.

V. ENVIRONMENT

You have the skill, but the environment gets in the way:

- Other people are too powerful.
- Other people may have some reason for not liking you if you get what you want.
- Other people won't give you what you need unless you sacrifice your self-respect.

Miller, Rathus, & Landsman (1995). Adapted from Marsha M. Linehan's *Skills Training Manual for Treating Borderline Personality Disorder*. Guilford Press, 1993.

INTERPERSONAL EFFECTIVENESS
HOW TO KEEP A GOOD RELATIONSHIP
(HANDOUT 3)

A way to remember these skills is to remember the term "GIVE."

(be) GENTLE
(act) INTERESTED
VALIDATE
(use an) EASY MANNER

(be) **Gentle**	Be NICE AND RESPECTFUL. a) no attacks (verbal or physical) b) no threats c) no judging d) notice your tone of voice
(act) **Interested**	LISTEN to the other person. a) don't interrupt b) be patient c) make good eye contact d) don't make faces
Validate	SHOW that you understand the other person's feelings and situation. e.g., "I hear what you're saying... that sounds rough." "I understand how you feel about that even though I feel differently."
(use an) **Easy Manner**	Use a little humor and SMILE. a) use non-threatening body language

Miller, Rathus, & Landsman (1995). Adapted from Marsha M. Linehan's *Skills Training Manual for Treating Borderline Personality Disorder.* Guilford Press (1993).

INTERPERSONAL EFFECTIVENESS
WORRY THOUGHTS THAT INTERFERE AND CHEERLEADING STATEMENTS
(HANDOUT 4)

1. Why bother asking, it won't make a difference anyway.

CHALLENGE: _____

2. If I ask for something, she'll think I'm stupid.

CHALLENGE: _____

3. I'm such a bad person I don't deserve this.

CHALLENGE: _____

4. If I say no, they'll never talk to me again.

CHALLENGE: _____

CHEERLEADING STATEMENTS

1. Just because I didn't get what I wanted last time does not mean that if I ask skillfully this time that I wont get what I want.

2. I can stand it if I don't get what I want or need.

3. It takes a strong person to admit that they need help from someone else and then ask for it.

4. I can understand and validate another person and still ask for what I want.

5. If I say no to people and they get angry it doesn't mean I should have said yes.

6. I can still feel good about myself even though someone else is annoyed with me.

Others:

_____

_____

_____

Miller, Rathus, & Landsman (1995). Adapted from Marsha M. Linehan's *Skills Training Manual for Treating Borderline Personality Disorder*, Guildford Press, 1993.

INTERPERSONAL EFFECTIVENESS
HOW TO GET SOMEONE TO DO WHAT YOU WANT
(HANDOUT 6)

A way to remember these skills is to remember the term **"DEAR MAN."**

DESCRIBE
EXPRESS
ASSERT
REWARD

(Take Hold of Your) MIND
APPEAR CONFIDENT
NEGOTIATE

Describe	Describe the situation. Stick to the facts.
Express	Express your feelings about the situation. "I feel...."; "I would like....."
Assert	Assert yourself by asking for what you want or saying no clearly. Remember the other person can't read your mind.
Reinforce	Reinforce (reward) the person ahead of time by explaining the positive effects of getting what you want. Also, reward him or her afterwards.
(Take hold of your) Mind	Keep your focus on what you want. Don't be distracted.
Appear confident	Use confident tone of voice. Make good eye contact.
Negotiate	Be willing to GIVE TO GET. Offer other solutions to a problem. Ask for other's input on how to solve the problem.

Miller, Rathus, & Landsman (1995). Adapted from Marsha M. Linehan's *Skills Training Manual for Treating Borderline Personality Disorder*. Guilford Press (1993).

INTERPERSONAL EFFECTIVENESS
HOW TO KEEP YOUR SELF-RESPECT
(HANDOUT 7)

A way to remember these skills is to remember the term "**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.

Stick to Values — Stick to YOUR OWN values.

(be) **Truthful** — DON'T LIE; DON'T ACT HELPLESS when you are not.

Miller, Rathus, & Landsman (1995). Adapted from Marsha M. Linehan's *Skills Training Manual for Treating Borderline Personality Disorder.* Guilford Press (1993).

INTERPERSONAL EFFECTIVENESS PRACTICE EXERCISE 1

WHICH INTERPERSONAL SKILLS DO I USE? WHY?

Use this sheet to figure out your goals and priorities in any situation that creates a problem for you. For example, a situation where (1) your rights are not being respected, (2) you want someone to do or change something, (3) you want to say no to something, (4) you want your point of view to be taken seriously, or (5) there is a conflict with another person.

Event. Who is involved? What is the problem in the situation?

What Do I Want?

Getting someone to do something: What results do I want?

Keeping relationship: How do I want the person to feel about me after this?

Keeping my self-respect: How do I want to feel about myself after this?

My Priorities in this situation:
Rate 1 (most important), 2 (second most important), and 3 (3rd most important)

____Getting someone to do something

____Keeping the relationship

____Keeping my self-respect

Miller, Rathus, & Landsman (1995). Adapted from Marsha M. Linehan's *Skills Training Manual for Treating Borderline Personality Disorder*. Guilford Press, 1993.

INTERPERSONAL EFFECTIVENESS PRACTICE EXERCISE 2

C hoose two situations during the week in which you used your GIVE Skills and describe below.

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 you used 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 you used your skills?

_____

Miller, Rathus, & Landsman (1995). Adapted from Marsha M. Linehan's *Skills Training Manual for Treating Borderline Personality Disorder.* Guilford Press (1993).

INTERPERSONAL EFFECTIVENESS PRACTICE EXERCISE 3

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 from the other person?

_____

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

Describe (Describe the situation; just the facts):

Express (feelings):

Assert

Reward:

Mind:

Appear Confident:

Negotiate:

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

Miller, Rathus, & Landsman (1995). Adapted from Marsha M. Linehan's *Skills Training Manual for Treating Borderline Personality Disorder* Guilford Press, 1993.

INTERPERSONAL EFFECTIVENESS HOMEWORK SHEET 2 (cont.)

ASK? (If more YES's than NO's, ASK)			SAY NO? (If more NO's than YES's, say NO)	
YES NO Can person give me what I want?	**Capability**	Do I have what person wants?	YES NO
YES NO Good time for me to ask?	**Timeliness**	Is it a bad time for me to say no?	YES NO
YES NO Am I prepared?	**Homework**	Is request clear?	YES NO
YES NO Is what person does my business?	**Authority**	Is person in authority over me?	YES NO
YES NO Do I have a right to what I am asking for?	**Rights**	Does saying no violate person's rights?	YES NO
YES NO Is request appropriate to relationship?	**Relationship**	Is request appropriate?	YES NO
YES NO Am I asking less than I give?	**Reciprocity**	Does person give me a lot? Do I owe person?	YES NO
YES NO Is asking important to long-term goal?	**Goals**	Does no interfere with long-term goal?	YES NO
YES NO Am I acting competent?	**Respect**	Does wise mind say yes?	YES NO
____ SUM of YES responses			SUM of NO responses ____

HIGH INTENSITY: TRY AND CHANGE THE SITUATION

Ask firmly, insist . . . **6** . . . Refuse firmly, don't give in.
Ask firmly, resist no . . . **5** . . . Refuse firmly, resist giving in.
Ask firmly, take no . . . **4** . . . Refuse firmly, but reconsider.
Ask tentatively, take no . . . **3** . . . Express unwillingness.
Hint openly, take no . . . **2** . . . Express unwillingness, but say yes.
Hint indirectly, take no . . . **1** . . . Express hesitancy, say yes.
Don't ask, don't hint . . . **0** . . . Do what other wants without being asked.

LOW INTENSITY: ACCEPT THE SITUATION AS IT IS

Notes: _____

From *Skills Training Manual for Treating Borderline Personality Disorder* by Marsha Linehan. ©1993 The Guilford Press.

Emotion Regualtion

EMOTION REGULATION
WHY ARE EMOTIONS IMPORTANT?
(HANDOUT 1)

- Emotions **communicate** to ourselves information that something is happening (e.g., I feel very nervous standing alone in this dark alley).
- Emotions **communicate** to and **influence** others (e.g., your sad facial expression may cause the other person to come closer to you, ask if you are "OK?", and give you some support).
- Emotions **prepare us for action** (e.g., if you step off the sidewalk without looking and hear a horn, you automatically step back).

