

ACCEPTANCE

MINDFULNESS

Being aware of the present moment without judgement

DISTRESS TOLERANCE

Managing a crisis without worsening the situation, accepting reality as it is

CHANGE

EMOTIONAL REGULATION

Understanding and reducing vulnerability to emotions, changing emotions

INTERPERSONAL EFFECTIVENESS

Getting needs met, maintaining relationships, increasing self-respect in relationships

DISTRESS TOLERANCE HANDOUT 6



(Distress Tolerance Worksheet 4)

TIP Skills: Changing Your Body Chemistry

To reduce extreme emotion mind *fast*.

Remember these as **TIP** skills:

T

TIP THE TEMPERATURE of your face with **COLD WATER*** (to calm down fast)

- Holding your breath, put your face in a bowl of cold water, or hold a cold pack (or zip-lock bag of cold water) on your eyes and cheeks.
- Hold for 30 seconds. Keep water above 50°F.

I

INTENSE EXERCISE* (to calm down your body when it is revved up by emotion)

- Engage in intense exercise, if only for a short while.
- Expend your body's stored up physical energy by running, walking fast, jumping, playing basketball, lifting weights, etc.

P

PACED BREATHING (pace your breathing by slowing it down)

- Breathe deeply into your belly.
- Slow your pace of inhaling and exhaling way down (on average, five to six breaths per minute).
- Breathe *out* more slowly than you breathe *in* (for example, 5 seconds in and 7 seconds out).

PAIRED MUSCLE RELAXATION (to calm down by pairing muscle relaxation with breathing out)

- While breathing into your belly deeply tense your body muscles (*not* so much as to cause a cramp).
- Notice the tension in your body.
- While breathing out, say the word "Relax" in your mind.
- Let go of the tension.
- Notice the difference in your body.

***Caution:** Very cold water decreases your heart rate rapidly. Intense exercise will increase heart rate. Consult your health care provider before using these skills if you have a heart or medical condition, a lowered base heart rate due to medications, take a beta-blocker, are allergic to cold, or have an eating disorder.

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Interpersonal Effectiveness Skills

Learning to get along with others while also asserting your own needs is essential to healthy relationships. It can be difficult to balance your own needs and the needs of others. How can you get what you need without being aggressive or neglecting of the needs of others? There are three sets of skills you will learn to help achieve this goal: objective effectiveness, relationship effectiveness, and self-respect effectiveness.

Objective Effectiveness (D.E.A.R. M.A.N.)

What is the goal of an interaction? *Objective effectiveness* is about getting what you want out of a situation. The acronym D.E.A.R. M.A.N. will remind you how to clearly express your needs or desires.

Describe	Use clear and concrete terms to describe what you want. <i>Don't say:</i> "Could you please clean?" <i>Do say:</i> "Could you do the dishes before going to bed?"
Express	Let others know how a situation makes you feel by clearly expressing your feelings. Don't expect others to read your mind. Try using this line: "I feel ____ because ____."
Assert	Don't beat around the bush—say what you need to say. <i>Don't say:</i> "Oh, well, I don't know if I can cook tonight or not." <i>Do say:</i> "I won't be able to cook because I'm working late."
Reinforce	Reward people who respond well, and reinforce why your desired outcome is positive. This can be as simple as a smile and a "thank you".
Mindful	Don't forget the objective of the interaction. It can be easy to get sidetracked into harmful arguments and lose focus.
Appear	Appear confident. Consider your posture, tone, eye contact, and body language.
	No one can have everything they want out of an interaction Be open to negotiation. <i>You wash the dishes, I'll put them away."</i>

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EMOTION REGULATION WORKSHEET

Identifying the Function of the Emotion

Identify an emotional reaction (lasting a few moments to a few minutes) during the week and describe the following:

1. What was the prompting event?
2. What was your interpretation?
3. What was the emotion and intensity (0-100)?
4. Use the following to identify the function(s) of the emotion:
 - a. Did the emotion communicate something to others or influence their behavior? If so, describe:
 - b. Did the emotion organize or motivate you to do something? If so, describe:
 - c. Did the emotion give you information, color your perception, or lead you to any conclusions? If so, describe:

EMOTION REGULATION WORKSHEET 5 (Emotion Regulation Handouts 8, 8a) (p. 1 of 2)

Check the Facts

Due Date: _____ Name: _____ Week Starting: _____

It is hard to problem-solve an emotional situation if you don't have your facts straight. You must know what the problem is before you can solve it. This worksheet helps you figure out whether it is the event that is causing your emotion, your interpretation of the event, or both. Use your mindfulness skills of observing and describing. Observe the facts, and then describe the facts you have observed.

Step 1 { **Ask: What emotion do I want to change?**

EMOTION NAME: _____ **INTENSITY (0–100) Before:** ____ **After:** ____

Step 2 { **Ask: What is the PROMPTING EVENT for my emotional reaction?**

DESCRIBE THE PROMPTING EVENT: What happened that led you to have this emotion? Who did what to whom? What led up to what? What is it about this event that is a problem for you? Be very specific in your answers.

CHECK THE FACTS!

Look for extremes and judgments in the way you are describing the prompting event.

REWRITE the facts, if necessary, to be more accurate.

Facts



Step 3 { **Ask: What are my INTERPRETATIONS (thoughts, beliefs, etc.) about the facts?**

What am I assuming? Am I adding my own interpretations to the description of the prompting event?

CHECK THE FACTS!

List as many *other* possible interpretations of the facts as you can.

REWRITE the facts, if necessary. Try to check the accuracy of your interpretations. If you can't check the facts, write out a likely or a useful (i.e., effective) interpretation.

Facts



**Dialectical Behavior Skills Training
Behavior Chain & Solution Analysis Worksheet**

Name: _____ Therapist: _____ Date: _____

Instructions

- Identify target behavior
- Conduct chain analysis of recent event where behavior was problematic
- Identify DBT skills that correspond solutions to the numbered links in chain analysis

Target Behavior

State the behavior targeted for change

Behavior Chain Analysis

Describe the event/situation that Prompted the targeted behavior:

1. List emotion/environment vulnerability Factors (tired, hungry, sick, etc.) that were present:

2. Identify problem thoughts:

3. Identify problem emotions:

4. Describe body sensations experienced:

5. Describe the targeted behavior as it occurred:

Identify short-term positive consequences of engaging in behavior:

Identify long-term negative consequences of continuing to engage in behavior :

DBT Skills Solution Analysis

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

Notes:

The unhelpful behaviour I am analysing is: _____

Advantages (Pros) of me doing this (what keeps the behaviour going – short term reinforcers)	Disadvantages (cons) (Negative consequences – usually more long term) (Motivator for change)
Doing something skilful when I am distressed eg dealing with distress skills	
Advantages (Pros) of doing something more skilful (motivator for change – why doing something different would be a good idea)	Disadvantages (cons) (The barriers to change – what keeps you stuck)