

Emotion Regulation Skills

Emotion Regulation Week 1

MINDFULNESS HANDOUT 1



(Mindfulness Worksheet 1)

Goals of Mindfulness Practice

REDUCE SUFFERING AND INCREASE HAPPINESS

☐ Reduce pain, tension, and stress.

☐ Other: _____

INCREASE CONTROL OF YOUR MIND

☐ Stop letting your mind be in control of you.

☐ Other: _____

EXPERIENCE REALITY AS IT IS

☐ Live life with your eyes wide open.

☐ Experience the reality of your . . .

- connection to the universe.
- essential “goodness.”
- essential validity.

☐ Other: _____

Mindfulness Definitions

WHAT IS MINDFULNESS?

- **Intentionally living with awareness in the present moment.**
(Waking up from automatic or rote behaviors to participate and be present to our own lives.)
- **Without judging or rejecting the moment.**
(Noticing consequences, discerning helpfulness and harmfulness—but letting go of evaluating, avoiding, suppressing, or blocking the present moment.)
- **Without attachment to the moment.**
(Attending to the experience of each new moment, rather than ignoring the present by clinging to the past or grabbing for the future.)

WHAT ARE MINDFULNESS SKILLS?

- Mindfulness skills are the specific behaviors to practice that, when put together, make up mindfulness.

WHAT IS MINDFULNESS PRACTICE?

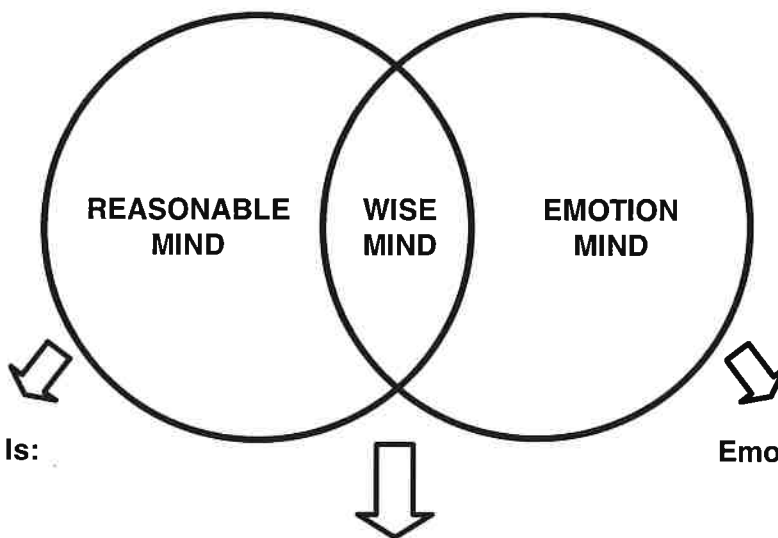
- **Mindfulness and mindfulness skills** can be practiced at any time, anywhere, while doing anything. Intentionally paying attention to the moment, without judging it or holding on to it, is all that is needed.
- **Meditation** is practicing mindfulness and mindfulness skills while sitting, standing, or lying quietly for a predetermined period of time. When meditating, we *focus* the mind (for example, we *focus* on body sensations, emotions, thoughts, or our breath), or we *open* the mind (paying attention to whatever comes into our awareness). There are many forms of meditation that differ mostly by whether we are opening the mind or focusing the mind—and, if focusing, depending on what is the focus of our attention.
- **Contemplative prayer** (such as Christian centering prayer, the rosary, Jewish Shema, Islamic Sufi practice, or Hindu raja yoga) is a spiritual mindfulness practice.
- **Mindfulness movement** also has many forms. Examples include yoga, martial arts (such as Qigong, tai chi, akido, and karate), and spiritual dancing. Hiking, horseback riding, and walking can also be ways to practice mindfulness.

MINDFULNESS HANDOUT 3



(Mindfulness Worksheet 3)

Wise Mind: States of Mind



Reasonable Mind Is:

Cool

Rational

Task-Focused

When in *reasonable mind*,
you are ruled by facts, reason,
logic, and pragmatics. Values
and feelings are not important.

Wise Mind Is:

The wisdom within
each person

Seeing the value of
both reason and
emotion

Bringing left brain and
right brain together

The middle path

Emotion Mind Is:

Hot

Mood-Dependent

Emotion-Focused

When in *emotion mind*,
you are ruled by your
moods, feelings, and urges
to do or say things. Facts,
reason, and logic are not
important.

Ideas for Practicing Wise Mind

The mindfulness skills often require a *lot* of practice. As with any new skill, it is important to first practice when you don't need the skill. If you practice in easier situations, the skill will become automatic, and you will have the skill when you need it. Practice with your eyes closed and with your eyes open.

1. ☐ **Stone flake on the lake.** Imagine that you are by a clear blue lake on a beautiful sunny day. Then imagine that you are a small flake of stone, flat and light. Imagine that you have been tossed out onto the lake and are now gently, slowly, floating through the calm, clear blue water to the lake's smooth, sandy bottom.
 - Notice what you see, what you feel as you float down, perhaps in slow circles, floating toward the bottom. As you reach the bottom of the lake, settle your attention there within yourself.
 - Notice the serenity of the lake; become aware of the calmness and quiet deep within.
 - As you reach the center of your self, settle your attention there.
2. ☐ **Walking down the spiral stairs.** Imagine that within you is a spiral staircase, winding down to your very center. Starting at the top walk very slowly down the staircase, going deeper and deeper within yourself.
 - Notice the sensations. Rest by sitting on a step, or turn on lights on the way down if you wish. Do not force yourself further than you want to go. Notice the quiet. As you reach the center of your self, settle your attention there—perhaps in your gut or your abdomen.
3. ☐ **Breathing “Wise” in, “Mind” out.** Breathing in, say to yourself, “Wise”; breathing out, say “Mind.”
 - Focus your entire attention on the word “wise,” then, focus it again entirely on the word “mind.”
 - Continue until you sense that you have settled into Wise Mind.
4. ☐ **Asking Wise Mind a question.** Breathing in, silently ask Wise Mind a question.
 - Breathing out, listen for the answer.
 - Listen, but do not give yourself the answer. Do not tell yourself the answer; listen for it.
 - Continue asking on each in-breath for some time. If no answer comes, try again another time.

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5. ☐ **Asking is this Wise Mind?** Breathing in, ask yourself, “Is this (action, thought, plan, etc.) Wise Mind?”
- Breathing out, listen for the answer.
 - Listen, but do not give yourself the answer. Do not tell yourself the answer; listen for it.
 - Continue asking on each in-breath for some time. If no answer comes, try again another time.
6. ☐ **Attending to your breath coming in and out, let your attention settle into your center.**
- Breathing in completely, notice and follow the sensations of your breath coming in.
 - Let your attention settle into your center, at the bottom of your breath, at your solar plexus—*or*
 - Let your attention settle in the center of your forehead, your “third eye,” at the top of your breath.
 - Keeping your attention at your center, exhale, breathing normally, maintaining attention.
 - Settle into Wise Mind.
7. ☐ **Expanding awareness.** Breathing in, focus your awareness on your center.
- Breathing out, stay aware of your center, but expand awareness to the space you are in now.
 - Continue on in the moment.
8. ☐ **Dropping into the pauses between inhaling and exhaling.**
- Breathing in, notice the pause after inhaling (top of breath).
 - Breathing out, notice the pause after exhaling (bottom of breath).
 - At each pause, let yourself “fall into” the center space within the pause.

9. ☐ **Other Wise Mind practice ideas:** _____



Taking Hold of Your Mind: “What” Skills

OBSERVE

- ☐ **Notice your body sensations** (coming through your eyes, ears, nose, skin, and tongue).
- ☐ **Pay attention** on purpose, to the present moment.
- ☐ **Control your attention**, but not what you see. Push away nothing. Cling to nothing.
- ☐ **Practice wordless watching:** Watch thoughts come into your mind and let them slip right by like clouds in the sky. Notice each feeling, rising and falling, like waves in the ocean.
- ☐ **Observe both inside and outside yourself.**

DESCRIBE

- ☐ **Put words on the experience.** When a feeling or thought arises, or you do something, acknowledge it. For example, say in your mind, “Sadness has just enveloped me,” or “Stomach muscles tightening,” or “A thought ‘I can’t do this’ has come into my mind.”
- ☐ **Label what you observe.** Put a name on your feelings. Label a thought as just a thought, a feeling as just a feeling, an action as just an action.
- ☐ **Unglue your interpretations and opinions** from the facts. Describe the “who, what, when, and where” that you observe. Just the facts.
- ☐ Remember, **If you can’t observe it through your senses, you can’t describe it.**

PARTICIPATE

- ☐ **Throw yourself completely into activities of the current moment.** Do not separate yourself from what is going on in the moment (dancing, cleaning, talking to a friend, feeling happy or feeling sad).
- ☐ **Become one with whatever you are doing**, completely forgetting yourself. Throw your attention to the moment.
- ☐ **Act intuitively from Wise Mind.** Do just what is needed in each situation—a skillful dancer on the dance floor, one with the music and your partner, neither willful nor sitting on your hands.
- ☐ **Go with the flow.** Respond with spontaneity.

Ideas for Practicing Observing

BY COMING BACK TO YOUR SENSES

Remember: Observing is bringing your mind back to the sensations of your body and mind.

Observe with your eyes:

1. ☐ Lie on the ground and watch the clouds in the sky.
2. ☐ Walking slowly, stopping somewhere with a view, notice flowers, trees, and nature itself.
3. ☐ Sit outside. Watch who and what go by in front of you, without following them with your head or your eyes.
4. ☐ Notice the facial expression and movements of another person. Refrain from labeling the person's emotions, thoughts, or interests.
5. ☐ Notice just the eyes, lips, or hands of another person (or just one feature of an animal).
6. ☐ Pick up a leaf, a flower, or a pebble. Look at it closely, trying to see each detail.
7. ☐ Find something beautiful to look at, and spend a few minutes contemplating it.
8. Other: _____

Observe sounds:

9. ☐ Stop for a moment and just listen. Listen to the texture and shape of the sounds around you. Listen to the silences between the sounds.
10. ☐ If someone is talking, listen to the pitch of the voice, to the smoothness or roughness of the sounds, to the clarity or the mumbling of the speech, to the pauses between the words.
11. ☐ Listen to music, observing each note as it comes and the spaces between the notes. Try breathing the sounds into your body and letting them flow out again on your out breath.
12. Other: _____

Observe smells around you:

13. ☐ Breathing in, notice any smells around you. Bring something close to your nose, and notice the smells. Take it away, and then notice the smells again. Do they linger?
14. ☐ When eating, notice the aroma of the food; when cooking, notice the aroma of the spices or other ingredients; when bathing, smell the soap or shampoo; when walking outside, notice the aroma of the air; when near flowers, bend down and “smell the roses.”
15. Other: _____

Observe taste and the act of eating:

16. ☐ Putting something in your mouth, pay attention to the taste. Keep it in your mouth, and notice all the taste sensations.
17. ☐ Lick a lollipop or something else. Notice just the sensation of taste.
18. ☐ Eat a meal, or even a part of a meal, paying attention to the taste of each mouthful.
19. Other: _____

Observe urges to do something:

When you are feeling an urge to do something impulsive,

20. ☐ “Urge-surf” by imagining that your urges are a surfboard and you are standing on the board, riding the waves.
21. ☐ Notice any urge to avoid someone or something.
22. ☐ Scan your entire body, and notice the sensations. Where in the body is the urge?
23. ☐ When you are chewing your food, notice when you have the urge to swallow.
24. Other: _____

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Observe sensations of touch on your skin:

25. ☐ Stroke your upper lip with your fingernail.
- Stop stroking, and notice how long it takes before you can't sense your upper lip at all.
26. ☐ When walking, notice the sensations of walking—your feet hitting the ground and rising up and down. Sometimes walk very slowly and notice. Sometimes walk very fast and notice.
27. ☐ When sitting, notice your thighs on the chair. Notice the curve of your knees and your back.
28. ☐ Pay attention to anything touching you.
- Try to feel your feet in your shoes, your body touching your clothes.
 - Feel your arms touching a chair.
 - Notice the sensations of your hands.
29. ☐ Touch something—the wall, a fabric, a table top, a pet, a piece of fruit, a person.
- Notice the texture of what you feel, notice the sensations on your skin.
 - Try it again with another part of your body.
 - Notice the sensations again.
30. ☐ Focus your attention on the sensations in your chest, your stomach, or your shoulders.
31. ☐ Focus your attention on the place in your body where you feel tight or tense.
32. ☐ Focus your attention on the space between your eyes.
33. Other: _____

Observe your breath: *Breathe evenly and gently, focusing your attention on:*

34. ☐ The movement of your stomach.
- As you begin to breathe in, allow your belly to rise in order to bring air into the lower half of your lungs.
 - As the upper halves of your lungs begin to fill with air, your chest begins to rise.
 - As you breathe out, notice your belly, then notice your chest. Don't tire yourself.
35. ☐ The pauses in your breathing.
- As you breathe in, notice the brief pause when your lungs have filled with air.
 - As you breathe out, notice the brief pause when you have expelled all the air.
36. ☐ The sensations in your nose as you breathe in and as you breathe out.
- As you breathe, close your mouth and breathe in through your nose, noticing the sensations traveling up and down your nostrils.
37. ☐ Your breath while walking slowly. Breathe normally.
- Determine the length of your breath—the exhalation and the inhalation—by the number of your footsteps. Continue for a few minutes.
 - Begin to lengthen your exhalation by one step. Do not force a longer inhalation. Let it be natural.
 - Watch your inhalation carefully to see whether there is a desire to lengthen it. Now lengthen the exhalation by one more footstep.
 - Watch to see whether the inhalation also lengthens by one step or not.
 - Only lengthen the inhalation when you feel that it will be comfortable.
 - After 20 breaths, return your breath to normal.
38. ☐ Your breath while listening to a piece of music.
- Breathe long, light, and even breaths.
 - Follow your breath; be master of it, while remaining aware of the movement and sentiments of the music.
 - Do not get lost in the music, but continue to be master of your breath and yourself.
39. ☐ Your breath while listening to a friend's words and your own replies. Continue as with music.
40. Other: _____