THE SHORT LIST OF EMOTIONS

LOVE HATE *FEAR* JOY SHAME

GUILT *ANXIETY* LONELINESS ANGER FRUSTRATION

SADNESS SHYNESS BOREDOM *SURPRISE* NUMB

CONFUSED CURIOUS *SUSPICIOUSNESS* RAGE INTEREST

DEPRESSED *WORRY* HOPELESS IRRITABLE *PANIC*

JEALOUS OPTIMISTIC HURT *EMBARRASSED* SYMPATHY

Miller, Rathus, & Landsman (1995). Adapted from Marsha M. Linehan's *Skills Training Manual for Treating Borderline Personality Disorder*. Guilford Press. 1993.

EVOLUTIONARY SIGNIFICANCE OF EMOTIONS

- ANGER- body ready to attack, protective expression, threatening, aggressive fight or flight
- FEAR- to avoid something
- DISGUST- getting rid of things that are harmful, expel, getting kicked out of community because dangerous (i.e. registry for sex offenders)
- SHAME- (attributed to person themselves, not behavior) to engage you in behaviors to stay in the group
- GUILT- (attributed to behavior, not person) help us to repair, correct, making up, keeps you pro-social, revelation of egregious behaviors
- ENVY- helps person forgive when someone has something you want and don't have. Have to figure out a way to get what you want can lead to war
- JEALOUSY- threatened that what you have will be taken away
- JOY- keeps around things that are positive or have survival value
- LOVE- attachment, union, closeness
- SADNESS-elicit help from others, bring others in, prevents isolation, helpless, passive, i.e. death of a spouse

Emotion Regualtion

Taking Charge of your Emotions: Why Bother?

(Handout 2)

People often have intense emotions such as:

- Anger
- Frustration
- Depression
- Anxiety

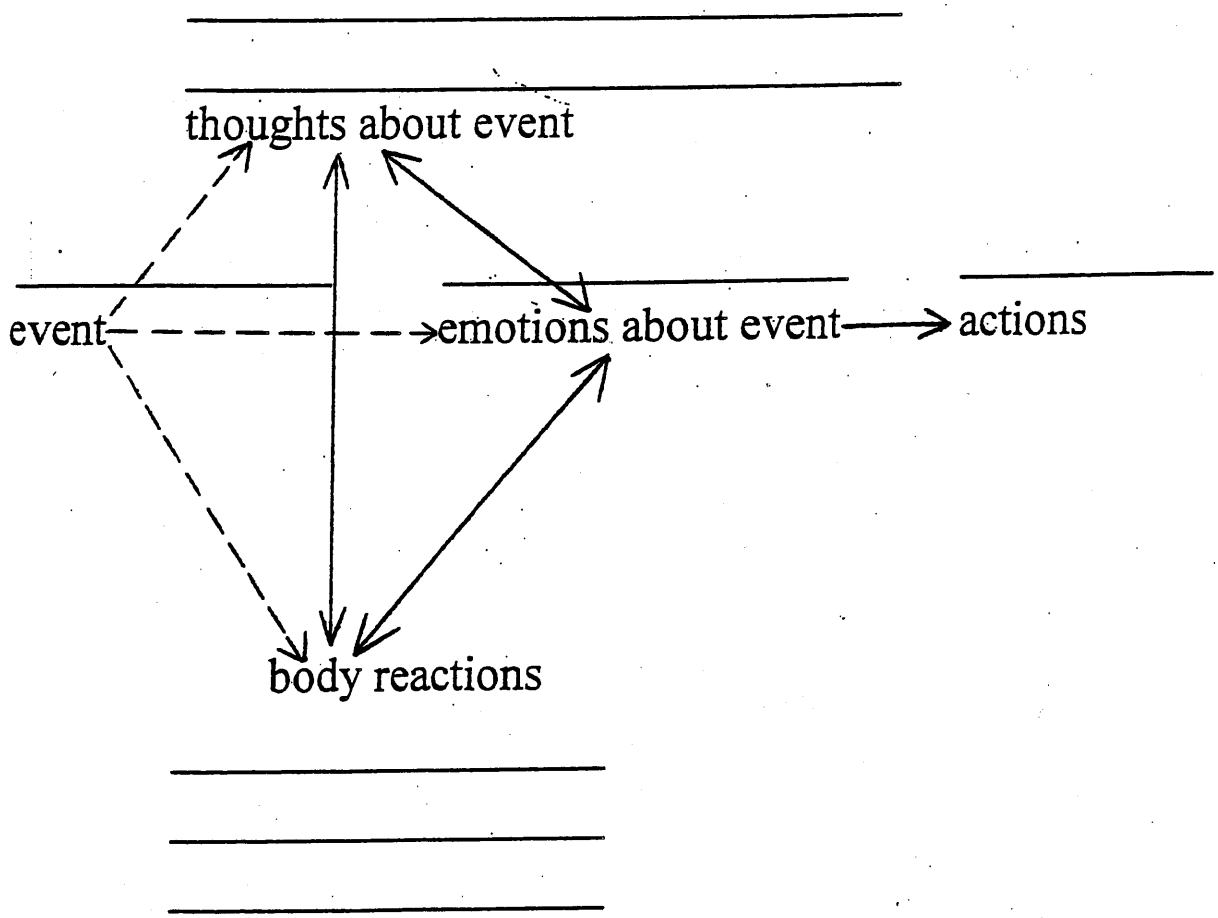
Difficulties controlling these emotions often lead to self-destructive behaviors

Self-destructive actions are often behavioral solutions to intensely painful emotions

EMOTION REGULATION

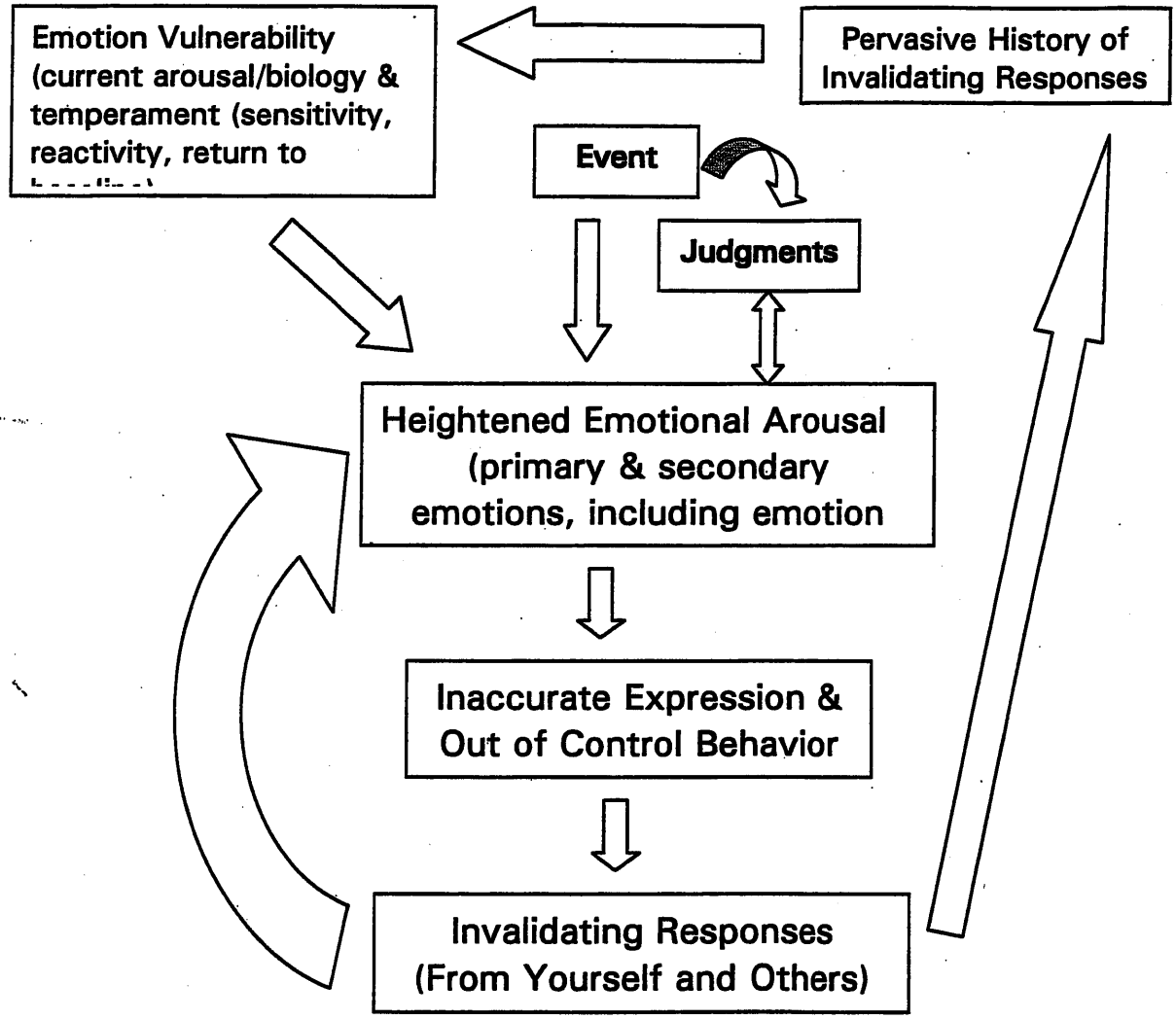
THE INTERACTION OF EMOTIONS WITH THOUGHTS AND BEHAVIORS

(HANDOUT 3)



Miller, Rathus, & Landsman (1995). Adapted from Marsha M. Linehan's *Skills Training Manual for Treating Borderline Personality Disorder*. Guilford Press. 1993.

Transactional Model:
Emotion Vulnerability/Dysregulation ←→ Invalidation



Adapted from:

Fruzzetti, A. E., Shenk, C., & Hoffman, P. D. (2005). Family interaction and the development of borderline personality disorder: A transactional model. *Development and Psychopathology, 17*, 1007-1030.

Fruzzetti, A. E. & Worrall, J. M. (2010). Accurate expression and validating responses: A transactional model for understanding individual and relationship distress. In K. T. Sullivan and J. Davila, *Support Processes in Intimate Relationships*. New York: Oxford University Press.

EMOTION REGULATION
HOW TO REDUCE VULNERABILITY TO EMOTION MIND
(HANDOUT 4)

Remember the term: "PLEASE MASTER"

Treat PhysicaL illness
Balance Eating
Avoid mood-Altering drugs
Balance Sleep
Get Exercise
Build MASTERy

Treat PhysicaL illness:	Take care of your body. See a doctor when necessary. Take prescribed medication.
Balance Eating:	Don't eat too much or too little. Stay away from foods that make you feel overly emotional.
Avoid mood-Altering drugs:	Stay off non-prescribed drugs like pot or alcohol.
Balance Sleep:	Try to get the amount of sleep that helps you feel good. Try to keep on a regular schedule if you're having trouble sleeping.
Get Exercise:	Do some sort of exercise every day; try to build up to 20 minutes of intense exercise.
Build MASTERy:	Try to do one thing a day to make yourself feel effective and in control.

Miller, Rathus, & Landsman (1995). Adapted from Marsha M. Linehan's *Skills Training Manual for Treating Borderline Personality Disorder.* Guilford Press. 1993.

EMOTION REGULATION
HOW TO INCREASE POSITIVE EMOTIONS
(HANDOUT 5)

BUILD POSITIVE EXPERIENCES:

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 (See Handout 6)

In the Long Term: Make changes in your life so that positive events will occur more often. Build a life worth living.

- Work toward goals:
  - Make list of positive events you want.
  - List small steps toward goals.
  - Take first step.
- Pay attention to relationships:
  - Repair old relationships.
  - Reach out for new relationships.
  - Work on current relationships.
- Avoid avoiding.
- Avoid giving up.

BE MINDFUL OF POSITIVE EXPERIENCES:

- Focus your attention on positive events that do happen.
- Re-focus your attention when your mind wanders to the negative.
- Don't destroy positive experiences by thinking about when they will end.

Miller, Rathus, & Landsman (1995). Adapted from Marsha M. Linehan's *Skills Training Manual for Treating Borderline Personality Disorder*. Guilford Press. 1993.

EMOTION REGULATION HANDOUT 11

Adult Pleasant Events Schedule

1. ☐ Working on my car
2. ☐ Planning my career
3. ☐ Getting out of (paying on) debt
4. ☐ Collecting things (coins, shells, etc.)
5. ☐ Going on vacation
6. ☐ Thinking how it will be when I finish school
7. ☐ Recycling old items
8. ☐ Going on a date
9. ☐ Relaxing
10. ☐ Going to a movie in the middle of the week
11. ☐ Jogging, walking
12. ☐ Thinking I have done a full day's work
13. ☐ Listening to music
14. ☐ Recalling past parties
15. ☐ Buying household gadgets
16. ☐ Lying in the sun
17. ☐ Planning a career change
18. ☐ Laughing
19. ☐ Thinking about my past trips
20. ☐ Listening to others
21. ☐ Reading magazines or newspapers
22. ☐ Hobbies (stamp collecting, model building, etc.)
23. ☐ Spending an evening with good friends
24. ☐ Planning a day's activities
25. ☐ Meeting new people
26. ☐ Remembering beautiful scenery
27. ☐ Saving money
28. ☐ Gambling
29. ☐ Going home from work
30. ☐ Eating
31. ☐ Practicing karate, judo, yoga
32. ☐ Thinking about retirement
33. ☐ Repairing things around the house
34. ☐ Working on machines
35. ☐ Remembering the words and deeds of loving people
36. ☐ Wearing sexy clothes
37. ☐ Having quiet evenings
38. ☐ Taking care of my plants
39. ☐ Buying, selling stock
40. ☐ Going swimming
41. ☐ Doodling
42. ☐ Exercising
43. ☐ Collecting old things
44. ☐ Going to a party
45. ☐ Thinking about buying things
46. ☐ Playing golf
47. ☐ Playing soccer
48. ☐ Flying kites
49. ☐ Having discussions with friends
50. ☐ Having family get-togethers
51. ☐ Riding a motorbike
52. ☐ Sex
53. ☐ Running track
54. ☐ Going camping
55. ☐ Singing around the house
56. ☐ Arranging flowers
57. ☐ Practicing religion (going to, church, group praying, etc.)
58. ☐ Organizing tools
59. ☐ Going to the beach
60. ☐ Thinking I'm an OK person
61. ☐ A day with nothing to do
62. ☐ Having class reunions

(Cont.)

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EMOTION REGULATION HANDOUT 11 (Cont.)

- ☐ Going skating
- ☐ Going sail boating
- ☐ Traveling abroad or in the United States
- ☐ Painting
- ☐ Doing something spontaneously
- ☐ Doing needlepoint, crewel, etc.
- ☐ Sleeping
- ☐ Driving
- ☐ Entertaining
- ☐ Going to clubs (garden, Parents without Partners, etc.)
- ☐ Thinking about getting married
- ☐ Going hunting
- ☐ Singing with groups
- ☐ Flirting
- ☐ Playing musical instruments
- ☐ Doing arts and crafts
- ☐ Making a gift for someone
- ☐ Buying records
- ☐ Watching boxing, wrestling
- ☐ Planning parties
- ☐ Cooking
- ☐ Going hiking
- ☐ Writing books (poems, articles)
- ☐ Sewing
- ☐ Buying clothes
- ☐ Going out to dinner
- ☐ Working
- ☐ Discussing books
- ☐ Sightseeing
- ☐ Gardening
- ☐ Going to the beauty parlor
- ☐ Early morning coffee and newspaper
- ☐ Playing tennis
- ☐ Kissing
- ☐ Watching my children (play)
- ☐ Thinking I have a lot more going for me than most people
- ☐ Going to plays and concerts
- ☐ Daydreaming
- ☐ Planning to go to school
- ☐ Thinking about sex
- ☐ Going for a drive
- ☐ Listening to a stereo
- ☐ Refinishing furniture
- ☐ Watching TV
- ☐ Making lists of tasks
- ☐ Going bike riding
- ☐ Walks in the woods (or at the waterfront)
- ☐ Buying gifts
- ☐ Traveling to national parks
- ☐ Completing a task
- ☐ Collecting shells
- ☐ Going to a spectator sport (auto racing, horse racing)
- ☐ Eating gooey, fattening foods
- ☐ Teaching
- ☐ Photography
- ☐ Going fishing
- ☐ Thinking about pleasant events
- ☐ Staying on a diet
- ☐ Playing with animals
- ☐ Flying a plane
- ☐ Reading fiction
- ☐ Acting
- ☐ Being alone
- ☐ Writing diary entries or letters
- ☐ Cleaning
- ☐ Reading nonfiction
- ☐ Taking children places
- ☐ Dancing
- ☐ Weight lifting
- ☐ Going on a picnic
- ☐ Thinking "I did that pretty well" after doing something
- ☐ Meditating
- ☐ Playing football
- ☐ Having lunch with a friend
- ☐ Going to the mountains

(Cont.)