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MINDFULNESS HANDOUT 4A (p. 3 of 4)

Observe thoughts coming in and out of your mind:

41. ☐ Notice thoughts as they come into your mind.
 - Ask, "Where do thoughts come from?"
 - Then watch them to see if you can see where they come into your mind.
42. ☐ As you notice thoughts in your mind, notice the pauses between each thought.
43. ☐ Imagine that your mind is the sky and that thoughts are clouds.
 - Notice each thought-cloud as it drifts by, letting it drift in and out of your mind.
 - Imagine thoughts as leaves on water flowing down a stream, as boats drifting by on the lake, or as train cars rolling by you.
44. ☐ When worries go round and round in your mind, move your attention to the sensations in your body (those most intense right now). Then, keeping your attention on your body sensations, notice how long it takes for the worries to ooze away.
45. ☐ Step back from your mind, as if you are on top of a mountain and your mind is just a boulder down below.
 - Gaze at your mind, watching what thoughts come up when you are watching it.
 - Come back into your mind before you stop.
46. ☐ Watch for the first two thoughts that come into your mind.
47. Other: _____

Imagine that your mind is a:

48. ☐ Conveyor belt, and that thoughts and feelings are coming down the belt.
 - Put each thought or feeling in a box, and then put it on the conveyor belt and let it go by.
49. ☐ Conveyor belt, and that you are sorting thoughts and feelings as they come down the belt.
 - Label the types of thoughts or feelings coming by (e.g., worry thoughts, thoughts about my past, thoughts about my mother, planning-what-to-do thoughts, angry feeling, sad feelings).
 - Put them in boxes nearby for another time.
50. ☐ River, and that thoughts and feelings are boats going down the river.
 - Imagine sitting on the grass, watching the boats go by.
 - Describe or label each boat as it goes by.
 - Try not to jump on the boat.
51. ☐ Railroad track, and that thoughts and feelings are train cars going by.
 - Describe or label each as it goes by. Try not to jump on the train.
52. Other: _____

Observe by expanding awareness:

53. ☐ Breathing in, notice your breath. Then, keeping your breath in your awareness, on the next breath notice your hands. Then, keeping both in your awareness, on the next breath expand your awareness to sounds.
 - Continue holding all three in awareness at the same time.
 - Practice this awareness of threes at other times, selecting other things to be aware of.
54. ☐ Keeping your focus on what you are currently doing, gently expand your awareness to include the space around you.
55. ☐ Go hug a tree, and feel the sensations of the embrace.
 - Attend to the embrace of the sheets and blankets or comforters around you as you lie in bed.
 - Do this when you feel lonely and want to be loved or to love.
56. Other: _____

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Open your mind to your senses:

57. ☐ Practice walking with your senses as wide open as you can make them.
- Notice what you hear, see, and feel.
 - Notice what you feel when shifting your weight between each step.
 - Notice your body experience as you turn.
58. ☐ For one mouthful in a meal, pause with a spoonful or forkful of food.
- Look at what you are going to eat, smell it, and listen to it. Then, when you are ready, put it in your mouth.
 - Note the taste, texture, temperature, and even the sound your teeth make in chewing your mouthful slowly.
 - Note the changes in its taste, texture, temperature, and sound as you chew it to completion.
59. ☐ Focus your mind on paying attention to each sensation that comes into your mind.
- Attend to sensations of sight, smell, touch, hearing, and taste, or to the thoughts generated by your brain.
 - Notice sensations as they arise, and notice them as they fall away.
 - Let your mind focus on each sensation as it arises.
 - Notice each sensation with curiosity, allowing it to be. Examine the uniqueness of each sensation.
60. ☐ Be here. Be in the present now.
- Take a moment to notice every sense you are aware of.
 - To yourself, make a statement, about each sense: "I feel the chair; the chair feels me." "I hear the heater; the heater hears me." "I see the wall; the wall sees me." "I hear a stomach growl; it hears me."
61. ☐ When a feeling arises within you, notice it—saying, for example, "A feeling of sadness is arising within me."
62. ☐ When a thought arises within you, notice it—saying, for example, "The thought 'It is hot in here' is arising within me."
63. ☐ Take just a moment of your time, and practice "nothing-to-do" mind.
- Let yourself become completely aware of your present experience, noticing sensations and the space around you.
64. ☐ Find a small object, one you can hold in your hand. Place it in front of you on a table or in your lap. Observe it closely—first not moving it, and then picking it up and turning it over and around, gazing at it from different angles and in different lights. Just notice shapes, colors, sizes, and other characteristics that are visible.
- Then change your focus to your fingers and hands touching the object. Notice the sensations of touching the object; notice the texture, temperature, and feel of the object.
 - Put the object down. Close your eyes, and inhale and exhale deeply and slowly.
 - Then, with beginner's mind, open your eyes. With new vision, once again notice the object. With beginner's mind, open to feeling new textures and sensations, explore the object with your fingers and hands.
 - Put down the object, and once again focus your mind on inhaling and exhaling once.
65. Other: _____

MINDFULNESS HANDOUT 4B

(Mindfulness Worksheets 2–2c, 4–4b)

Ideas for Practicing Describing

Practice describing what you see outside of yourself:

1. ☐ Lie on the ground and watch the clouds in the sky. Find and describe cloud patterns that you see.
2. ☐ Sit on a bench on a busy street or at a park. Describe one thing about each person who walks by you.
3. ☐ Find things in nature—a leaf, a drop of water, a pet or other animal. Describe each thing in as much detail as you can.
4. ☐ Describe as accurately as you can what a person has just said to you. Check to see if you are correct.
5. ☐ Describe a person's face when the person seems angry, afraid, or sad. Notice and describe the shape, movement, and placement of the forehead, eyebrows, and eyes; the lips and mouth; the cheeks; and so on.
6. ☐ Describe what a person has done or is doing now. Be very specific. Avoid describing intentions or outcomes of the behavior that you do not directly observe. Avoid judgmental language.
7. Other: _____

Practice describing thoughts and feelings:

8. ☐ Describe your feelings as they arise within you: "A feeling of anger is arising within me."
9. ☐ Describe your thoughts when you feel a strong emotion: "I feel X, and my thoughts are Y."
10. ☐ Describe your feelings after someone else does or says something: "When you do X, I feel Y."
11. ☐ Describe thoughts, feelings, and what you observed others do: "When you do X, I feel Y, and my thoughts are Z." "When X occurs, I feel Y, and my thoughts are Z."
12. ☐ Describe as many of your thoughts as you can while feeling a strong emotion.
13. Other: _____

Practice describing your breathing:

14. ☐ Each time you inhale and exhale, as you inhale, be aware that "I am inhaling, 1." When you exhale, be aware that "I am exhaling, 1." Remember to breathe from the stomach. When beginning the second inhalation, be aware that "I am inhaling, 2." And, slowly exhaling, be aware that "I am exhaling, 2." Continue on up through 10. After you have reached 10, return to 1. Whenever you lose count, return to 1.
15. ☐ Begin to inhale gently and normally (from the stomach), describing in your mind that "I am inhaling normally." Exhale in awareness, "I am exhaling normally." Continue for three breaths. On the fourth breath, extend the inhalation, describing in your mind that "I am breathing in a long inhalation." Exhale in awareness, "I am breathing out a long exhalation." Continue for three breaths.
16. ☐ Follow the entrance and exit of air. Say to yourself, "I am inhaling and following the inhalation from its beginning to its end. I am exhaling and following the exhalation from its beginning to its end."
17. Other: _____

MINDFULNESS HANDOUT 4C

(Mindfulness Worksheets 2–2c, 4–4b)

Ideas for Practicing Participating

Participate with awareness of connection to the universe:

1. ☐ Focus your attention on where your body touches an object (floor or ground, air molecules, a chair or armrest, your bed sheets and covers, your clothes, etc.). Try to see all the ways you are connected to and accepted by that object. Consider the function of that object with relation to you. That is, consider what the object does for you. Consider its kindness in doing that. Experience the sensation of touching the object, and focus your entire attention on that kindness until a sense of being connected or loved or cared for arises in your heart.

Examples: Focus your attention on your feet touching the ground. Consider the kindness of the ground holding you up, providing a path for you to get to other things, not letting you fall away from everything else. Focus your attention on your body touching the chair you sit in. Consider how the chair accepts you totally, holds you up, supports your back, and keeps you from falling down on the floor. Focus your attention on the sheets and covers on your bed. Consider the touch of the sheets and covers holding you, surrounding and keeping you warm and comfortable. Consider the walls in the room. They keep out the wind and the cold and the rain. Think of how the walls are connected to you via the floor and the air in the room. Experience your connection to the walls that provide you with a secure place to do things. Go hug a tree. Think of how you and the tree are connected. Life is in you and in the tree and both of you are warmed by the sun, held by the air and supported by the earth. Try and experience the tree loving you by providing something to lean on, or by shading you.

2. ☐ Dance to music.
3. ☐ Sing along with music you are listening to.
4. ☐ Sing in the shower.
5. ☐ Sing and dance while watching TV.
6. ☐ Jump out of bed and dance, or sing before getting dressed.
7. ☐ Go to a church that sings, and join in the singing.
8. ☐ Play karaoke with friends or at a karaoke club or bar.
9. ☐ Throw yourself into what another person is saying.
10. ☐ Go running, focusing only on running.
11. ☐ Play a sport and throw yourself into playing.
12. ☐ Become the count of the breath, becoming only “one” when you count 1, becoming only “two” when you count 2, and so on.
13. ☐ Become a word as you slowly say the word over and over and over.
14. ☐ Take a class in improvisational acting.
15. ☐ Take a dance class.
16. Other: _____

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Taking Hold of Your Mind: “How” Skills

NONJUDGMENTALLY

- ☐ **See, but don’t evaluate as good or bad.** Just the facts.
- ☐ **Accept each moment like a blanket spread out on the lawn,** accepting both the rain and the sun and each leaf that falls upon it.
- ☐ **Acknowledge** the difference between the helpful and the harmful, the safe and the dangerous, **but don’t judge them.**
- ☐ **Acknowledge** your values, your wishes, your emotional reactions, **but don’t judge them.**
- ☐ When you find yourself judging, **don’t judge your judging.**

ONE-MINDFULLY

- ☐ **Rivet yourself to now.** Be completely present to this one moment.
- ☐ **Do one thing at a time.** Notice the desire to be half-present, to be somewhere else, to go somewhere else in your mind, to do something else, to multitask—and then come back to one thing at a time.
 - When you are eating, eat.
 - When you are walking, walk.
 - When you are worrying, worry.
 - When you are planning, plan.
 - When you are remembering, remember.
- ☐ **Let go of distractions.** If other actions, or other thoughts, or strong feelings distract you, go back to what you are doing—again, and again, and again.
- ☐ **Concentrate your mind.** If you find you are doing two things at once, stop—go back to one thing at a time (the opposite of multitasking!).

EFFECTIVELY

- ☐ **Be mindful of your goals in the situation,** and do what is necessary to achieve them.
- ☐ **Focus on what works.** (Don’t let emotion mind get in the way of being effective.)
- ☐ **Play by the rules.**
- ☐ **Act as skillfully as you can.** Do what is needed for the situation you are in—not the situation you wish you were in; not the one that is fair; not the one that is more comfortable.
- ☐ **Let go of willfulness and sitting on your hands.**

MINDFULNESS HANDOUT 5A

(Mindfulness Worksheets 2–2c, 5–5c)

Ideas for Practicing Nonjudgmentalness

Leaving out comparisons, judgments, and assumptions:

1. ☐ Practice observing judgmental thoughts and statements, saying in your mind, **“A judgmental thought arose in my mind.”**
2. ☐ **Count judgmental thoughts and statements** (by moving objects or pieces of paper from one pocket to another, by clicking a sports counter, or by marking a piece of paper).
3. ☐ Replace judgmental thoughts and statements with nonjudgmental thoughts and statements.

Tips for replacing judgment by stating the facts:

1. **Describe the facts** of the event or situation — *only* what is observed with your senses.
2. **Describe the consequences** of the event. Keep to the facts.
3. **Describe your own feelings** in response to the facts (remember, emotions are not judgments).
4. ☐ **Observe your judgmental facial expressions, postures, and voice tones** (including voice tones in your head).
5. ☐ **Change judgmental expressions, postures, and voice tones.**
6. ☐ Tell someone what you did today nonjudgmentally, or about an event that occurred. Stay very concrete; only relate what you observed directly.
7. ☐ **Write out a nonjudgmental description** of an event that prompted an emotion.
8. ☐ Write out a nonjudgmental blow-by-blow account of a particularly important episode in your day. Describe both what happened in your environment and what your thoughts, feelings, and actions were. Leave out any analysis of why something happened, or why you thought, felt, or acted as you did. Stick to the facts that you observed.
9. ☐ Imagine a person you are angry with. Bring to mind what the person has done that has caused so much anger. Try to become that person, seeing life from that person's point of view. Imagine that person's feelings, thoughts, fears, hopes, and wishes. Imagine that person's history and what has happened in his or her history. Imagine understanding that person.
10. ☐ When judgmental, **practice half-smiling and/or willing hands.** (See Distress Tolerance Handout 14: Half-Smiling and Willing Hands.)
11. Other: _____

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MINDFULNESS HANDOUT 5B

(Mindfulness Worksheets 2–2c, 5–5c)

Ideas for Practicing One-Mindfulness

1. ☐ **Awareness while making tea or coffee.** Prepare a pot of tea or coffee to serve a guest or to drink by yourself. Do each movement slowly, in awareness. Do not let one detail of your movements go by without being aware of it. Know that your hand lifts the pot by its handle. Know that you are pouring the fragrant, warm tea or coffee into the cup. Follow each step in awareness. Breathe gently and more deeply than usual. Take hold of your breath if your mind strays.
2. ☐ **Awareness while washing the dishes.** Wash the dishes consciously, as though each bowl is an object of contemplation. Consider each bowl sacred. Follow your breath to prevent your mind from straying. Do not try to hurry to get the job over with. Consider washing the dishes the most important thing in life.
3. ☐ **Awareness while hand-washing clothes.** Do not wash too many clothes at one time. Select only three or four articles of clothing. Find the most comfortable position to sit or stand, so as to prevent a backache. Scrub the clothes consciously. Hold your attention on every movement of your hands and arms. Pay attention to the soap and water. When you have finished scrubbing and rinsing, your mind and body will feel as clean and fresh as your clothes. Remember to maintain a half-smile and take hold of your breath whenever your mind wanders.
4. ☐ **Awareness while cleaning house.** Divide your work into stages: straightening things and putting away books, scrubbing the toilet, scrubbing the bathroom, sweeping the floors, and dusting. Allow a good length of time for each task. Move slowly, three times more slowly than usual. Focus your attention fully on each task. For example, while placing a book on the shelf, look at the book; be aware of what book it is; know that you are in the process of placing it on the shelf; and know that you intend to put it in that specific place. Know that your hand reaches for the book and picks it up. Avoid any abrupt or harsh movement. Maintain awareness of the breath, especially when your thoughts wander.
5. ☐ **Awareness while taking a slow-motion bath.** Allow yourself 30–45 minutes to take a bath. Don't hurry for even a second. From the moment you prepare the bath water to the moment you put on clean clothes, let every motion be light and slow. Be attentive of every movement. Place your attention on every part of your body, without discrimination or fear. Be aware of each stream of water on your body. By the time you've finished, your mind will feel as peaceful and light as your body. Follow your breath. Think of yourself as being in a clean and fragrant lotus pond in the summer.
6. ☐ **Awareness with meditation.** Sit comfortably on the floor with your back straight, on the floor or in a chair with both feet touching the floor. Close your eyes all the way, or open them slightly and gaze at something near. With each breath, say to yourself, quietly and gently, the word "One." As you inhale, say the word "One." As you exhale, say the word "One," calmly and slowly. Try to collect your whole mind and put it into this one word. When your mind strays, return gently to saying "One." If you start wanting to move, try not to move. Just gently observe wanting to move. Continue practicing a little past wanting to stop. Just gently observe wanting to stop.
7. Other: _____

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MINDFULNESS HANDOUT 5C

(Mindfulness Worksheets 2–2c, 5–5c)

Ideas for Practicing Effectiveness

1. ☐ Observe when you begin to get angry or hostile with someone. Ask yourself, “Is this effective?”
2. ☐ Observe yourself when you start wanting to be “right” instead of effective. Give up being “right” and switch to trying to be effective.
3. ☐ Notice willfulness in yourself. Ask yourself, “Is this effective?”
4. ☐ Drop willfulness, and practice acting effectively instead. Notice the difference.
5. ☐ When feeling angry or hostile or like you’re about to do something ineffective, practice willing hands.
6. Other: _____

MINDFULNESS WORKSHEET 2A

(Mindfulness Handouts 2–5c)

Mindfulness Core Skills Practice

Due Date: _____ Name: _____ Week Starting: _____

For each mindfulness skill, write down what you did during the week, and then rate the quality of mindfulness you experienced during your practice.

*I could not focus my mind
for even 1 second; I was
completely mindless and quit.*

*I was able to focus my
mind somewhat and stay
in the present moment.*

*I became centered in Wise
Mind and was free to let go
and do what was needed.*

1

2

3

4

5

Day

Wise Mind

_____ / _____	Mindfulness: _____
_____ / _____	Mindfulness: _____
_____ / _____	Mindfulness: _____

Day:

Observe

_____ / _____	Mindfulness: _____
_____ / _____	Mindfulness: _____
_____ / _____	Mindfulness: _____

Day:

Describe

_____ / _____	Mindfulness: _____
_____ / _____	Mindfulness: _____
_____ / _____	Mindfulness: _____

Day:

Participate

_____ / _____	Mindfulness: _____
_____ / _____	Mindfulness: _____
_____ / _____	Mindfulness: _____

Day:

Nonjudgmentally

_____ / _____	Mindfulness: _____
_____ / _____	Mindfulness: _____
_____ / _____	Mindfulness: _____

Day:

One-mindfully

_____ / _____	Mindfulness: _____
_____ / _____	Mindfulness: _____
_____ / _____	Mindfulness: _____

Day:

Effectively

_____ / _____	Mindfulness: _____
_____ / _____	Mindfulness: _____
_____ / _____	Mindfulness: _____

List any and all wise things you did this week. _____

Emotion Regulation Week 2

EMOTION REGULATION HANDOUT 1



(Emotion Regulation Worksheet 1)

Goals of Emotion Regulation

UNDERSTAND AND NAME YOUR OWN EMOTIONS

- ☐ Identify (observe and describe) your emotions.
- ☐ Know what emotions do for you.
- ☐ Other: _____

DECREASE THE FREQUENCY OF UNWANTED EMOTIONS

- ☐ Stop unwanted emotions from starting in the first place.
- ☐ Change unwanted emotions once they start.
- ☐ Other: _____

DECREASE EMOTIONAL VULNERABILITY

- ☐ Decrease vulnerability to emotion mind.
- ☐ Increase resilience, your ability to cope with difficult things and positive emotions.
- ☐ Other: _____

DECREASE EMOTIONAL SUFFERING

- ☐ Reduce suffering when painful emotions overcome you.
- ☐ Manage extreme emotions so that you don't make things worse.
- ☐ Other: _____

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EMOTION REGULATION HANDOUT 3



(Emotion Regulation Worksheets 2–2c)

What Emotions Do for You

EMOTIONS MOTIVATE (AND ORGANIZE) US FOR ACTION

- Emotions motivate our behavior. Emotions prepare us for action.
The action urge of specific emotions is often “hard-wired” in biology.
- Emotions save time in getting us to act in important situations.
Emotions can be especially important when we don’t have time to think things through.
- Strong emotions help us overcome obstacles—in our minds and in the environment.

EMOTIONS COMMUNICATE TO (AND INFLUENCE) OTHERS

- Facial expressions are hard-wired aspects of emotions.
Facial expressions communicate faster than words.
- Our body language and voice tone can also be hard-wired.
Like it or not, they also communicate our emotions to others.
- When it is important to communicate to others, or send them a message,
it can be very hard to change our emotions.
- Whether we intend it or not, our communication of emotions influences others.

EMOTIONS COMMUNICATE TO OURSELVES

- Emotional reactions can give us important information about a situation.
Emotions can be signals or alarms that something is happening.
- Gut feelings can be like intuition—a response to something important about the situation.
This can be helpful if our emotions get us to check out the facts.
- **Caution:** Sometimes we treat emotions as if they are facts about the world: The stronger the emotion, the stronger our belief that the emotion is based on fact. (Examples: “If I feel unsure, I am incompetent,” “If I get lonely when left alone, I shouldn’t be left alone,” “If I feel confident about something, it is right,” “If I’m afraid, there must be danger,” “I love him, so he must be OK.”)
- If we assume that our emotions represent facts about the world, we may use them to justify our thoughts or our actions. This can be trouble if our emotions get us to ignore the facts.

EMOTION REGULATION HANDOUT 4



(Emotion Regulation Worksheets 3, 16)

What Makes It Hard to Regulate Your Emotions

BIOLOGY

- ☐ Biological factors can make emotion regulation harder.

LACK OF SKILL

- ☐ You don't know what to do to regulate your emotions.

REINFORCEMENT OF EMOTIONAL BEHAVIOR

- ☐ Your environment reinforces you when you are highly emotional.

MOODINESS

- ☐ Your current mood controls what you do instead of your Wise Mind.
- ☐ You don't really want to put in time and effort to regulate your emotions.

EMOTIONAL OVERLOAD

- ☐ High emotional arousal causes you to reach a skills breakdown point. You can't follow skills instructions or figure out what to do.

EMOTION MYTHS

- ☐ Myths (e.g., mistaken beliefs) about emotions get in the way of your ability to regulate emotions.
 - ☐ Myths that emotions are bad or weak lead to avoiding emotions.
 - ☐ Myths that extreme emotions are necessary or are part of who you are keep you from trying to regulate your emotions.



Ways to Describe Emotions

ANGER WORDS

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

Prompting Events for Feeling Anger

- Having an important goal blocked.
- You or someone you care about being attacked or threatened by others.
- Losing power, status, or respect.
- Not having things turn out as expected.
- Physical or emotional pain.
- Other: _____

Interpretations of Events That Prompt Feelings of Anger

- Believing that you have been treated unfairly.
- Blaming.
- Believing that important goals are being blocked or stopped.
- Believing that things “should” be different than they are.
- Rigidly thinking, “I’m right.”
- Judging that the situation is illegitimate or wrong.
- Ruminating about the event that set off the anger in the first place.
- Other: _____

Biological Changes and Experiences of Anger

- Muscles tightening.
- Teeth clamping together.
- Hands clenching.
- Feeling your face flush or get hot.
- Feeling like you are going to explode.
- Being unable to stop tears.
- Wanting to hit someone, bang the wall, throw something, blow up.
- Wanting to hurt someone.
- Other: _____

Expressions and Actions of Anger

- Physically or verbally attacking.
- Making aggressive or threatening gestures.
- Pounding, throwing things, breaking things.
- Walking heavily, stomping, slamming doors.
- Walking out.
- Using a loud, quarrelsome, or sarcastic voice.
- Using obscenities or swearing.
- Criticizing or complaining.
- Clenching your hands or fists.
- Frowning, not smiling, mean expression.
- Brooding or withdrawing from others.
- Crying.
- Grinning.
- A red or flushed face.
- Other: _____

Aftereffects of Anger

- Narrowing of attention.
- Attending only to the situation that’s making you angry.
- Ruminating about the situation making you angry or about situations in the past.
- Imagining future situations that will make you angry.
- Depersonalization, dissociative experiences, numbness.
- Other: _____

(continued on next page)

Note. Adapted from Table 3 in Shaver, P., Schwartz, J., Kirson, D., & O'Connor, C. (1987). Emotion knowledge: Further exploration of a prototype approach. *Journal of Personality and Social Psychology*, 52(6), 1061–1086. Copyright 1987 by the American Psychological Association. Adapted by permission.

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EMOTION REGULATION HANDOUT 6 (p. 2 of 10)

DISGUST WORDS

disgust	aversion	dislike	distaste	repugnance	resentment	sickened
abhorrence	condescension	derision	hate	repelled	revolted	spite
antipathy	contempt	disdain	loathing	repulsion	scorn	vile

Prompting Events for Feeling Disgust

- Seeing/smelling human or animal waste products.
- Having a person or an animal that is dirty, slimy, or unclean come close to you.
- Tasting something or being forced to swallow something you really don't want.
- Seeing or being near a dead body.
- Touching items worn or owned by a stranger, dead person, or disliked person.
- Observing or hearing about a person who grovels or who strips another person of dignity.
- Seeing blood; getting blood drawn.
- 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 violates your own Wise Mind values.
- Being confronted with someone who is deeply violating 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.
 - Your skin or your mind is being contaminated.
 - Your own body or body parts are ugly.
 - Others are evil or the "scum" of the earth, or that they disrespect authority or the group.
- Disapproving of/feeling morally superior to another.
- Extreme disapproval of yourself or your own feelings, thoughts, or behaviors.
- Judging that a person is deeply immoral or has sinned or violated the natural order of things.
- Judging someone's body as extremely ugly.
- Other: _____

Biological Changes and Experiences of Disgust

- Feelings of nausea; sick feeling.
- Urge to vomit, vomiting, gagging, choking.
- Having a lump in your throat.
- Aversion to drinking or eating.
- Intense urge to destroy or get rid of something.
- Urge to take a shower.
- 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.
- Changing your clothes; cleaning spaces.
- Avoiding eating or drinking.
- Pushing or kicking away; running away.
- Treating with disdain or disrespect.
- Stepping over; crowding another person out.
- Physically attacking causes of your disgust.
- Using obscenities or cursing.
- Clenching your hands or fists.
- Frowning, or not smiling.
- Mean or unpleasant facial expression.
- Speaking with a sarcastic voice tone.
- Nose and top lip tightened up; smirking.
- Other: _____

Aftereffects of Disgust

- Narrowing of attention.
- Ruminating about the situation that's making you feel disgusted.
- Becoming hypersensitive to dirt.
- Other: _____

(continued on next page)

EMOTION REGULATION HANDOUT 6 (p. 3 of 10)

ENVY WORDS

envy	craving	displeased	greed	pettiness
bitterness	discontented	dissatisfied	"green-eyed"	resentment
covetous	disgruntled	down-hearted	longing	wishful

Prompting Events for Feeling Envy

- Someone has something you really want or need but don't or can't have.
- You are not 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.
- Someone gets positive recognition for something and you don't.
- Others get something you really want and you don't get it.
- 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.
- 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 unlucky.
- Thinking you are inferior, a failure, or mediocre in comparison to others whom you want to be like.
- 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: _____