EMOTION REGULATION HANDOUT 11 (Cont.)

137. ☐ Thinking about having a family
138. ☐ Thought about happy moments in my childhood
139. ☐ Splurging
140. ☐ Playing cards
141. ☐ Solving riddles mentally
142. ☐ Having a political discussion
143. ☐ Playing catch, practice batting
144. ☐ Shooting baskets
145. ☐ Seeing and/or showing photos or slides
146. ☐ Playing guitar
147. ☐ Knitting
148. ☐ Doing crossword puzzles
149. ☐ Shooting pool
150. ☐ Getting a massage
151. ☐ Saying "I love you"
152. ☐ Thinking about my good qualities
153. ☐ Buying books
154. ☐ Taking a sauna or a steam bath
155. ☐ Going skiing
156. ☐ Dressing up and looking nice
157. ☐ Reflecting on how I've improved
158. ☐ Buying things for myself (perfume, golf balls, etc.)
159. ☐ Talking on the phone
160. ☐ Going to museums
161. ☐ Thinking religious thoughts
162. ☐ Lighting candles
163. ☐ White-water canoeing
164. ☐ Going bowling
165. ☐ Doing woodworking
166. ☐ Fantasizing about the future
167. ☐ Taking ballet, tap dancing
168. ☐ Debating
169. ☐ Sitting in a sidewalk café
170. ☐ Having an aquarium
171. ☐ Erotica (sex books, movies)
172. ☐ Going horseback riding
173. ☐ Thinking about becoming active in the community
174. ☐ Doing something new
175. ☐ Making jigsaw puzzles
176. ☐ Thinking I'm a person who can cope
177. ☐ Taking a nap
178. ☐ Figuring out your favorite scent
179. ☐ Making a card and giving it to someone you care about
180. ☐ Instant Messaging someone
181. ☐ Playing an old game (Monopoly, Life, Clue, Sorry)
182. ☐ Putting on your favorite piece of clothing
183. ☐ Making a smoothie and drinking it slowly
184. ☐ Putting on makeup
185. ☐ Thinking about a friend's good qualities
186. ☐ Completing something you feel great about
187. ☐ Surprising someone with a favor
188. ☐ Surfing the Net
189. ☐ Playing video games
190. ☐ E-mailing friends who are far away
191. ☐ Going sliding in a snowstorm
192. ☐ Getting a hair cut
193. ☐ Installing software
194. ☐ Buying a CD
195. ☐ Watching sports on TV
196. ☐ Taking care of your pets
197. ☐ Volunteering in a non-profit organization

Other: _____

_____

_____

_____

_____

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EMOTION REGULATION HANDOUT 6

Opposite Action to Change Emotions

OPPOSITE ACTION IS
ACTING OPPOSITE TO YOUR EMOTIONAL URGE

1: DECIDE: Do you want to change your emotion?
- think about the pros and cons of changing your emotion
- consider whether the emotion promotes your short-term and long-term well-being

2: If yes, CHECK THE FACTS to figure out if your emotion is justified or unjustified

3: If unjustified, ACT OPPOSITE to your urges
- do the opposite of your action urges
- do it all the way, including posture, facial expression, thinking, what you say and how you say it
- do NOT suppress emotional experience or feelings; let opposite actions do the work for you

If justified, go to other skills:
- *act according to your action urge (after pros and cons; Distress Tolerance Handout 5)*
- *problem-solve (Emotion Regulation Handout 7), or if problem can't be solved*
  - *radically accept the situation (Distress Tolerance Handout 9)*
  - *distract, self-soothe, improve-the-moment, change body chemistry (Distress Tolerance Handouts 4, 6-8)*

4: REPEAT....over and over and over until your emotional sensitivity goes down.

OPPOSITE ACTION WORKS BEST WHEN:

- The emotion *or* the emotional intensity is NOT JUSTIFIED by the situation
  - An emotion is NOT *justified* when:
    - It is NOT effective or adaptive to the situation that prompted the emotion....OR
    - The emotion actions do NOT fit the facts of the actual situation.
- It is done ALL THE WAY
  - Changing how you are thinking about the situation, your facial expression, your body posture, and what you say and how you say it.
  - Opposite Action is changing WHAT you do and HOW you do it.

OPPOSITE ACTIONS

For example,

- Anger: Gently AVOID or.... do something a little bit NICE. Do not attack.
- Disgust: Get CLOSE. Be KIND to those you feel contempt for. Take in what feels repulsive..
- Envy: COUNT YOUR BLESSINGS. Do not destroy or grab what other's have.
- Fear: APPROACH. Do not avoid or freeze-in-place.
- Jealousy: LET GO of controlling others' and what you have. Do not protect and control.
- Love: AVOID what you love. Avoid contact with every reminder of the beloved. Act UNFRIENDLY.
- Sadness or Depression: Get ACTIVE; do what makes you feel COMPETENT. Do not withdraw or act helpless.
- Shame: DO what makes you feel shame (if it does not violate your values)...OVER AND OVER AND OVER. Make your behavior PUBLIC.
- Guilt: Do what makes you feel guilty OVER AND OVER AND OVER.

EMOTION REGULATION

CHANGING EMOTIONS BY ACTING OPPOSITE TO THE CURRENT EMOTION

(HANDOUT 7)

FEAR

- Do what you are afraid of doing...over and over.
- Do things to give yourself a sense of control and mastery.

GUILT OR SHAME (When guilt or shame is justified)

- Repair the mistake.
  - --Say you're sorry.
  - --Make up for what you did to the person you offended.
- Try to avoid making the same mistake in the future.
- Accept the consequences for what you did.
- Then let it go.

SADNESS OR DEPRESSION

- Get active, approach, don't avoid.
- Do things that make you feel effective and self-confident.

ANGER

- Gently avoid the person you are angry with rather than attacking.
- Do something nice rather than mean or attacking.
- Put yourself in to the other person's shoes and imagine sympathy or empathy for other person rather than blame.

Miller, Rathus, & Landsman (1995). Adapted from Marsha M. Linehan's *Skills Training Manual for Treating Borderline Personality Disorder*. Guilford Press. 1993.

EMOTION REGULATION HANDOUT 7

Figuring out Opposite Actions

ANGER

Anger is JUSTIFIED whenever:

A. An important goal is blocked or a desired activity is interrupted or prevented, *OR*

B. You or someone you care about is attacked or hurt (physically or emotionally) by others, *OR*

C. You or someone you care about is insulted or threatened by others

OPPOSITE ACTIONS for Anger (when it is *NOT* justified, and sometimes when it is)

1. Gently AVOID person you are angry with (rather than attacking)
   Take a TIME-OUT and breath in and out deeply and slowly
2. Do something a little bit NICE (rather than mean or insulting)
3. Do the OPPOSITE of other angry action urges *(see Emotion Regulation Handout 5)*

ALL-THE-WAY Opposite Actions for Anger

4. Imagine UNDERSTANDING and EMPATHY for other person.
   Try to see the situation from the other person's point of view.
   Imagine really good reasons for what has happened.

5. Change POSTURE
   Hands unclenched, palms up, fingers relaxed (WILLING HANDS),
   relax chest and stomach muscles,
   unclench teeth,
   relax face muscles,
   half-smile.

6. Change BODY CHEMISTRY
   Breath deeply and slowly; counting your breaths if needed
   Run or engage in other energetic, non –violent activity

(Cont.)

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EMOTION REGULATION HANDOUT 4 (Cont.)