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.
- Having an urge to get even.
- Hating the other person.
- Wanting to hurt the people you envy.
- Wanting the person or people you envy to lose what they have, to have bad luck, or to be hurt.
- Feeling pleasure when others experience failure or lose what they have.
- Feeling unhappy if another person experiences some good luck.
- Feeling motivated to improve yourself.
- Other: _____

Expressions and Actions of Envy

- Doing everything you can to get what the other person has.
- Working a lot harder than you were 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 he or she has.
- Saying mean things about the other person or making the person 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.
- Ruminating when others have had more than you.
- Discounting what you do have; not appreciating things you have or things others do for you.
- Ruminating about what you don't have.
- Making resolutions to change.
- Other: _____

(continued on next page)

EMOTION REGULATION HANDOUT 6 (p. 4 of 10)

FEAR WORDS

fear	dread	horror	nervousness	shock	uneasiness
anxiety	edginess	hysteria	overwhelmed	tenseness	worry
apprehension	fright	jumpiness	panic	terror	

Prompting Events for Feeling Fear

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

Interpretations of Events That Prompt Feelings of Fear

- Believing that:
 - You might die, or you are going to die.
 - You might be hurt or harmed.
 - You might lose something valuable.
 - Someone might reject, criticize, or dislike you.
 - You will embarrass yourself.
 - Failure is possible; expecting to fail.
- Believing that:
 - You will not get help you want or need.
 - You might lose help you already have.
 - You might lose someone important.
 - You might lose something you want.
 - You are helpless or are losing a sense of control.
 - You are incompetent or are losing mastery.
- Other: _____

Biological Changes and Experiences of Fear

- Breathlessness.
- Fast heartbeat.
- Choking sensation, lump in throat.
- Muscles tensing, cramping.
- Clenching teeth.
- Urge to scream or call out.
- Feeling nauseated.
- Getting cold; feeling clammy.
- Feeling your hairs standing on end.
- Feeling of "butterflies" in stomach.
- Wanting to run away or avoid things.
- 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.
- Diarrhea, vomiting.
- Hair erect.
- Other: _____

Aftereffects of Fear

- Narrowing of attention.
- Being hypervigilant to threat.
- Losing your ability to focus or becoming disoriented or dazed.
- Losing control.
- Imagining the possibility of more loss or failure.
- Isolating yourself.
- Ruminating about other threatening times.
- Other: _____

(continued on next page)

HAPPINESS WORDS

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

Prompting Events for Feeling Happiness

- 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 Happiness

- Interpreting joyful events just as they are, without adding or subtracting.
- Other: _____

Biological Changes and Experiences of Happiness

- Feeling excited.
- Feeling physically energetic, active.
- Feeling like giggling or laughing.
- Feeling your face flush.
- Feeling calm all the way through.
- Urge to keep doing what is associated with happiness.
- Feeling at peace.
- Feeling open or expansive.
- Other: _____

Expressions and Actions of Happiness

- 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 Happiness

- 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: _____

(continued on next page)

JEALOUSY WORDS

jealous	clutching	fear of losing someone/	rivalrous	wary
cautious	defensive	something	suspicious	watchful
clinging	mistrustful	possessive	self-protective	

Prompting Events for Feeling Jealous

- An important relationship is threatened or in danger of being lost.
- A potential competitor pays attention to someone you love.
- Someone:
 - Is threatening to take away important things in your life.
 - Goes out with the person you like.
 - Ignores you while talking to a friend of yours.
 - Is more attractive, outgoing, or self-confident than you.
- You are treated as unimportant by a person you want to be close to.
- Your partner tells you that he or she desires more time alone.
- Your partner appears to flirt with someone else.
- A person you are romantically involved with looks at someone else.
- You find the person you love is having an affair with someone else.
- Other: _____

Interpretations of Events That Prompt Feelings of Jealousy

- Believing that:
 - Your partner does not care for you any more.
 - You are nothing to your partner.
 - Your partner is going to leave you.
 - Your partner is behaving inappropriately.
 - You don't measure up to your peers.
 - I deserve more than what you are receiving.
- Believing that:
 - You were cheated.
 - No one cares about you.
 - Your rival is possessive and competitive.
 - Your rival is insecure.
 - Your rival is envious.
 - Other: _____

Biological Changes and Experiences of Jealousy

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

Expressions and Actions of Jealousy

- Violent behavior or threats of violence toward the person threatening to take something away.
- 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 wrongdoings.
- Clinging; enhanced dependency.
- Increased or excessive demonstrations of love.
- Other: _____

Aftereffects of Jealousy

- Narrowing of attention.
- Seeing the worst in others.
- Being mistrustful across the board.
- Being hypervigilant to threats to your relationships.
- Becoming isolated or withdrawn.
- Other: _____

(continued on next page)

EMOTION REGULATION HANDOUT 6 (p. 7 of 10)

LOVE WORDS

love	attraction	enchantment	limerence	sympathy
adoration	caring	fondness	longing	tenderness
affection	charmed	infatuation	lust	warmth
arousal	compassion	kindness	passion	
	desire	liking	sentimentality	

Prompting Events for Feeling Love

- A person:
 - Offers or gives you something you want, need, or desire.
 - Does things you want or need.
 - Does things you particularly value or admire.
- Feeling physically attracted to someone.
- Being with someone you have fun with.
- You spend a lot of time with a person.
- You share a special experience with a person.
- You have exceptionally good communication with a person.
- Other: _____

Interpretations of Events That Prompt Feelings of Love

- Believing that a person loves, needs, or appreciates you.
- Thinking that a person is physically attractive.
- Judging a person's personality as wonderful, pleasing, or attractive.
- Believing that a person can be counted on, or will always be there for you.
- Other: _____

Biological Changes and Experiences of Love

- When you are with or thinking about someone:
 - Feeling excited and full of energy.
 - Fast heartbeat.
 - Feeling self-confident.
 - Feeling invulnerable.
 - Feeling happy, joyful, or exuberant.
 - Feeling warm, trusting, and secure.
 - Feeling relaxed and calm.
- Wanting the best for a person.
- Wanting to give things to a person.
- Wanting to see and spend time with a person.
- Wanting to spend your life with a person.
- Wanting physical closeness or sex.
- Wanting emotional closeness.

Expressions and Actions of Love

- Saying "I love you."
- Expressing positive feelings to a person.
- Eye contact, mutual gaze.
- Touching, petting, hugging, holding, cuddling.
- Sexual activity.
- Smiling.
- Sharing time and experiences with someone.
- Doing things that the other person wants or needs.
- Other: _____

Aftereffects of Love

- Only seeing a person's positive side.
- Feeling forgetful or distracted; daydreaming.
- Feeling openness and trust.
- Feeling "alive," capable.
- Remembering other people you have loved.
- Remembering other people who have loved you.
- Remembering other positive events.
- Believing in yourself; believing you are wonderful, capable, competent.
- Other: _____

(continued on next page)

SADNESS WORDS

sadness	disappointment	pity	crushed	disconnected	depression
despair	homesickness	anguish	displeasure	suffering	glumness
grief	neglect	dismay	insecurity	dejection	melancholy
misery	alienation	hurt	sorrow	gloom	alone
agony	discontentment	rejection	defeat	loneliness	woe
			distraught	unhappiness	

Prompting Events for Feeling Sadness

- Losing something or someone irretrievably.
- The death of someone you love.
- Things not being what you expected or wanted.
- Things being worse than you expected.
- Being separated from someone you care for.
- Getting what you don't want.
- Not getting what you have worked for.
- Not getting what you believe you need in life.
- Being rejected, disapproved of, or excluded.
- Discovering that you are powerless or helpless.
- Being with someone else who is sad or in pain.
- Reading or hearing about other people's problems or troubles in the world.
- Being alone, or feeling isolated or like an outsider.
- Thinking about everything you have not gotten.
- Thinking about your losses.
- Thinking about missing someone.
- Other: _____

Interpretations of Events That Prompt Feelings of Sadness

- Believing that a separation from someone will last for a long time or will never end.
- Believing that you will not get what you want or need in your life.
- Seeing things or your life as hopeless.
- Believing that you are worthless or not valuable.
- Other: _____

Biological Changes and Experiences of Sadness

- Feeling tired, run down, or low in energy.
- Feeling lethargic, listless; wanting to stay in bed all day.
- Feeling as if nothing is pleasurable any more.
- Pain or hollowness in your chest or gut.
- Feeling empty.
- Feeling as if you can't stop crying, or if you ever start crying you will never be able to stop.
- Difficulty swallowing.
- Breathlessness.
- Dizziness.
- Other: _____

Expressions and Actions of Sadness

- Avoiding things.
- Acting helpless; staying in bed; being inactive.
- Moping, brooding, or acting moody.
- Making slow, shuffling movements.
- Withdrawing from social contact.
- Avoiding activities that used to bring pleasure.
- Giving up and no longer trying to improve.
- Saying sad things.
- Talking little or not at all.
- Using a quiet, slow, or monotonous voice.
- Eyes drooping.
- Frowning, not smiling.
- Posture slumping.
- Sobbing, crying, whimpering.
- Other: _____

Aftereffects of Sadness

- Not being able to remember happy things.
- Feeling irritable, touchy, or grouchy.
- Yearning and searching for the thing lost.
- Having a negative outlook.
- Blaming or criticizing yourself.
- Ruminating about sad events in the past.
- Insomnia.
- Appetite disturbance, indigestion.
- Other: _____

(continued on next page)

SHAME WORDS

shame
contrition

culpability
discomposure

embarrassment
humiliation

mortification
self-conscious

shyness

Prompting Events for Feeling Shame

- Being rejected by people you care about.
- Having others find out that you have done something wrong.
- Doing (or feeling or thinking) something that people you admire believe is wrong or immoral.
- Comparing some aspect of yourself or your behavior to a standard and feeling as if you do not live up to that standard.
- Being betrayed by a person you love.
- Being laughed at/made fun of.
- Being criticized in public/in front of someone else; remembering public criticism.
- Others attacking your integrity.
- Being reminded of something wrong, immoral, or "shameful" you did in the past.
- Being rejected or criticized for something you expected praise for.
- Having emotions/experiences that have been invalidated.
- Exposure of a very private aspect of yourself or your life.
- Exposure of a physical characteristic you dislike.
- Failing at something you feel you are (or should be) competent to do.
- Other: _____

Interpretations of Events That Prompt Feelings of Shame

- Believing that others will reject you (or have rejected you).
- Judging yourself to be inferior, not "good enough," not as good as others; self-invalidation.
- Comparing yourself to others and thinking that you are a "loser."
- Believing yourself unlovable.
- Thinking that you are bad, immoral, or wrong.
- Thinking that you are defective.
- Thinking that you are a bad person or a failure.
- Believing your body (or a body part) is too big, too small, or ugly.
- Thinking that you have not lived up to others' expectations of you.
- Thinking that your behavior, thoughts, or feelings are silly or stupid.
- Other: _____

Biological Changes and Experiences of Shame

- Pain in the pit of the stomach.
- Sense of dread.
- Wanting to shrink down and/or disappear.
- Wanting to hide or cover your face and body.
- Other: _____

Expressions and Actions of Shame

- Hiding behavior or a characteristic from other people.
- Avoiding the person you have harmed.
- Avoiding persons who have criticized you.
- Avoiding yourself—distracting, ignoring.
- Withdrawing; covering the face.
- Bowing your head, groveling.
- Appeasing; saying you are sorry over and over and over.
- Looking down and away from others.
- Sinking back; slumped and rigid posture.
- Halting speech; lowered volume while talking.
- Other: _____

Aftereffects of Shame

- Avoiding thinking about your transgression; shutting down; blocking all emotions.
- Engaging in distracting, impulsive behaviors to divert your mind or attention.
- High amount of "self-focus"; preoccupation with yourself.
- Depersonalization, dissociative experiences, numbness, or shock.
- Attacking or blaming others.
- Conflicts with other people.
- Isolation, feeling alienated.
- Impairment in problem-solving ability.
- Other: _____

(continued on next page)

GUILT WORDS

guilt culpability remorse apologetic regret sorry

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 that your actions are to blame for something.
- Thinking that you behaved badly.
- Thinking, "If only I had done something differently . . ."
- Other: _____

Biological Changes and Experiences of Guilt

- Hot, red face.
- Jitteriness, nervousness.
- Suffocating.
- Other: _____

Expressions and Actions of Guilt

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

Aftereffects of Guilt

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

Other Important Emotion Words

- Weariness, dissatisfaction, disinclination.
- Distress.
- 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.

EMOTION REGULATION WORKSHEET 4A

(Emotion Regulation Handouts 5, 6)

Observing and Describing Emotions

Due Date: _____ Name: _____ Week Starting: _____

Select a current or recent emotional reaction, and fill out as much of this sheet as you can. If the prompting event for the emotion you are working on is another emotion that occurred first (e.g., fear prompted anger at yourself), then fill out a second worksheet for the first emotion. Use Emotion Regulation Handout 6 for ideas. Write on the back of this sheet if you need more room.

EMOTION NAME: _____ **INTENSITY (0–100):** _____

PROMPTING EVENT for my emotion (who, what, when, where): What set off the emotion?

VULNERABILITY FACTORS: What happened before that made me vulnerable to the prompting event?

INTERPRETATIONS (beliefs, assumptions, appraisals) of the situation:

FACE and BODY CHANGES and EXPERIENCES: What was I feeling in my face and body?

ACTION URGES: What did I feel like doing? What did I want to say?

FACE and BODY LANGUAGE: What was my facial expression? Posture? Gestures?

What I SAID in the situation (be specific):

What I DID in the situation (be specific):

What AFTEREFFECTS did the emotion have on me (my state of mind, other emotions, behavior, thoughts, memory, body, etc.)?

Emotion Regulation Week 3

EMOTION REGULATION HANDOUT 7

(Emotion Regulation Worksheets 5–8)

Overview: Changing Emotional Responses

CHECK THE FACTS

Check out whether your emotional reactions **fit the facts** of the situation.

Changing your beliefs and assumptions to fit the facts can help you change your emotional reactions to situations.

OPPOSITE ACTION

When your emotions do not fit the facts,
or when acting on your emotions is not effective,
acting opposite (all the way)
will change your emotional reactions.

PROBLEM SOLVING

When the facts themselves are the problem,
solving the problem
will reduce the frequency of negative emotions.

EMOTION REGULATION HANDOUT 8

(Emotion Regulation Worksheet 5)



Check the Facts

FACTS

Many emotions and actions are set off by our thoughts and interpretations of events, not by the events themselves.

Event → Thoughts → Emotions

Our emotions can also have a big effect on our thoughts about events.

Event → Emotion → Thoughts

Examining our thoughts and *checking the facts* can help us change our emotions.

HOW TO CHECK THE FACTS

1. Ask: What is the emotion I want to change?

(See Emotion Regulation Handout 6: *Ways of Describing Emotions*.)

2. Ask: What is the event prompting my emotion?

Describe the facts that you observed through your senses.

Challenge judgments, absolutes, and black-and-white descriptions.

(See Mindfulness Handout 4: *Taking Hold of Your Mind: "What" Skills*.)

3. Ask: What are my interpretations, thoughts, and assumptions about the event?

Think of other possible interpretations.

Practice looking at all sides of a situation and all points of view.

Test your interpretations and assumptions to see if they fit the facts.

4. Ask: Am I assuming a threat?

Label the threat.

Assess the probability that the threatening event will really occur.

Think of as many other possible outcomes as you can.

5. Ask: What's the catastrophe?

Imagine the catastrophe really occurring.

Imagine coping well with a catastrophe (through problem solving, coping ahead, or radical acceptance).

6. Ask: Does my emotion and/or its intensity fit the actual facts?

Check out facts that fit each emotion.

Ask Wise Mind.

(See Emotion Regulation Handout 11: *Figuring Out Opposite Actions*, and Emotion Regulation Handout 13: *Reviewing Problem Solving and Opposite Action*.)

EMOTION REGULATION HANDOUT 8A

(Emotion Regulation Worksheet 5)

Examples of Emotions That Fit the Facts

Fear	<ol style="list-style-type: none">1. There is a threat to your life or that of someone you care about.2. There is a threat to your health or that of someone you care about.3. There is a threat to your well-being or that of someone you care about.4. Other: _____
Anger	<ol style="list-style-type: none">1. An important goal is blocked or a desired activity is interrupted or prevented.2. You or someone you care about is attacked or hurt by others.3. You or someone you care about is insulted or threatened by others.4. The integrity or status of your social group is offended or threatened.5. Other: _____
Disgust	<ol style="list-style-type: none">1. Something you are in contact with could poison or contaminate you.2. Somebody whom you deeply dislike is touching you or someone you care about.3. 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.4. Other: _____
Envy	<ol style="list-style-type: none">1. Another person or group gets or has things you don't have that you want or need.2. Other: _____
Jealousy	<ol style="list-style-type: none">1. A very important and desired relationship or object in your life is in danger of being damaged or lost.2. Someone is threatening to take a valued relationship or object away from you.3. Other: _____
Love	<ol style="list-style-type: none">1. Loving a person, animal, or object enhances quality of life for you or for those you care about.2. Loving a person, animal, or object increases your chances of attaining your own personal goals.3. Other: _____
Sadness	<ol style="list-style-type: none">1. You have lost something or someone permanently.2. Things are not the way you wanted or expected and hoped them to be.3. Other: _____
Shame	<ol style="list-style-type: none">1. You will be rejected by a person or group you care about if characteristics of yourself or of your behavior are made public.2. Other: _____
Guilt	<ol style="list-style-type: none">1. Your own behavior violates your own values or moral code.2. Other: _____

Intensity and duration of an emotion are justified by:

1. How likely it is that the expected outcomes will occur.
2. How great and/or important the outcomes are.
3. How effective the emotion is in your life now.

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EMOTION REGULATION HANDOUT 9

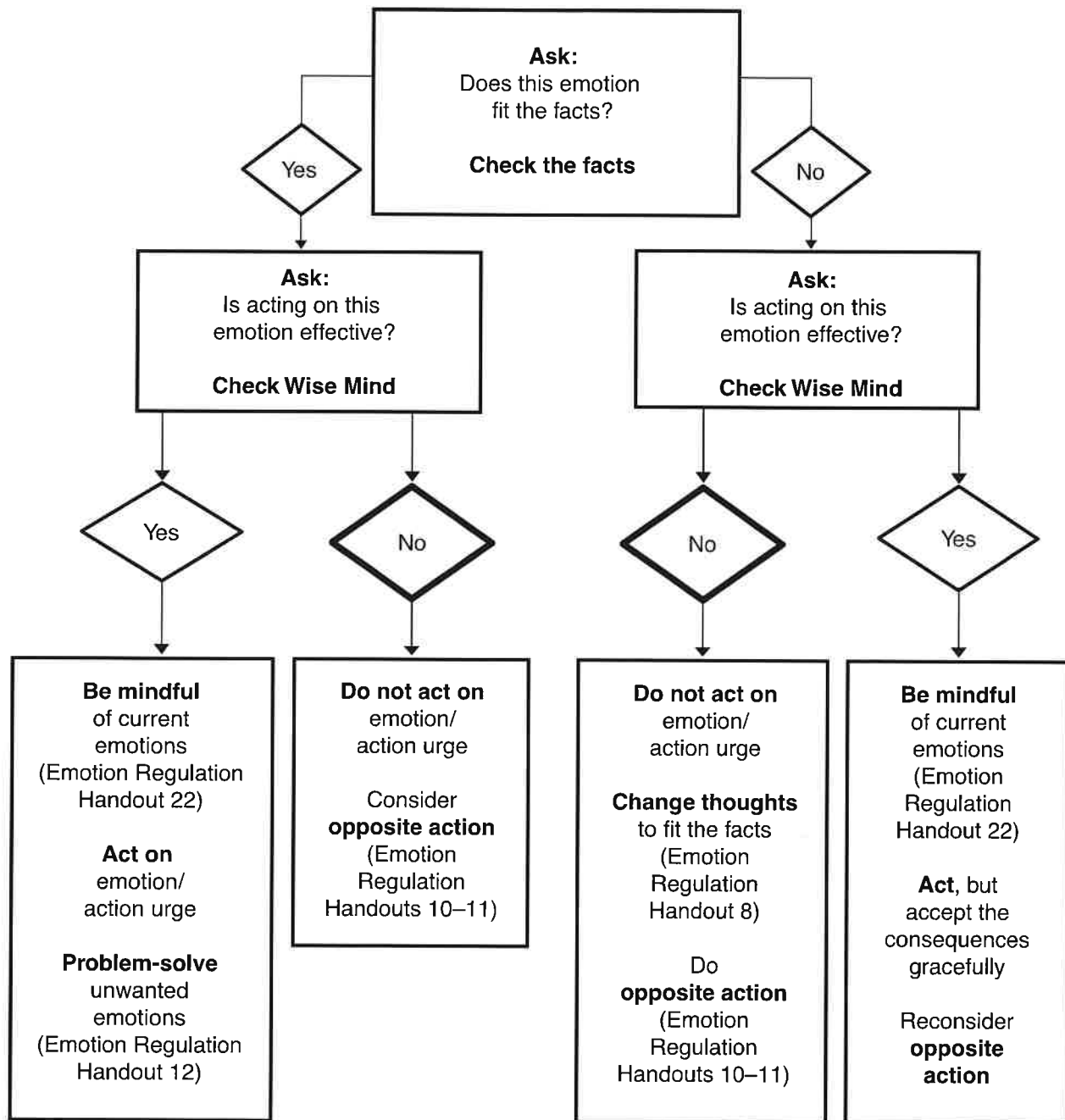
(Emotion Regulation Worksheet 6)



Opposite Action and Problem Solving: Deciding Which to Use

Opposite action = Acting opposite to an emotion's action urge

Problem solving = Avoiding or changing (solving) a problem event



EMOTION REGULATION HANDOUT 10



(Emotion Regulation Worksheet 7)

Opposite Action

Use opposite action when your emotions do NOT fit the facts
or when acting on your emotions is NOT effective.

EVERY EMOTION HAS AN ACTION URGE.

CHANGE THE EMOTION BY ACTING OPPOSITE TO ITS ACTION URGE.

Consider these examples:

<u>EMOTION</u>	<u>ACTION URGE</u>	<u>OPPOSITE ACTION</u>
Fear	Run away/avoid	Approach/don't avoid
Anger	Attack	Gently avoid/be a little nice
Sadness	Withdraw/isolate	Get active
Shame	Hide/avoid	Tell the secret to people who will accept it

HOW TO DO OPPOSITE ACTION, STEP BY STEP

Step 1. IDENTIFY AND NAME THE EMOTION you want to change.

Step 2. CHECK THE FACTS to see if your emotion is justified by the facts.

Check also whether the intensity and duration of the emotion fit the facts.

(Example: "Irritation" fits the facts when your car is cut in front of; "road rage" does not.)

An emotion is justified when your emotion fits the facts.

Step 3. IDENTIFY AND DESCRIBE YOUR ACTION URGES.

Step 4. ASK WISE MIND: Is expression or acting on this emotion effective in this situation?

If your emotion does not fit the facts or if acting on your emotion is not effective:

Step 5. IDENTIFY OPPOSITE ACTIONS to your action urges.

Step 6. ACT OPPOSITE ALL THE WAY to your action urges.

Step 7. REPEAT ACTING OPPOSITE to your action urges until your emotion changes.



Figuring Out Opposite Actions

FEAR

Fear FITS THE FACTS of a situation whenever there is a THREAT to:

- A. Your life or that of someone you care about.
- B. Your health or that of someone you care about.
- C. Your well-being or that of someone you care about.
- D. Other example: _____

Follow these suggestions when your fear is NOT JUSTIFIED by the facts or NOT EFFECTIVE:

OPPOSITE ACTIONS for Fear

Do the OPPOSITE of your fearful action urges. For example:

1. Do what you are afraid of doing . . . OVER AND OVER.
2. APPROACH events, places, tasks, activities, and people you are afraid of.
3. Do things to give yourself a sense of CONTROL and MASTERY over your fears.

ALL-THE-WAY OPPOSITE ACTIONS for Fear

4. Keep your EYES AND EARS OPEN and focused on the feared event.
Look around slowly; explore.
5. Take in the information from the situation (i.e., notice that you are safe).
6. Change POSTURE AND KEEP A CONFIDENT VOICE TONE.
Keep your head and eyes up, and your shoulders back but relaxed.
Adopt an assertive body posture (e.g., knees apart, hands on hips, heels a bit out).
7. Change your BODY CHEMISTRY.
For example, do paced breathing by breathing in deeply and breathing out slowly.

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ANGER

Anger **FITS THE FACTS** of a situation whenever:

- A.** An important goal is blocked or a desired activity is interrupted or prevented.
- B.** You or someone you care about is attacked or hurt by others.
- C.** You or someone you care about is insulted or threatened by others.
- D.** The integrity or status of your social group is offended or threatened.
- E.** Other example: _____

Follow these suggestions when your anger is **NOT JUSTIFIED** by the facts or is **NOT EFFECTIVE**:

OPPOSITE ACTIONS for Anger

Do the **OPPOSITE** of your angry action urges. For example:

- 1.** GENTLY AVOID the person you are angry with (rather than attacking).
- 2.** TAKE A TIME OUT, and breathe in and out deeply and slowly.
- 3.** BE KIND (rather than mean or insulting).

ALL-THE-WAY OPPOSITE ACTIONS for Anger

- 4.** IMAGINE UNDERSTANDING and empathy for the other person.

Step into the other person's shoes. Try to see the situation from the other person's point of view.

Imagine really good reasons for what has happened.

- 5.** CHANGE YOUR POSTURE.

Unclench hands, with palms up and fingers relaxed (**WILLING HANDS**).

Relax chest and stomach muscles.

Unclench teeth.

Relax facial muscles. Half-smile.

- 6.** CHANGE YOUR BODY CHEMISTRY.

For example, do paced breathing by breathing in deeply and breathing out slowly.

Or, run or engage in another physically energetic, nonviolent activity.

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DISGUST

Disgust **FITS THE FACTS** of a situation whenever:

- A.** Something you are in contact with could poison or contaminate you.
- B.** Somebody whom you deeply dislike is touching you or someone you care about.
- 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.
- D.** Other example: _____

Follow these suggestions when your disgust is **NOT JUSTIFIED** by the facts or is **NOT EFFECTIVE**:

OPPOSITE ACTIONS for Disgust

Do the **OPPOSITE** of your disgusted action urges. For example:

- 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.

ALL-THE-WAY OPPOSITE ACTIONS for Disgust

- 3.** **IMAGINE UNDERSTANDING** and empathy for the person you feel disgust or contempt for.

Try to see the situation from the other person's point of view.

Imagine really good reasons for how the other person is behaving or looking.

- 4.** **TAKE IN** what feels repulsive.

Be sensual (inhaling, looking at, touching, listening, tasting).

- 5.** **CHANGE YOUR POSTURE.**

Unclench hands with palms up and fingers relaxed (willing hands).

Relax chest and stomach muscles.

Unclench teeth.