Figuring out Opposite Actions

DISGUST

Disgust is JUSTIFIED whenever:

A. Something you are in contact with could poison or contaminate you, *OR*

B. Somebody whom you deeply dislike is touching you or someone you care about, *OR*

C. You are around a person or group whose behavior or thinking could seriously damage or harmfully influence you or the group you are part of

OPPOSITE ACTIONS for Disgust (when it is *NOT* justified and sometimes when it is):

1. MOVE CLOSE.
   Eat, drink, stand near, or embrace what you found disgusting.
2. Be KIND to those you feel contempt for; step into the other person's shoes
3. Do the OPPOSITE of other disgust action urges *(see Emotion Regulation Handout 5)*

ALL-THE-WAY Opposite Action for Disgust

4. Imagine UNDERSTANDING and EMPATHY for person you feel contempt for.
   Try to see the situation from the other person's point of view.
   Imagine really good reasons for how the other person behaving or looking.
5. Take in what feels repulsive.
   Be sensual: inhaling, looking at, touching, listening, tasting,
6. Adjust your POSTURE AND LOWER YOUR VOICE TONE
   Hands unclenched, palms up, fingers relaxed (WILLING HANDS),
   relax chest and stomach muscles,
   relax face muscles,
7. DO NOT DISTRACT from disgusting thoughts and images

(Cont.

Figuring out Opposite Actions

JEALOUSY

Jealousy is JUSTIFIED whenever:

A. A relationship or thing in your life is very important and desired by you, *AND*
B. It is in danger of being damaged or lost, *OR*
C. Someone is threatening to take it away from you

OPPOSITE ACTIONS for Jealousy (when it is *NOT* justified and sometimes when it is):

1. LET GO of controlling others' actions.
2. SHARE what and who you have in your life.
3. Do the OPPOSITE of other jealous action urges *(see Emotion Regulation Handout 5)*

ALL-THE-WAY Opposite Action for Jealousy

4. STOP SPYING or snooping;

   Suppress probing questions, "Where were you? Who were you with?"
   "Fire the private detective."

5. NO AVOIDING, listen to all the details;

   keep your eyes open,
   look around,
   take in all the information about the situation.

6. Change POSTURE

   Hands unclenched, palms up, fingers relaxed (WILLING HANDS),
   relax chest and stomach muscles,
   unclench teeth,
   relax face muscles,
   half-smile.

7. Change BODY CHEMISTRY

   Breath deeply and slowly; counting your breaths if needed

(Cont.)

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EMOTION REGULATION HANDOUT 7 (Cont.)

Figuring out Opposite Actions

FEAR

Fear is JUSTIFIED whenever:

There is a THREAT to:

A. Your life or that of someone you care about, OR

B. Your health or that of someone you care about, OR

C. Your well-being or that of someone you care about.

OPPOSITE ACTIONS for Fear (when it is *NOT* justified and sometimes when it is):

1. Do what you are afraid of doing.....OVEAND OVER AND OVER.
2. APPROACH events, places, tasks, activities, people you are afraid of.
3. Do things to give yourself a sense of CONTROL and MASTERY over your fears.
4. Do the OPPOSITE of other action urges *(see Emotion Regulation Handout 5)*

When *OVERWHELMED* by fear,

5. MAKE A LIST of small steps or tasks you can do.
6. DO THE FIRST THING on the list.

ALL-THE-WAY Opposite Actions for Fear

7. Keep your EYES AND EARS OPEN and focused on the feared event,

   look around slowly,
   explore,
   take in the information from the situation.

8. Change POSTURE AND KEEP A CONFIDENT VOICE TONE

   Keep your head and eyes up, shoulders back but relaxed;
   assertive body posture (e.g., knees apart, hands on hips, heels a bit out)

9. Change BODY CHEMISTRY

   Breathe deeply, all the way into your diaphragm, and slowly.

(Cont.)

EMOTION REGULATION HANDOUT 7 (Cont.)

Figuring out Opposite Actions

ENVY

Envy is JUSTIFIED whenever:

D. Another person or group gets or has things you don't have that you want or need, AND

E. There are as many reasons for you to get or have these things as there are for the other person (i.e., you merit or are entitled to these things as much as the other person)

OPPOSITE ACTIONS for Envy (when it is *NOT* justified and sometimes when it is):

8. COUNT YOUR BLESSINGS.

   Make a list of the things you are thankful for.

9. Do the OPPOSITE of other envious action urges *(see Emotion Regulation Handout 5)*

ALL-THE-WAY Opposite Action for Envy

10. Count ALL your blessings.

    Avoid discounting some blessings.
    Avoid exaggerating your deprivations.

11. Stop EXAGGERATING others' net worth or value; check the facts.

12. Imagine HOW IT MAKES SENSE that the other person has what you do not.

13. Change POSTURE

    Hands unclenched, palms up, fingers relaxed (WILLING HANDS),
    relax chest and stomach muscles,
    unclench teeth,
    relax face muscles,
    half-smile.

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EMOTION REGULATION HANDOUT 7 (Cont.)

Figuring out Opposite Actions

GUILT

Guilt is JUSTIFIED whenever:

- Your own behavior violates your own values or moral code.

OPPOSITE ACTIONS FOR GUILT when it is *NOT* justified and you will NOT be rejected if found out:

Is the same as OPPOSITE ACTIONS FOR SHAME
when it is *NOT* justified
and your behavior FITS wise mind values

See opposite action A. for shame on previous page

OPPOSITE ACTIONS FOR GUILT when it is *NOT* justified and you WILL BE rejected if found out

1. HIDE or, if public, USE SKILLFUL MEANS (if you want to stay in the group).
2. Join a NEW GROUP that fits your values.
3. Do what makes you feel guilty OVER AND OVER with your *new* group.

ALL-THE-WAY Opposite Action

4. Validate yourself.
5. Engage in social action to change public values.

To Summarize Justifying Guilt and Shame

		Does your behavior violate your wise mind values?	
		NO	YES
Will an important group reject you?	NO	Unjustified Guilt and Shame	Unjustified Shame Justified Guilt
	YES	Unjustified Guilt Justified Shame	Justified Guilt and Shame *(Go to Problem Solving, Emotion Regulation Handout 7-8)*

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EMOTION REGULATION HANDOUT 7 (Cont.)

Figuring out Opposite Actions

LOVE

Lo ve (other than the universal love for all) is JUSTIFIED whenever:

A. Who or what is loved does things or has qualities that you particularly value or admire AND

B. Loving the person, animal or object enhances the quality of your life or that of those you care about OR

C. Loving the person, animal or object increases your chances of attaining your own personal goals

OPPOSITE ACTIONS for Love **(when it is *NOT* justified, and sometimes when it is)**

1. AVOID the person, animal or object you love
2. CENSOR thoughts of the person animal or object
3. REMIND yourself of why love is not justified (rehearse the "cons" of loving) when loving thoughts do arise.
4. Do the OPPOSITE of other love reactions *(see Emotion Regulation Handout 5)*

AL L-THE-WAY Opposite Actions for Love

5. ~~Avoid contact with EVERYTHING that reminds you of the person:~~
   Pictures, letters, messages, and emails, belongings, mementos, places you were together, places you planned or want to go together, places you know the person has been or will be at; no following, waiting or looking for the person

6. STOP EXPRESSING LOVE for the person, even to friends; be unfriendly towards the person

7. Adjust your POSTURE AND EXPRESSIONS when (unavoidably) around the person you love

   No leaning toward,
   no getting close enough to touch,
   no sighing, gazing at the person

(Cont.)

EMOTION REGULATION HANDOUT 7 (Cont.)

Figuring out Opposite Actions

SADNESS

Sadness is JUSTIFIED when:

A. You have lost something or someone irretrievably *OR*

B. Things are not the way you wanted or expected and hoped them to be.

OPPOSITE ACTIONS for Sadness (when it is *NOT* justified and sometimes when it is):

1. Get ACTIVE; approach, don't avoid.
2. Do things that make you FEEL COMPETENT and self-confident.
   (Build Mastery; see Emotion Regulation Handout 10)
3. Do the OPPOSITE of other action (or inaction) urges *(see Emotion Regulation Handout 5)*

ALL-THE-WAY Opposite Action for Sadness

4. Pay attention to the PRESENT MOMENT!

   Be mindful of your environment, each detail as it unfolds.
   Experience new or positive activities you are engaging in.

5. Change POSTURE AND KEEP A UPBEAT VOICE TONE

   "Bright" body posture, head up, eyes open, shoulders back,

6. Change BODY CHEMISTRY

   Increase physical movement, e.g., run, jog, walk or do other active movement and exercise.

(Cont.)

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EMOTION REGULATION HANDOUT 7 (Cont.)