Relax facial muscles.

Half-smile.

- 6.** **CHANGE YOUR BODY CHEMISTRY.**

For example, do paced breathing by breathing in deeply and breathing out slowly.

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ENVY

Envy FITS THE FACTS of a situation whenever:

- A. Another person or group has what you want or need but don't have.
- B. Other example: _____

Follow these suggestions when your envy is NOT JUSTIFIED by the facts or is NOT EFFECTIVE:

OPPOSITE ACTIONS for Envy

Do the OPPOSITE of your envious action urges. For example:

- 1. INHIBIT DESTROYING what the other person has.
- 2. COUNT YOUR BLESSINGS. Make a list of the things you are thankful for.

ALL-THE-WAY OPPOSITE ACTIONS for Envy

- 3. COUNT ALL your blessings.
 - Avoid discounting some blessings.
 - Avoid exaggerating your deprivations.
- 4. Stop EXAGGERATING others' net worth or value; check the facts.
- 5. CHANGE YOUR POSTURE.
 - Unclench hands with palms up and fingers relaxed (WILLING HANDS).
 - Relax chest and stomach muscles.
 - Unclench teeth.
 - Relax facial muscles.
 - Half-smile.
- 6. CHANGE YOUR BODY CHEMISTRY.
 - For example, do paced breathing by breathing in deeply and breathing out slowly.

(continued on next page)

JEALOUSY

Jealousy **FITS THE FACTS** of a situation whenever:

- A.** Someone is threatening to take a very important and desired relationship or object away from you.
- B.** An important and desired relationship is in danger of being damaged or lost.
- C.** Other example: _____

Follow these suggestions when your jealousy is **NOT JUSTIFIED** by the facts or is **NOT EFFECTIVE**:

OPPOSITE ACTIONS for Jealousy

Do the **OPPOSITE** of your jealous action urges. For example:

- 1. **LET GO** of controlling others' actions.
- 2. **SHARE** the things and people you have in your life.

ALL-THE-WAY OPPOSITE ACTIONS for Jealousy

- 3. **STOP SPYING** or snooping.

Suppress probing questions ("Where were you? Who were you with?").
Fire your "private detective."

- 4. **NO AVOIDING**. Listen to all the details. Focus on sensations.

Keep your eyes open; look around.
Take in all the information about the situation.

- 5. **CHANGE YOUR POSTURE**.

Unclench hands with palms up and fingers relaxed (**WILLING HANDS**).
Relax chest and stomach muscles.
Unclench teeth.
Relax facial muscles.
Half-smile.

- 6. **CHANGE YOUR BODY CHEMISTRY**.

For example, do paced breathing by breathing in deeply and breathing out slowly.

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LOVE

Love (other than universal love for all) FITS THE FACTS of a situation whenever:

- A. Loving a person, animal, or object enhances quality of life for you or for those you care about.
- B. Loving a person, animal, or object increases your chances of attaining your own personal goals.
- C. Other example: _____

Follow these suggestions when your love is NOT JUSTIFIED by the facts or is NOT EFFECTIVE:

OPPOSITE ACTIONS for Love

Do the OPPOSITE of your loving action urges. For example:

- 1. AVOID the person, animal, or object you love.
- 2. DISTRACT yourself from 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.

ALL-THE-WAY OPPOSITE ACTIONS for Love

- 4. AVOID CONTACT with everything that reminds you of a person you love: pictures, letters/ messages/e-mails, belongings, mementos, places you were together, places you planned to or wanted to go together, places where you know the person has been or will be. No following, waiting for, or looking for the person.
- 5. STOP EXPRESSING LOVE for the person, even to friends. Be unfriendly toward the person (e.g., “unfriend” the person on Facebook, Twitter, etc.).
- 6. ADJUST YOUR POSTURE AND EXPRESSIONS if you are around the person you love.
 - No leaning toward him or her.
 - No getting close enough to touch.
 - No sighing/gazing at the person.

(continued on next page)

SADNESS

Sadness **FITS THE FACTS** of a situation whenever:

- A.** You have lost something or someone permanently.
- B.** Things are not the way you want or expected and hoped them to be.
- C.** Other example: _____

Follow these suggestions when sadness is **NOT JUSTIFIED** by the facts or is **NOT EFFECTIVE**:

OPPOSITE ACTIONS for Sadness

Do the **OPPOSITE** of your sad action (or inaction) urges. For example:

- 1. Get **ACTIVE**; approach.
- 2. **AVOID AVOIDING**.
- 3. **BUILD MASTERY**: Do things that make you feel competent and self-confident.
(See *Emotion Regulation Handout 19: Build Mastery and Cope Ahead*.)
- 4. Increase **PLEASANT EVENTS**.

ALL-THE-WAY OPPOSITE ACTIONS for Sadness

- 5. 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.
- 6. **CHANGE YOUR POSTURE** (adopt a “bright” body posture, with head up, eyes open, and shoulders back).
Keep an upbeat voice tone.
- 7. **CHANGE YOUR BODY CHEMISTRY**.
For example, increase physical movement (run, jog, walk, or do other active exercise).

(continued on next page)

SHAME

Shame **FITS THE FACTS** of a situation whenever:

- A.** You will be rejected by a person or group you care about if your personal characteristics or behavior are made public.
- B.** Other example: _____

Follow these suggestions when *both* shame and guilt are **NOT JUSTIFIED** by the facts or are **NOT EFFECTIVE**:

OPPOSITE ACTIONS for Shame

Do the **OPPOSITE** of your action urges. For example:

- 1.** **MAKE PUBLIC** your personal characteristics or your behavior (with people who won't reject you).
- 2.** **REPEAT** the behavior that sets off shame over and over (without hiding the behavior from those who won't reject you).

ALL-THE-WAY OPPOSITE ACTIONS for Shame

- 3.** **NO APOLOGIZING** or trying to make up for a perceived transgression.
- 4.** **TAKE IN** all the information from the situation.
- 5.** **CHANGE YOUR BODY POSTURE.** Look innocent and proud. Lift your head; "puff up" your chest; maintain eye contact. Keep your voice tone steady and clear.

Follow these suggestions when shame is **NOT JUSTIFIED** by the facts or is **NOT EFFECTIVE**, but **GUILT IS JUSTIFIED** (your behavior does violate your own moral values):

OPPOSITE ACTIONS for Shame

Do the **OPPOSITE** of your action urges. For example:

- 1.** **MAKE PUBLIC** your behavior (with people who won't reject you).
- 2.** **APOLOGIZE** for your behavior.
- 3.** **REPAIR** the transgressions, or work to prevent or repair similar harm for others.
- 4.** **COMMIT** to avoiding that mistake in the future.
- 5.** **ACCEPT** the consequences gracefully.

ALL-THE-WAY OPPOSITE ACTIONS for Shame

- 6.** **FORGIVE** yourself. Acknowledge the causes of your behavior.
- 7.** **LET IT GO.**

(continued on next page)

GUILT

Guilt FITS THE FACTS of a situation whenever:

- A. Your behavior violates your own values or moral code.
- B. Other example: _____

Follow these suggestions when *both* guilt and shame
are NOT JUSTIFIED by the facts or are NOT EFFECTIVE:

OPPOSITE ACTIONS for Guilt

Do the OPPOSITE of your action urges. For example:

1. MAKE PUBLIC your personal characteristics or your behavior (with people who won't reject you).
2. REPEAT the behavior that sets off guilt over and over (without hiding the behavior from those who won't reject you).

ALL-THE-WAY OPPOSITE ACTIONS for Guilt

3. NO APOLOGIZING or trying to make up for a perceived transgression.
4. TAKE IN all the information from the situation.
5. CHANGE YOUR BODY POSTURE. Look innocent and proud. Lift your head; "puff up" your chest; maintain eye contact. Keep your voice tone steady and clear.

Follow these suggestions when guilt is NOT JUSTIFIED by the facts or is NOT EFFECTIVE
but SHAME IS JUSTIFIED (you will be rejected by people you care about if found out):

OPPOSITE ACTIONS for Guilt

1. HIDE your behavior (if you want to stay in the group).
2. USE INTERPERSONAL SKILLS (if you want to stay in the group).
3. WORK TO CHANGE the person's or group's values.
4. JOIN A NEW GROUP that fits your values (and will not reject you).
5. REPEAT the behavior that sets off guilt over and over with your new group.

ALL-THE-WAY OPPOSITE ACTIONS for Guilt

6. VALIDATE YOURSELF.

EMOTION REGULATION HANDOUT 12



(Emotion Regulation Worksheet 8)

Problem Solving

Step 1. FIGURE OUT and DESCRIBE the problem situation.

Step 2. CHECK THE FACTS (*all* the facts) to be sure you have the right problem situation!

*If your facts are correct and
the situation is the problem,
continue with STEP 3.*

*If your facts are not correct,
go back and repeat STEP 1.*

Step 3. IDENTIFY YOUR GOAL in solving the problem.

- Identify what needs to happen or change for you to feel OK.
- Keep it simple, and choose something that can actually happen.

Step 4. BRAINSTORM lots of solutions.

- Think of as many solutions as you can. Ask for suggestions from people you trust.
- Do not be critical of any ideas at first. (Wait for Step 5 to evaluate ideas.)

Step 5. CHOOSE a solution that fits the goal and is likely to work.

- If you are unsure, choose two solutions that look good.
- Do PROS and CONS to compare the solutions.
- Choose the best to try first.

Step 6. Put the solution into ACTION.

- ACT! Try out the solution.
- Take the first step, and then the second . . .

Step 7. EVALUATE the results of using the solution.

It worked? YEA!!! It didn't work? Go back to STEP 5 and choose a new solution to try.



Reviewing Opposite Action and Problem Solving

	Justifying Events	Act Opposite to Emotion Urge (for Unjustified Emotion)	Act on Emotion Urge, Problem-Solve, or Avoid (for Justified Emotion)
Fear	A. Your life is in danger. B. Your health is in danger. C. Your well-being is in danger.	1. Do what you are afraid of doing . . . over and over. 2. Approach what you are afraid of. 3. Do what gives you a sense of control and mastery.	1. Freeze/run if danger is near. 2. Remove the threatening event. 3. Do what gives you a sense of control and mastery of the fearful event. 4. Avoid the threatening event.
Anger	A. An important goal is blocked or a desired activity is interrupted or prevented. B. You or someone you care about is attacked or hurt (physically or emotionally) by others. C. You or someone you care about is insulted, offended, or threatened by others.	1. Gently avoid. 2. Take a time out. 3. Do something kind. 4. Imagine understanding: Step into the other person's shoes. 5. Imagine really good reasons for what happened.	1. Fight back when being attacked, if you have nothing to lose by fighting. 2. Overcome obstacles to goals. 3. Work to stop further attacks, insults, and threats. 4. Avoid or walk out on people who are threatening.
Disgust	A. Something you are in contact with could poison or contaminate you. B. You are close to a person or group whose actions or thinking could seriously damage or harm you or the group you are part of.	1. Move close. Embrace. 2. Be kind; step into the other person's shoes. 3. Take in what feels repulsive. 4. See the situation from the other person's point of view.	1. Remove/clean up revolting things. 2. Influence others to stop harmful actions/stop things that contaminate your community. 3. Avoid or push away harmful people or things. 4. Imagine understanding a person who has done disgusting things.

(continued on next page)

EMOTION REGULATION HANDOUT 13 (p. 2 of 3)

	Justifying Events	Act Opposite to Emotion Urge (for Unjustified Emotion)	Act on Emotion Urge, Problem-Solve, or Avoid (for Justified Emotion)
Envy	A. Another person or group gets or has things you don't have that you want or need.	<ol style="list-style-type: none"> 1. Inhibit destroying other people's things. 2. Count your blessings. 3. Imagine how it all makes sense. 4. Stop exaggerating others' worth or value. 	<ol style="list-style-type: none"> 1. Improve yourself and your life. 2. Get others to be fair. 3. Devalue what others have that you don't have. 4. Put on rose-colored glasses. 5. Avoid people who have more than you.
Jealousy	<p>A. An important and desired relationship or object is in danger of being damaged or lost.</p> <p>B. Someone is threatening to take away an important and desired relationship or object.</p>	<ol style="list-style-type: none"> 1. Let go of trying to control others. 2. Share what you have with others. 3. Stop spying and snooping. 4. No avoiding; take in all the information. 	<ol style="list-style-type: none"> 1. Protect what you have. 2. Work at being more desirable to the person(s) you want to be in a relationship with (i.e., fight for relationships). 3. Leave the relationship.
Love	<p>A. Loving a valued/ admired person, animal, or object enhances the quality of life for you or those you care about.</p> <p>B. Loving the person, animal, or object increases your chances of attaining your own personal goals.</p>	<ol style="list-style-type: none"> 1. Avoid the person, animal, or object you love altogether. 2. Distract yourself from thoughts of the beloved. 3. Avoid contact with all reminders of the beloved. 4. Remind yourself of why love is not justified. 	<ol style="list-style-type: none"> 1. Be with the person, animal, or thing that you love. 2. Touch, hold, etc., the beloved. 3. Avoid separations when possible. 4. If the beloved is lost, fight to find or get the beloved back (if it may be possible).
Sadness	<p>A. You have lost something or someone permanently.</p> <p>B. Things are not the way you expected or wanted or hoped for.</p>	<ol style="list-style-type: none"> 1. Activate your behavior. 2. Avoid avoiding. 3. Build mastery: Do things that make you feel competent and self-confident. 4. Increase pleasant events. 5. Pay attention to pleasant events. 	<ol style="list-style-type: none"> 1. Grieve; have a memorial service; visit the cemetery (but don't build a house at the cemetery). 2. Retrieve/replace what is lost. 3. Plan how to rebuild a life worth living without the beloved or expected outcomes in your life. 4. Accumulate positives. 5. Build mastery: Do things that make you feel competent and self-confident. 6. Communicate need for help. 7. Accept help offered. 8. Put on rose-colored glasses.

(continued on next page)

EMOTION REGULATION HANDOUT 13 (p. 3 of 3)

	Justifying Events	Act Opposite to Emotion Urge (for Unjustified Emotion)	Act on Emotion Urge, Problem-Solve, or Avoid (for Justified Emotion)
Shame	A. You will be rejected by a very important person or group if characteristics of yourself or of your behavior are made public.	<ol style="list-style-type: none"> 1. Make public your personal characteristics or behavior (with people who won't reject you). 2. Repeat the behavior without hiding from people who won't reject you. 3. Or, if <i>your</i> moral code is violated, apologize and repair; forgive yourself; and let it go. 	<ol style="list-style-type: none"> 1. Hide what will get you rejected. 2. Appease those offended. 3. Change your behavior or personal characteristics to fit in. 4. Avoid groups who disapprove of you. 5. Find a new group that fits your values or that likes your personal characteristics. 6. Work to change society's or a person's values.
Guilt	A. Your own behavior violates your own values or moral code.	<ol style="list-style-type: none"> 1. Do what makes you feel guilty over and over and over. 2. Make public your behavior (with people who won't reject you). <p>Or, if <i>you will be rejected by others</i>:</p> <ol style="list-style-type: none"> 3. Hide your behavior. 4. Use interpersonal skills. 5. Work to change your group's values or join a new group. 	<ol style="list-style-type: none"> 1. Seek forgiveness. 2. Repair the harm; make things better (or, if not possible, work to prevent or repair similar harm for others). 3. Accept the consequences gracefully. 4. Commit to avoiding behaviors that violate your moral values in the future.

EMOTION REGULATION WORKSHEET 5 (p. 1 of 2)

(Emotion Regulation Handouts 8, 8a)

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
→

(continued on next page)

EMOTION REGULATION WORKSHEET 5 (p. 2 of 2)

Step
4

Ask: Am I assuming a THREAT? What is the THREAT? What about this event or situation is threatening to me? What worrisome consequences or outcomes am I expecting?

CHECK THE FACTS!

List as many *other* possible outcomes as you can, given the facts.

REWRITE the facts if needed. Try to check the accuracy of your expectations. If you can't check out probable outcomes, write out a likely noncatastrophic outcome to expect.

Facts
→

Step
5

Ask: What's the CATASTROPHE, even if the outcome I am worrying about does occur? Describe in detail the worst outcome I can reasonably expect.

DESCRIBE WAYS TO COPE if the worst does happen.

Step
6

ASK: Does my emotion (or its intensity or duration) FIT THE FACTS?
(0 = not at all to 5 = I am certain): _____

If you are unsure whether your emotion or your emotional intensity fits the facts (for example, you give a score of 2, 3, or 4), keep checking the facts. Be as creative as you can be; ask others for their opinions; or do an experiment to see if your predictions or interpretations are correct.

Describe what you did to check the facts:

EMOTION REGULATION WORKSHEET 7

(Emotion Regulation Handouts 10, 11)

Opposite Action to Change Emotions

Due Date: _____ Name: _____ Week Starting: _____

Select a current or recent emotional reaction that you find painful or want to change. Figure out if the emotion fits the facts. If it does not, then notice your action urges; figure out what would be opposite actions; and then do the opposite actions. Remember to practice opposite action *all the way*. Describe what happened.

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

PROMPTING EVENT for my emotion (who, what, when, where): What prompted the emotion.

IS MY EMOTION (or its intensity or duration) JUSTIFIED? Does it fit the facts? Is it effective?

List the facts that justify the emotion and those that do not. Check the answer that is mostly correct.

Justified	Not justified
_____	_____
_____	_____

☐ **JUSTIFIED: Go to problem solving**
(Emotion Regulation Worksheet 8)

☐ **NOT JUSTIFIED: Continue**

ACTION URGES: What do I feel like doing or saying?

OPPOSITE ACTION: What are the actions opposite to my urges? What am I not doing because of my emotions? Describe both *what* and *how* to act opposite **all the way** in the situation.

WHAT I did: Describe in detail.

HOW I did it: Describe body language, facial expression, posture, gestures, and thoughts.

What **AFTEREFFECT** did the opposite action have on me (my state of mind, other emotions, behavior, thoughts, memory, body, etc.)?

EMOTION REGULATION WORKSHEET 8 (p. 1 of 2)

(Emotion Regulation Handout 12)

Problem Solving to Change Emotions

Due Date: _____ Name: _____ Week Starting: _____

Select a prompting event that triggers a painful emotion. Select an event that can be changed. Turn the event into a problem to be solved. Follow the steps below and describe what happened.

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

1. **WHAT IS THE PROBLEM?** Describe the problem prompting your emotions. What makes the situation a problem?

2. **CHECK THE FACTS TO MAKE SURE YOU HAVE THE RIGHT PROBLEM.** Describe what you did to be sure of your facts.

(See Emotion Regulation Worksheet 6 if you need help.)

REWRITE the problem if needed to stick with the facts.

3. **WHAT IS A REALISTIC SHORT-TERM GOAL OF YOUR PROBLEM SOLVING?** What has to happen for you to think you have made progress?

4. **BRAINSTORM SOLUTIONS:** List as many solutions and coping strategies as you can think of. **DON'T EVALUATE!**

(continued on next page)

EMOTION REGULATION WORKSHEET 8 (p. 2 of 2)

5. WHICH TWO IDEAS LOOK BEST (are most likely to meet your goal, are possible to do)?

1. _____ 2. _____

PROS	Solution 1 <hr/> <hr/> <hr/> <hr/>	Solution 2 <hr/> <hr/> <hr/> <hr/>
CONS	Solution 1 <hr/> <hr/> <hr/> <hr/>	Solution 2 <hr/> <hr/> <hr/> <hr/>

6. CHOOSE the solution to try; list the steps needed; check the steps you do and how well they work.

Step	Describe	✓ Done	What happened?
1.	_____	_____	_____
2.	_____	_____	_____
3.	_____	_____	_____
4.	_____	_____	_____
5.	_____	_____	_____
6.	_____	_____	_____
7.	_____	_____	_____

7. DID YOU REACH YOUR GOAL? If so, describe. If not, what can you do next?

IS THERE NOW A NEW PROBLEM TO BE SOLVED? If yes, describe, and problem-solve again.

Emotion Regulation Week 4

EMOTION REGULATION HANDOUT 14

(Emotion Regulation Worksheets 9–14b)

Overview: Reducing Vulnerability to Emotion Mind— Building a Life Worth Living

A way to remember these skills is to remember the term **ABC PLEASE**.

ACCUMULATE POSITIVE EMOTIONS

A

Short Term: Do pleasant things that are possible now.

Long Term: Make changes in your life so that positive events will happen more often in the future. Build a “life worth living.”

BUILD MASTERY

B

Do things that make you feel competent and effective to combat helplessness and hopelessness.

COPE AHEAD OF TIME WITH EMOTIONAL SITUATIONS

C

Rehearse a plan ahead of time so that you are prepared to cope skillfully with emotional situations.

PLEASE **TAKE CARE OF YOUR MIND BY TAKING CARE OF YOUR BODY**

Treat Physical illness, balance Eating,
avoid mood-Altering substances, balance Sleep,
and get Exercise.

PLEASE



Accumulating Positive Emotions: Short Term

Accumulate positive emotions in the short term by doing these things.

BUILD POSITIVE EXPERIENCES NOW

- INCREASE PLEASANT EVENTS that lead to positive emotions.
- Do ONE THING each day from the Pleasant Events List.
(See *Emotion Regulation Handout 16*.)
- Practice opposite action; AVOID AVOIDING.
- BE MINDFUL of pleasant events (no multitasking).

BE MINDFUL OF POSITIVE EXPERIENCES

- FOCUS your attention on positive moments when they are happening.
No multitasking.
- REFOCUS your attention when your mind wanders to the negative.
- PARTICIPATE and ENGAGE fully in each experience.

BE UNMINDFUL OF WORRIES

Such as . . .

- When the positive experience will end.
- Whether you deserve this positive experience.
- How much more might be expected of you now.



Pleasant Events List

1. ☐ Working on my car
2. ☐ Planning a career
3. ☐ Getting out of (paying down) debt
4. ☐ Collecting things (baseball cards, coins, stamps, rocks, 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 or watching a movie
11. ☐ Jogging, walking
12. ☐ Thinking, "I have done a full day's work"
13. ☐ Listening to music
14. ☐ Thinking about past parties
15. ☐ Buying household gadgets
16. ☐ Lying in the sun
17. ☐ Planning a career change
18. ☐ Laughing
19. ☐ Thinking about past trips
20. ☐ Listening to other people
21. ☐ Reading magazines or newspapers
22. ☐ Engaging in 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. ☐ Going home from work
29. ☐ Eating
30. ☐ Practicing karate, judo, yoga
31. ☐ Thinking about retirement
32. ☐ Repairing things around the house
33. ☐ Working on machinery (cars, boats, etc.)
34. ☐ Remembering the words and deeds of loving people
35. ☐ Wearing shocking clothes
36. ☐ Having quiet evenings
37. ☐ Taking care of my plants
38. ☐ Buying, selling stock
39. ☐ Going swimming
40. ☐ Doodling
41. ☐ Exercising
42. ☐ Collecting old things
43. ☐ Going to a party
44. ☐ Thinking about buying things
45. ☐ Playing golf
46. ☐ Playing soccer
47. ☐ Flying kites
48. ☐ Having discussions with friends
49. ☐ Having family get-togethers
50. ☐ Riding a bike or motorbike
51. ☐ Running track
52. ☐ Going camping
53. ☐ Singing around the house
54. ☐ Arranging flowers
55. ☐ Practicing religion (going to church, group praying, etc.)
56. ☐ Organizing tools
57. ☐ Going to the beach
58. ☐ Thinking, "I'm an OK person"
59. ☐ Having a day with nothing to do
60. ☐ Going to class reunions
61. ☐ Going skating, skateboarding, rollerblading
62. ☐ Going sailing or motorboating
63. ☐ Traveling or going on vacations
64. ☐ Painting
65. ☐ Doing something spontaneously
66. ☐ Doing needlepoint, crewel, etc.
67. ☐ Sleeping
68. ☐ Driving
69. ☐ Entertaining, giving parties
70. ☐ Going to clubs (garden clubs, Parents without Partners, etc.)
71. ☐ Thinking about getting married
72. ☐ Going hunting

(continued on next page)

Note. For adults or adolescents. Adapted from Linehan, M. M., Sharp, E., & Ivanoff, A. M. (1980, November). *The Adult Pleasant Events Schedule*. Paper presented at the meeting of the Association for Advancement of Behavior Therapy, New York. Adapted by permission of the authors.

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EMOTION REGULATION HANDOUT 16 (p. 2 of 3)

- 73. ☐ Singing with groups
- 74. ☐ Flirting
- 75. ☐ Playing musical instruments
- 76. ☐ Doing arts and crafts
- 77. ☐ Making a gift for someone
- 78. ☐ Buying/downloading music
- 79. ☐ Watching boxing, wrestling
- 80. ☐ Planning parties
- 81. ☐ Cooking
- 82. ☐ Going hiking
- 83. ☐ Writing (books, poems, articles)
- 84. ☐ Sewing
- 85. ☐ Buying clothes
- 86. ☐ Going out to dinner
- 87. ☐ Working
- 88. ☐ Discussing books; going to a book club
- 89. ☐ Sightseeing
- 90. ☐ Getting a manicure/pedicure or facial
- 91. ☐ Going to the beauty parlor
- 92. ☐ Early morning coffee and newspaper
- 93. ☐ Playing tennis
- 94. ☐ Kissing
- 95. ☐ Watching my children (play)
- 96. ☐ Thinking, "I have a lot more going for me than most people"
- 97. ☐ Going to plays and concerts
- 98. ☐ Daydreaming
- 99. ☐ Planning to go (back) to school
- 100. ☐ Thinking about sex
- 101. ☐ Going for a drive
- 102. ☐ Refinishing furniture
- 103. ☐ Watching TV
- 104. ☐ Making lists of tasks
- 105. ☐ Walking in the woods (or at the waterfront)
- 106. ☐ Buying gifts
- 107. ☐ Completing a task
- 108. ☐ Going to a spectator sport (auto racing, horse racing)
- 109. ☐ Teaching
- 110. ☐ Photography
- 111. ☐ Going fishing
- 112. ☐ Thinking about pleasant events
- 113. ☐ Staying on a diet
- 114. ☐ Playing with animals
- 115. ☐ Flying a plane
- 116. ☐ Reading fiction
- 117. ☐ Acting
- 118. ☐ Being alone
- 119. ☐ Writing diary entries or letters
- 120. ☐ Cleaning
- 121. ☐ Reading nonfiction
- 122. ☐ Taking children places
- 123. ☐ Dancing
- 124. ☐ Weightlifting
- 125. ☐ Going on a picnic
- 126. ☐ Thinking, "I did that pretty well," after doing something
- 127. ☐ Meditating, yoga
- 128. ☐ Having lunch with a friend
- 129. ☐ Going to the mountains
- 130. ☐ Playing hockey
- 131. ☐ Working with clay or pottery
- 132. ☐ Glass blowing
- 133. ☐ Going skiing
- 134. ☐ Dressing up
- 135. ☐ Reflecting on how I've improved
- 136. ☐ Buying small things for myself (perfume, golf balls, etc.)
- 137. ☐ Talking on the phone
- 138. ☐ Going to museums
- 139. ☐ Thinking religious thoughts
- 140. ☐ Lighting candles
- 141. ☐ White-water canoeing/rafting
- 142. ☐ Going bowling
- 143. ☐ Doing woodworking
- 144. ☐ Fantasizing about the future
- 145. ☐ Taking ballet/tap-dancing classes
- 146. ☐ Debating
- 147. ☐ Sitting in a sidewalk café
- 148. ☐ Having an aquarium
- 149. ☐ Participating in "living history" events
- 150. ☐ Knitting
- 151. ☐ Doing crossword puzzles
- 152. ☐ Shooting pool
- 153. ☐ Getting a massage
- 154. ☐ Saying, "I love you"
- 155. ☐ Playing catch, taking batting practice
- 156. ☐ Shooting baskets
- 157. ☐ Seeing and/or showing photos
- 158. ☐ Thinking about my good qualities
- 159. ☐ Solving riddles mentally
- 160. ☐ Having a political discussion
- 161. ☐ Buying books