Figuring out Opposite Actions

SHAME

Shame is JUSTIFIED whenever:

- You will be rejected from a group you care about if characteristics of yourself or of your behavior are made public

A. OPPOSITE ACTIONS FOR SHAME when it is *NOT* justified and your behavior FITS wise mind values:

1. Engage in behavior the sets off shame OVER AND OVER AND OVER in public
2. Make your personal characteristics or your behavior PUBLIC
3. Do the OPPOSITE of other action urges *(see Emotion Regulation Handout 5)*

ALL-THE-WAY OPPOSITE ACTION for SHAME when your behavior FITS wise mind values

4. NO APOLOGIZING
5. Take in ALL THE INFORMATION from the situation.
6. Change your BODY POSTURE:

   Look INNOCENT and PROUD

   Keep your head up; "puff up" your chest;
   maintain eye contact;
   no keeping large personal distances
   voice tone steady and clear.

B. OPPOSITE ACTIONS FOR SHAME when it is *NOT* justified but your behavior VIOLATES wise mind values:

1. APOLOGIZE openly
2. REPAIR the transgression

   MAKE THINGS BETTER; repair the harm or,
   If not possible, work to prevent or repair similar harm for others
3. COMMIT to avoiding that mistake in the future.
4. ACCEPT the consequences gracefully.

ALL-THE-WAY OPPOSITE ACTION for SHAME when your behavior VIOLATES wise mind values:

5. FORGIVE yourself.
6. LET IT GO.

(Cont.)

EMOTION REGULATION PRACTICE EXERCISE 1

OBSERVING AND DESCRIBING EMOTIONS

Pick one strong emotion that you had this week (e.g., anger, fear, sadness, joy) and complete the following:

1. Emotion _____

2. **The Event (who, what, when, where) that seemed to start the emotion.**
(For example: I went to the store with my mother yesterday and she was not paying any attention to me when I was talking to her).
Write down just the facts:

_____

_____

3. **What are your thoughts/assumptions about the situation?**
(For example: my mother doesn't really love me).

_____

4. **What are you sensing in your body (body changes)?**
(For example: I feel a knot in my stomach; I feel my heart pounding).

_____

5. **What is your body language (facial expression, gestures, posture)?**
(For example: I look mean, like I don't want anyone to talk to me now).

_____

6. **What do you feel like doing (desire to act)?**
(For example: I want to run away where people can't find me; I want to break something).

_____

7. **What do you actually do or say (actions)?**
(For example: I just started yelling and then bothering my sister since she gets all of the attention).

_____

8. **What after effects/consequences does the emotional experience have on you (state of mind, other emotions, behaviors, thoughts, memories)?**
(For example: I stayed in a bad mood all day. Everything bothered me and then I started thinking about how crappy my life has been and all the bad things that have happened to me in the past).

_____

_____

_____

Miller, Rathus, & Landsman (1995). Adapted from Marsha M. Linehan's *Skills Training Manual for Treating Borderline Personality Disorder*. Guilford Press, 1993.

EMOTION REGULATION PRACTICE EXERCISE 2

REDUCE YOUR VULNERABILITY TO EMOTION MIND

Please check off 2 PLEASE Skills to practice during the week:

_____ Treat PhysicaL illness

_____ Balance Eating

_____ Avoid mood-Altering drugs

_____ BALANCE SLEEP

_____ Get Exercise

Describe how the skills helped or did not help your mood (note what day/time).

_____

_____

Please write down what you did to build mastery during the week:

1)_____ Build MASTERy 2)_____

Miller, Rathus, & Landsman (1995). Adapted from Marsha M. Linehan's *Skills Training Manual for Treating Borderline Personality Disorder*. Guilford Press, 1993.

EMOTION REGULATION PRACTICE EXERCISE 3

BUILDING POSITIVE EXPERIENCES

IN THE SHORT-TERM:

1) TRY AT LEAST ONE ACTIVITY FROM YOUR PLEASANT ACTIVITY LIST EACH DAY. PLEASE WRITE DOWN EACH ACTIVITY ON THE LIST BELOW.

2) **Rate your feeling/s before you start the activity and then after. (Use rating scale below)**

0	2.5	5	7.5	10
I feel very upset (enraged/suicidal)	I feel somewhat upset	I feel OK	I feel pretty good	I feel great

DATE:						
MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY	SUNDAY
/	/	/	/	/	/	/
/	/	/	/	/	/	/

IN THE LONG-TERM:

1) LIST YOUR GOALS:

_____

_____

WHAT IS THE FIRST STEP TO ACHIEVE YOUR #1 LONG-TERM GOAL?

_____

2) TAKE THE FIRST STEP. DESCRIBE HOW TAKING THE FIRST STEP MADE YOU FEEL. _____

Miller, Rathus, & Landsman (1995). Adapted from Marsha M. Linehan's *Skills Training Manual for Treating Borderline Personality Disorder*. Guilford Press, 1993.

Diary Cards
&
Emotion Regulation Handouts

EMOTION REGULATION HANDOUT

Ways to Describe Emotions

ANGER WORDS

anger	grumpiness	outrage	rage
aggravation	grouchiness	wrath	resentment
agitation	hostility	fury	torment
annoyance	exasperation	irritation	spite
bitterness	ferocity	frustration	vengefulness

Other:_____

Prompting Events for Feeling Anger

Having an important goal blocked or prevented.
Having an important or pleasurable activity interrupted, postponed, or stopped.
You or someone you care about being attacked or hurt physically or emotionally by others.
You or someone you care about being threatened with physical or emotional pain by someone or something.
You or someone you care about being insulted
Losing power.
Losing status.
Losing respect.
Being insulted.
Not having things turn out the way you expected.
Experiencing physical pain.
Experiencing emotional pain.
Not obtaining something you want (which another person has).

Other:_____

Interpretations of Events That Prompt Feelings of Anger

Believing that you have been treated unfairly.
Believing that things "should" be different than they are.
Rigidly thinking "I'm right."
Judging that the situation is illegitimate, wrong or unfair.
Ruminating about the event that set off the anger in the first place, or in the past.
Blaming.

Other:_____

(Cont.)

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EMOTION REGULATION HANDOUT

Biological Changes and Experiences of Anger

Muscles tightening.
Teeth clamping together, mouth tightening.
Hands clenching.
Feeling your face flush or get hot.
Feeling rigidity in your body.
Feeling like you are going to explode.
Feeling incoherent.
Feeling out of control.
Being unable to stop tears.
Feeling extremely emotional.
Feeling nervous tension, anxiety or discomfort.
Wanting to hit, bang the wall, throw something, blow up.
Wanting to hurt someone.

Other: _____

Expressions and Actions of Anger

Physically attacking the cause of your anger.
Verbally attacking the cause of your anger.
Making aggressive or threatening gestures.
Pounding, throwing things, breaking things.
Walking heavily, stomping; slamming doors.
Walking out.
Using a loud voice, yelling or screaming.
Acting quarrelsome or sarcastic.
Using obscenities or cursing.
Criticizing or complaining.
Talking about how lousy things are.
Clenching your hands or fists.
Frowning, or not smiling.
Mean or unpleasant facial expression.
Brooding or withdrawing from contact with others.
Gritting or showing your teeth in an unfriendly manner.
Sarcastic voice tone.
Crying.
Grinning.
A red or flushed face.

Other: _____

Aftereffects of Anger

Narrowing of attention.
Attending only to the situation making you angry.
Ruminating about the situation making you angry and not being able to think of anything else.
Remembering and ruminating about other situations that have made you angry in the past.
Imagining future situations that will make you angry.
Depersonalization, dissociative experience, numbness.
Other: _____
Other: _____

Typical Secondary Emotions of Anger

Intense shame or fear
Other: _____

(Cont.)