(continued on next page)

- 162. ☐ Taking a sauna or a steam bath
- 163. ☐ Checking out garage sales
- 164. ☐ Thinking about having a family
- 165. ☐ Thinking about happy moments in my childhood
- 166. ☐ Splurging
- 167. ☐ Going horseback riding
- 168. ☐ Doing something new
- 169. ☐ Working on jigsaw puzzles
- 170. ☐ Playing cards
- 171. ☐ Thinking, "I'm a person who can cope"
- 172. ☐ Taking a nap
- 173. ☐ Figuring out my favorite scent
- 174. ☐ Making a card and giving it to someone I care about
- 175. ☐ Instant-messaging/texting someone
- 176. ☐ Playing a board game (e.g., Monopoly, Life, Clue, Sorry)
- 177. ☐ Putting on my favorite piece of clothing
- 178. ☐ Making a smoothie and drinking it slowly
- 179. ☐ Putting on makeup
- 180. ☐ Thinking about a friend's good qualities
- 181. ☐ Completing something I feel great about
- 182. ☐ Surprising someone with a favor
- 183. ☐ Surfing the Internet
- 184. ☐ Playing video games
- 185. ☐ E-mailing friends
- 186. ☐ Going walking or sledding in a snowfall
- 187. ☐ Getting a haircut
- 188. ☐ Installing new software
- 189. ☐ Buying a CD or music on iTunes
- 190. ☐ Watching sports on TV
- 191. ☐ Taking care of my pets
- 192. ☐ Doing volunteer service
- 193. ☐ Watching stand-up comedy on YouTube
- 194. ☐ Working in my garden
- 195. ☐ Participating in a public performance (e.g., a flash mob)
- 196. ☐ Blogging
- 197. ☐ Fighting for a cause
- 198. ☐ Conducting experiments
- 199. ☐ Expressing my love to someone
- 200. ☐ Going on field trips, nature walks, exploring (hiking away from known routes, spelunking)
- 201. ☐ Gathering natural objects (wild foods or fruit, driftwood)
- 202. ☐ Going downtown or to a shopping mall
- 203. ☐ Going to a fair, carnival, circus, zoo, or amusement park
- 204. ☐ Going to the library
- 205. ☐ Joining or forming a band
- 206. ☐ Learning to do something new
- 207. ☐ Listening to the sounds of nature
- 208. ☐ Looking at the moon or stars
- 209. ☐ Outdoor work (cutting or chopping wood, farm work)
- 210. ☐ Playing organized sports (baseball, softball, football, Frisbee, handball, paddleball, squash, soccer, tennis, volleyball, etc.)
- 211. ☐ Playing in the sand, a stream, the grass; kicking leaves, pebbles, etc.
- 212. ☐ Protesting social, political, or environmental conditions
- 213. ☐ Reading cartoons or comics
- 214. ☐ Reading sacred works
- 215. ☐ Rearranging or redecorating my room or the house
- 216. ☐ Selling or trading something
- 217. ☐ Snowmobiling or riding a dune buggy/ATV
- 218. ☐ Social networking
- 219. ☐ Soaking in the bathtub
- 220. ☐ Learning or speaking a foreign language
- 221. ☐ Talking on the phone
- 222. ☐ Composing or arranging songs or music
- 223. ☐ Thrift store shopping
- 224. ☐ Using computers
- 225. ☐ Visiting people who are sick, shut in, or in trouble

Other: _____



Accumulating Positive Emotions: Long Term

Accumulate positive emotions in the long term
to build a “life worth living.”

That is, make changes in your life so that positive events will occur in the future.

Step 1. Avoid avoiding.

Start now to do what is needed to build the life you want. If you are not sure about what to do, follow the steps below.

Step 2. Identify values that are important to you.

ASK: What values are really important to me in my life?

Examples: Be productive; be part of a group; treat others well; be physically fit.

Step 3. Identify one value to work on now.

ASK: What is really important to me, right now, to work on in my life?

Example: Be productive.

Step 4. Identify a few goals related to this value.

ASK: What specific goals can I work on that will make this value part of my life?

Examples: Get a job where I can do something useful.

Be more active keeping up with important tasks at home.

Find a volunteer job that will use skills I already have.

Step 5. Choose one goal to work on now.

Do pros and cons, if necessary, to select a goal to work on now.

Example: Get a job where I can do something useful.

Step 6. Identify small action steps toward your goal.

ASK: What small steps can I take to get to my goal?

Examples: Visit places and look for job openings on the Internet in my area.

Submit applications for jobs at places I want to work.

Write résumé.

Check out benefits at places I might want to work.

Step 7. Take one action step now.

Example: Go on Internet and check for jobs in my area.



Values and Priorities List

In my own Wise Mind, I believe it is important to:

☐ **A. Attend to relationships.**

1. ☐ Repair old relationships.
2. ☐ Reach out for new relationships.
3. ☐ Work on current relationships.
4. ☐ End destructive relationships.
- ☐ Other: _____

☐ **B. Be part of a group.**

5. ☐ Have close and satisfying relationships with others.
6. ☐ Feel a sense of belonging.
7. ☐ Receive affection and love.
8. ☐ Be involved and intimate with others; have and keep close friends.
9. ☐ Have a family; stay close to and spend time with family members.
10. ☐ Have people to do things with.
- ☐ Other: _____

☐ **C. Be powerful and able to influence others.**

11. ☐ Have the authority to approve or disapprove of what people do, or to control how resources are used.
12. ☐ Be a leader.
13. ☐ Make a great deal of money.
14. ☐ Be respected by others.
15. ☐ Be seen by others as successful; become well known; obtain recognition and status.
16. ☐ Compete successfully with others.
17. ☐ Be popular and accepted.
- ☐ Other: _____

☐ **D. Achieve things in life.**

18. ☐ Achieve significant goals; be involved in undertakings I believe are significant.
19. ☐ Be productive.
20. ☐ Work toward goals; work hard.
21. ☐ Be ambitious.
- ☐ Other: _____

(continued on next page)

Adapted from Schwartz, S. H. (1992). Universals in the content and structure of values: Theory and empirical tests in 20 countries. In M. Zanna (Ed.), *Advances in experimental social psychology* (Vol. 25, pp. 1–65). New York: Academic Press. Copyright 1992 by Academic Press. Adapted by permission of Elsevier B.V.

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☐ **E. Live a life of pleasure and satisfaction.**

22. ☐ Have a good time.

23. ☐ Seek fun and things that give pleasure.

24. ☐ Have free time.

25. ☐ Enjoy the work I do.

☐ Other: _____

☐ **F. Keep life full of exciting events, relationships, and things.**

26. ☐ Try new and different things in life.

27. ☐ Be daring and seek adventures.

28. ☐ Have an exciting life.

☐ Other: _____

☐ **G. Behave respectfully.**

29. ☐ Be humble and modest; do not draw attention to myself.

30. ☐ Follow traditions and customs; behave properly.

31. ☐ Do what I am told and follow rules.

32. ☐ Treat others well.

☐ Other: _____

☐ **H. Be self-directed.**

33. ☐ Follow my own path in life.

34. ☐ Be innovative, think of new ideas, and be creative.

35. ☐ Make my own decisions and be free.

36. ☐ Be independent; take care of myself and those I am responsible for.

37. ☐ Have freedom of thought and action; be able to act in terms of my own priorities.

☐ Other: _____

☐ **I. Be a spiritual person.**

38. ☐ Make room in life for spirituality; live life according to spiritual principles.

39. ☐ Practice a religion or faith.

40. ☐ Grow in understanding of myself, my personal calling, and life's real purpose.

41. ☐ Discern and do the will of God (or a higher power) and find lasting meaning in life.

☐ Other: _____

☐ **J. Be secure.**

42. ☐ Live in secure and safe surroundings.

43. ☐ Be physically healthy and fit.

44. ☐ Have a steady income that meets my own and my family's basic needs.

☐ Other: _____

(continued on next page)

☐ **K. Recognize the universal good of all things.**

45. ☐ Be fair, treat people equally, and provide equal opportunities.
46. ☐ Understand different people; be open-minded.
47. ☐ Care for nature and the environment.
☐ Other: _____

☐ **L. Contribute to the larger community.**

48. ☐ Help people and those in need; care for others' well-being; improve society.
49. ☐ Be loyal to friends and devoted to close people; be committed to a group that shares my beliefs, values, and ethical principles.
50. ☐ Be committed to a cause or to a group that has a larger purpose beyond my own.
51. ☐ Make sacrifices for others.
☐ Other: _____

☐ **M. Work at self-development.**

52. ☐ Develop a personal philosophy of life.
53. ☐ Learn and do challenging things that help me grow and mature as a human being.
☐ Other: _____

☐ **N. Have integrity.**

54. ☐ Be honest, and acknowledge and stand up for my personal beliefs.
55. ☐ Be a responsible person; keep my word to others.
56. ☐ Be courageous in facing and living life.
57. ☐ Be a person who pays debts to others and repairs damage I have caused.
58. ☐ Be accepting of myself, others, and life as it is; live without resentment.
☐ Other: _____

☐ **O. Other:** _____



Build Mastery and Cope Ahead

Build Mastery

1. Plan on doing at least one thing each day to build a sense of accomplishment.

Example: _____

2. Plan for success, not failure.
 - Do something difficult, but possible.
3. Gradually increase the difficulty over time.
 - If the first task is too difficult, do something a little easier next time.
4. Look for a challenge.
 - If the task is too *easy*, try something a little harder next time.

Cope Ahead of Time with Difficult Situations

1. **Describe** the situation that is likely to prompt problem behavior.
 - Check the facts. Be specific in describing the situation.
 - Name the emotions and actions likely to interfere with using your skills.
2. **Decide** what coping or problem-solving skills you want to use in the situation.
 - Be specific. Write out in detail how you will cope with the situation and with your emotions and action urges.
3. **Imagine the situation** in your mind as vividly as possible.
 - Imagine yourself **IN** the situation **NOW**, not watching the situation.
4. **Rehearse in your mind coping effectively.**
 - Rehearse in your mind exactly what you can do to cope effectively.
 - Rehearse your actions, your thoughts, what you say, and how to say it.
 - Rehearse coping effectively with new problems that come up.
 - Rehearse coping effectively with your most feared catastrophe.
5. **Practice relaxation *after* rehearsing.**



Taking Care of Your Mind by Taking Care of Your Body

Remember these as **PLEASE** skills.

**P
L**

1. Treat Physical Illness.

Take care of your body. See a doctor when necessary. Take prescribed medication.

E

2. Balance Eating.

Don't eat too much or too little. Eat regularly and mindfully throughout the day. Stay away from foods that make you feel overly emotional.

A

3. Avoid Mood-Altering Substances.

Stay off illicit drugs, and use alcohol in moderation (if at all).

S

4. Balance Sleep.

Try to get 7–9 hours of sleep a night, or at least the amount of sleep that helps you feel good. Keep to a consistent sleep schedule, especially if you are having difficulty sleeping.

E

5. Get Exercise.

Do some sort of exercise every day. Try to build up to 20 minutes of daily exercise.

EMOTION REGULATION WORKSHEET 9 (p. 1 of 2)

(Emotion Regulation Handouts 14–20)

Steps for Reducing Vulnerability to Emotion Mind

Due Date: _____ Name: _____ Week Starting: _____

For each emotion regulation skill, note whether you used it during the week, and describe what you did. Write on the back of this sheet if you need more room.

ACCUMULATE POSITIVE EMOTIONS: SHORT TERM

INCREASED daily pleasant activities (circle): M T W Th F S Sun

Describe: _____

ACCUMULATE POSITIVE EMOTIONS: LONG TERM; BUILDING A LIFE WORTH LIVING

VALUES considered in deciding what goals to work on (see Emotion Regulation Handout 18):

LONG-TERM GOALS worked on (describe):

AVOIDED AVOIDING (describe):

MINDFULNESS OF POSITIVE EXPERIENCES WHEN THEY OCCURRED

Focused (and refocused) attention on positive experiences: _____

Distracted from worries if they showed up: _____

BUILD MASTERY

Scheduled activities to build a sense of accomplishment (circle): M T W Th F S Sun

Describe: _____

Actually did something difficult, **BUT** possible (circle): M T W Th F S Sun

Describe: _____

COPE AHEAD

Describe a situation that prompts unwanted emotions (fill out Steps 1 and 2 of checking the facts on Emotion Regulation Worksheet 5 if necessary):

Way that I imagined coping effectively (describe):

Way that I imagined coping with new problems that might arise (describe):

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PLEASE

Skills

Have I . . .

Treated Physical illness? _____

Balanced Eating? _____

Avoided mood-Altering substances? _____

Balanced Sleep? _____

Exercised? _____