EMOTION REGULATION HANDOUT

Ways to Describe Emotions

DISGUST WORDS

disgust
abhorrence
antipathy
aversion
condensation
contempt
dislike
disrelish
disrespect
derision
distain
distaste
execration
hate
loathing
repugnance
repelled
repulsion
revolted
scorn
sickened
unwholesome
vile

Prompting Events for Feeling Disgust

Seeing or smelling waste products of a human or animal body
Having a person or an animal that is dirty or unclean come close to you
Tasting something or being forced to incorporate to swallow something you really don't want to
Being near, seeing or touching something that reviles us, e.g., "slimy" animals or crawling insects
Seeing or being near a dead body
Touching items worn or owned by a stranger, dead person, or disliked person
Seeing blood or having an injection or blood drawn
Observing or hearing about a person who behaves without dignity or who strips another person of their dignity.
Observing or hearing about a person acting with extreme hypocrisy, fawning.
Observing or hearing about betrayal, child abuse, racism or other types of cruelty.
Being forced to watch something that deeply injures your own wise mind values
Being confronted with someone who is deeply injuring your own wise mind values
Being forced to engage in or watch unwanted sexual contact

Other:_____

Interpretations of Events That Prompt Feelings of Disgust

Believing that you are swallowing something toxic
Believing that your skin is contaminated
Believing that your own body or body parts are ugly
Believing that an object has negative sensory (e.g., smell, feel, taste) characteristics
Disapproving of and feeling morally superior to someone.
Extreme disapproval of self or one's own feelings, thoughts or behaviors
Believing that a person is disrespecting authority or the ethical norms of the group, or is disloyal or not honoring of others in the community
Judging that a person is deeply immoral or has sinned or violated the natural order of things
Judging someone's body as extremely ugly
Believing that by being around a person you will become contaminated e.g., by "poisonous ideas"
Believing other are evil or the "scum" of the earth

(Cont.)

Other:_____

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EMOTION REGULATION

Biological Changes and Experiences of Disgust

Feelings of nausea.
Sick feeling
Urge to vomit, vomiting
Gagging, chocking,
Having a lump in your throat
Aversion to drinking or eating
Urge to take a shower

Intense urge to get rid of something
Wanting to destroy something
Urge to run away, or push away
Feeling contaminated, dirty, unclean
Feeling mentally polluted
Fainting

Other: _____

Expressions and Actions of Disgust

Vomiting, spitting out
Closing your eyes, looking away
Washing, scrubbing, taking a bath
Cleaning your body surface
Changing your clothes
Cleaning your apartment
Avoiding eating or drinking
Pushing or kicking away, running away.
Treating with distain or disrespect, disregarding

Going first, stepping over, crowding another person out,
Physically attacking the cause of your disgust
Using obscenities or cursing.
Clenching your hands or fists.
Frowning, or not smiling.
Mean or unpleasant facial expression.
Sarcastic voice tone.
Nose and top lip tightened up
Lip curled up on one side, smirking

Other: _____

Aftereffects of Disgust

Narrowing of attention
Blocking attention.
Feeling ugly
Feeling dirty
Becoming hypersensitive to dirt

Ruminating about the situation making you feel disgusted and not being able to think of anything else.
Depersonalization, dissociative experience, numbness.

Other: _____
Other: _____

Typical Secondary Emotions of Disgust

Intense shame or fear

Other: _____

(Cont.)

EMOTION REGULATION HANDOUT

ENVY WORDS

envy
bitterness
longing
craving
dissatisfied

greed
resentment
wishful
pettiness
discontented

disgruntled
displeased
inferior
covetous
"green-eyed"

Other: _____

_____

Prompting Events for Feeling Envy

Someone has something that you really want or need but don't or can't have.
Someone gets positive recognition for something and you don't.
Being around people who have more than you have.
Someone you are competing with is more successful than you in an area important to you.
Others get something you really want and you don't get it.
Being reminded that you don't have things you want when others do.
You are not able to be part of the "in" crowd.
Someone appears to have everything.
You are alone while others are having fun.
Someone else gets credit for what you've done.

Other: _____

_____

Interpretations of Events That Prompt Feelings of Envy

Thinking you deserve what others have.
Thinking others have more than you.
Thinking about how unfair it is that you have such a bad lot in life compared to others.
Thinking you have been treated unfairly by life.
Thinking you are inferior, a failure, or mediocre in comparison to others who you want to be like.
Thinking you are unlucky.
Comparing yourself to others who have more than you.
Comparing yourself to people who have characteristics that you wish you had.
Thinking you are unappreciated.

Other: _____

_____

(Cont.)

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EMOTION REGULATION HANDOUT

Biological Changes and Experiences of Envy

Muscles tightening.
Teeth clamping together, mouth tightening.
Feeling your face flush or get hot.
Feeling rigidity in your body.
Pain in the pit of the stomach.
Jitteriness, nervousness.
Feeling nervous tension, anxiety or discomfort.
Hating the other person.
Wanting the person or people you envy to lose what they have, to have bad luck or be hurt.
Feeling pleasure when others experience failure or lose what they have.
Feeling unhappy if the other person experiences some good luck.
Wanting to hurt the person or people you envy.
Having an urge to get even.
Feeling motivated to improve myself.

Other: _____

_____

Expressions and Actions of Envy

Doing everything you can to get what the other person has.
Working a lot harder than you were working to get what you want.
Trying to improve yourself and your situation.
Taking away or ruining what the other person has.
Attacking or criticizing the other person.
Doing something to get even.
Doing something to make the other person fail or lose what they have.
Saying mean things about the other person or making them look bad to others.
Trying to show the other person up, to look better than the other person.
Avoiding persons who have what you want.

Other: _____

_____

Aftereffects of Envy

Narrowing of attention.
Attending only to what others have that you don't.
Remembering and ruminating about all the other times that others have had more than you.
Ruminating about what you don't have and not being able to think of anything else.
Making resolutions to change.
Discounting what you do have; not appreciating things you have or that others do for you.

Other: _____

_____

Typical Secondary Emotions of Envy

Shame about feeling envy, anguish
Frustration, anger, or hostility.
Feeling degraded or humiliated in front of others.

Other: _____

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EMOTION REGULATION HANDOUT

FEAR WORDS

fear
apprehension
anxiety
distress
dread
edginess

fright
horror
hysteria
jumpiness
nervousness
overwhelmed

panic
shock
tenseness
terror
uneasiness
worry

Other: _____

_____

Prompting Events for Feeling Fear

Having your life, your health or your well-being threatened.
Being in a similar or the same situation where you have been threatened or gotten hurt in the past, or where painful things have happened.
Flashbacks.
Silence.
Being in situations where you have seen others threatened or be hurt.

Being in a new or unfamiliar situation.
Being alone (e.g. walking alone, being home alone, living alone).
Being in the dark.
Being in crowds.
Leaving your home.
Having to perform in front of others (e.g. school, work).
Pursuing your dreams.

Other: _____

_____

Interpretations of Events That Prompt Feelings of Fear

Believing that you might die, or that you are going to die.
Believing that you might be hurt or harmed, or that you might lose something valuable.
Believing that someone might reject you, criticize, dislike, or disapprove of you.
Believing your will embarrass yourself.
Believing that failure is possible; expecting to fail.
Believing that you will not get help you want or believe you need.
Believing that you might lose help and assistance you already have.
Believing that you might lose someone or something you want.
Losing a sense of control; believing that you are helpless.
Losing a sense of mastery or competence.

Other: _____

_____

(Cont.)

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EMOTION REGULATION HANDOUT

Biological Changes and Experiences of Fear

Breathlessness.
Fast heartbeat.
Choking sensation, lump in throat.
Muscles tensing, cramping.
Clenching teeth.
Feeling nauseous.
Getting cold.
Feeling clammy.
Feeling hour hairs standing on end.
Feeling of heaviness or fluttering ("butterflies") in stomach.
Feeling nervous, jittery, or jumpy.
Wanting to run away or avoid things.
Wanting to scream or call out.

Other: _____

Expressions and Actions of Fear

Fleeing, running away.
Running or walking hurriedly.
Hiding from or avoiding what you fear.
Engaging in nervous, fearful talk.
Pleading or crying for help.
Talking less or becoming speechless.
Screaming or yelling.
Darting eyes or quickly looking around.
Frozen stare.
Talking yourself out of doing what you fear.
Freezing, or trying not to move.
Crying or whimpering.
Shaking, quivering, or trembling.
A shaky or trembling voice.
Sweating or perspiring.
Breathing fast.
Diarrhea, vomiting.
Hair erect.

Other: _____

Aftereffects of Fear

Narrowing of attention.
Being hyper vigilant to threat.
Losing your ability to focus or becoming disoriented.
Being dazed.
Losing control.
Imagining the possibility of more loss or failure.
Isolation.
Remembering and ruminating about other threatening times, other times when things did not go well.
Depersonalization, dissociative experiences, Numbness, or shock.

Other: _____

Typical Secondary Emotions of Envy

Intense anger, shame, or other negative emotions.

Other: _____

(Cont.)

EMOTION REGULATION HANDOUT

Biological Changes and Experiences of Jealousy

Breathlessness.
Fast heartbeat.
Choking sensation, lump in throat.
Muscles tensing.
Clenching teeth.
Feeling suspicious and mistrustful of others.
Having injured pride.
Feelings of rejection.
Need to be in control.
Becoming mistrustful.
Feeling helpless.
Wanting to grasp or keep hold of what you have.
Wanting to push away or eliminate your rival.

Other: _____

Expressions and Actions of Jealousy

Violent behavior towards the person threatening you.
Threatening violence towards the person threatening you.
Attempting to control the freedom of the person you are afraid of losing.
Verbal accusations of disloyalty or unfaithfulness.
Spying on the person.
Interrogating the person, demanding accounting of time or activities.
Collecting evidence of wrong doings.
Clinging, enhanced dependency.
Increased or excessive demonstrations of love.
Increased demands of sexual activity.

Other: _____

Aftereffects of Jealousy

Narrowing of attention.
Being hyper vigilant to threats to your relationships.
Becoming isolated or withdrawn.
Changing the interpretation of previous events to suggest that jealousy is reasonable.
Seeing the worst in others.

Other: _____

Typical Secondary Emotions of Jealousy

Feelings of hatred.
Becoming anxious of others.
Feeling of shame or guilt

Other: _____

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EMOTION REGULATION HANDOUT

JEALOUSY WORDS

jealous
wary
possessive
mistrustful
watchful

rivalrous
defensive
cautious
suspicious
defensive

self-protective
clutching
clinging
fear of losing
someone/something

Other: _____

_____

Prompting Events for Feeling Jealous

Someone is threatening to take away important things in your life.
A desired relationship is threatened or in danger of being lost.
You find your lover is having an affair.
Someone goes out with the person you like.
Someone ignores you while talking to a friend of yours.
A potential competitor pays attention to someone you love.
Someone is more attractive, outgoing or self-confident than you.
A person you are romantically involved with looks at someone else.
Apparently flirtatious behavior of your partner towards someone else.
Your boy/girl friend tells you that s/he desires more time alone.
Not being treated with priority.

Other: _____

_____

Interpretations of Events That Prompt Feelings of Jealousy

My partner does not care for me any more.
I am nothing to him/her.
He/she is going to leave me.
He/she is behaving inappropriately.
I don't measure up to my peers.
I deserve more than what I am receiving.

I was cheated.
No one cares about me.
My rival is possessive and competitive.
My rival is insecure.
My rival is envious.

Other: _____

_____

(Cont.)

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EMOTION REGULATION HANDOUT

Expressions and Actions of Joy

Smiling.
Having a bright, glowing face.
Being bouncy or bubbly.
Communicating your good feelings.
Sharing the feeling.
Silliness.
Hugging people.
Jumping up and down.
Saying positive things.
Using an enthusiastic or excited voice.
Being talkative or talking a lot.

Other: _____

_____

Aftereffects of Joy

Being courteous or friendly to others.
Doing nice things for other people.
Having a positive outlook; seeing the bright side.
Having a high threshold for worry or annoyance.
Remembering and imagining other times you have felt joyful.
Expecting to feel joyful in the future.

Other: _____

_____

Typical Secondary Emotions of Joy

Feelings of love, passion
When the joy is not shared, feelings of melancoly, lonliness, shame or guilt; feeling embarrassed or silly

Other: _____

Cont.)

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EMOTION REGULATION HANDOUT

JOY WORDS

joy	enjoyment	happiness	relief
amusement	enthrallment	hope	satisfaction
bliss	enthusiasm	jolliness	thrill
cheerfulness	euphoria	joviality	triumph
contentment	excitement	jubilation	zaniness
delight	exhilaration	optimism	zest
eagerness	gaiety	pleasure	zeal
ecstasy	gladness	pride	
elation	glee	rapture	

Other: _____

_____

Prompting Events for Feeling Joy

Receiving a wonderful surprise.
Reality exceeding your expectations.
Getting what you want.
Getting something you have worked hard for or worried about.
Things turning out better than you thought they would.
Being successful at a task.
Achieving a desirable outcome.
Receiving esteem, respect, or praise.
Receiving love, liking, or affection.
Being accepted by others.
Belonging somewhere or with someone or a group.
Being with or in contact with people who love or like you.
Having very pleasurable sensations.
Doing things that create or bring to mind pleasurable sensations.

Other: _____

_____

Interpretations of Events That Prompt Feelings of Joy

Interpreting joyful events just as they are, without adding or subtracting.

Other: _____

_____

Biological Changes and Experiences of Joy

Feeling excited.
Feeling physically energetic, active, or "hyper."
Feeling like giggling or laughing.
Feeling your face flush.
Feeling at peace.
Feeling open or expansive.
Feeling calm all the way through.

Other: _____

_____

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EMOTION REGULATION HANDOUT

GUILT WORDS

guilt
regret
apologetic
remorse
culpability
sorry

Other: _____

_____

Prompting Events for Feeling Guilt

Doing or thinking something you believe is wrong.
Doing or thinking something that violates your personal values.
Not doing something you said that you would do.
Committing a transgression against another person or something you value.
Causing harm/damage to another person or object.
Causing harm/damage to yourself.
Being reminded of something wrong you did in the past.

Other: _____

_____

Interpretations of Events That Prompt Feelings of Guilt

Thinking your actions are to blame for something.
Thinking you behaved badly.
Thinking "if only" you had done something differently.

Other: _____

_____

Biological Changes and Experiences of Guilt

Hot, red face.
Jitteriness, nervousness.
Choking sensation, suffocating.

Other: _____

_____

(Cont.)

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EMOTION REGULATION HANDOUT

Expressions and Actions of Guilt

Trying to repair the harm, make amends for the wrongdoing, fix up the damage, change the outcome.
Asking for forgiveness, apologizing, confessing.
Giving gifts, making sacrifices trying to make up for the transgression.
Bowing your head, kneeling before the person.

Other:_____

Aftereffects of Guilt

Making resolutions to change.
Making changes in behavior.
Joining self-help programs.

Other:_____

Typical Secondary Emotions of Guilt

Fear

Other: _____

OTHER IMPORTANT EMOTION WORDS

Weariness, dissatisfaction, disinclination.
Shyness, fragility, reserve, bashfulness, coyness, reticence.
Cautiousness, reluctance, suspiciousness, caginess, wariness.
Surprise, amazement, astonishment, awe, startle, wonder.
Boldness, bravery, courage, determination.
Powerfulness, a sense of competence, capability, mastery.
Dubiousness, skepticism, doubtfulness.
Apathy, boredom, dullness, ennui, fidgetiness, impatience, indifference, listlessness.

Other:_____

Note. Selected emotional features were extracted from "Emotion Knowledge: Further Exploration of a Prototype Approach" by P. Shaver, J. Schwartz, D. Kirson, and C. O'Connor (1987). *Journal of Personality and Social Psychology, 52, 1061-1086. Shireen Rizvi contributed to Shame and guilt features*

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Next Steps / Diary Cards

Instructions: Put a check in the box of the day of the week that you used the skill

Skill	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
Observe							
Describe							
Participate							
Non-Judgmental							
Mindfully							
Effectively							
Build Mastery							
Attend to Relationships							
Balanced Eating							
Balanced Sleeping							
Exercise							
Exposure to Positive Feelings							
Exposure to Negative Feelings							
Distracting							
Self Soothing							
Relax/Breathing							
Imagery							
Pros/Cons							
Radical Acceptance							
Prioritize among goals*							
Validate							
DEAR MAN							

**Interpersonal goals: Objective, Relationship, and Self -Respect*

Next Steps / Diary Card

Week of:_____

Describe an important event or situation that happened to you on each day
Be specific

Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday

Indicate the level of intensity of the Emotion
(where 0 means no intensity of emotion and 9 means extreme intensity)

Today I felt: (0-9)	Mon	Tues	Wed	Thurs	Fri	Sat	Sun
Good, Happy							
Anxious, Tense							
Miserable							
Angry							
Depressed							
Hopeful							
Empty, Alone							
Unreal/Disconnected							
Physically Bad							

Today I felt the urge to.....Specify behaviors on a 0-9 scale. *Place a * on those days you acted on the urge.*

Behavior	Mon	Tues	Wed	Thurs	Fri	Sat	Sun
1.							
2.							
3.							
4.							
5.							