

Interpersonal Effectiveness Skills

Interpersonal Effectiveness 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: _____

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MINDFULNESS HANDOUT 1A

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?

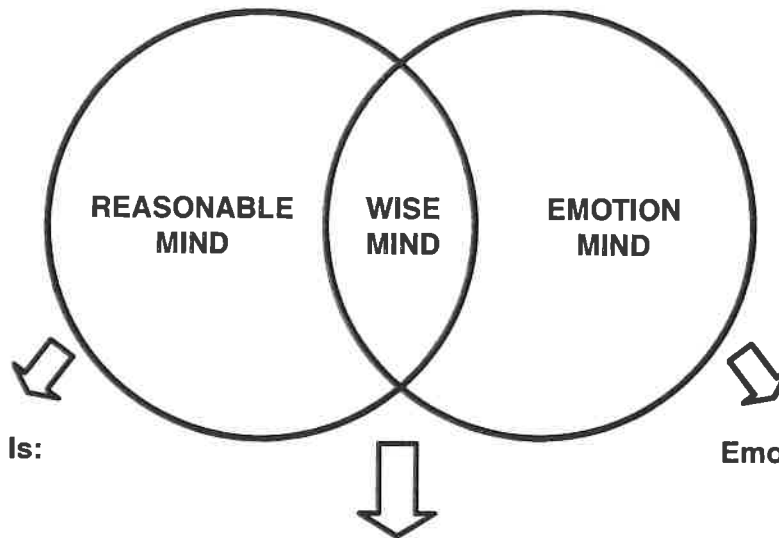
- Mindfulness skills are the specific behaviors to practice that, when put together, make up mindfulness.

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.



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.

(continued on next page)

MINDFULNESS HANDOUT 3A (p. 2 of 2)

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:** _____

MINDFULNESS HANDOUT 4

(Mindfulness Worksheets 2–2c, 4–4b)



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.

MINDFULNESS HANDOUT 4A (p. 1 of 4)

(Mindfulness Worksheets 2–2c, 4–4b)

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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MINDFULNESS HANDOUT 4A (p. 2 of 4)

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: _____

(continued on next page)

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: _____

(continued on next page)

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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MINDFULNESS HANDOUT 5

(Mindfulness Worksheets 2–2c, 5–5c)



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.**

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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 2B

(Mindfulness Handouts 2-5c)

Mindfulness Core Skills Practice

Due Date: _____ Name: _____ Week Starting: _____

Practice each mindfulness skill twice, and describe your experience as follows:

When did you practice this skill, and what did you do to practice?	What was going on that prompted practicing mindfulness (if anything)?	How much time passed when you were doing this skill?	Rate before/after skill use		Conclusions or questions about this skills practice
			Degree of focusing my mind (0-100)	Degree of being centered in Wise Mind (0-100)	
Wise Mind:			/	/	
			/	/	
Observe:			/	/	
			/	/	
Describe:			/	/	
			/	/	
Participate:			/	/	
			/	/	
Nonjudgmentally:			/	/	
			/	/	
One-mindedly:			/	/	
			/	/	
Effectively:			/	/	
			/	/	

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

Note. Adapted from an unpublished worksheet by Seth Axelrod, with his permission.

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Interpersonal Effectiveness Week 2



Factors in the Way of Interpersonal Effectiveness

☐ YOU DON'T HAVE THE INTERPERSONAL SKILLS YOU NEED

YOU DON'T KNOW WHAT YOU WANT

- ☐ You have the skills, but can't decide what you really want from the other person.
- ☐ You can't figure out how to balance your needs versus the other person's needs:
 - ☐ Asking for too much versus not asking for anything.
 - ☐ Saying no to everything versus giving in to everything.

YOUR EMOTIONS ARE GETTING IN THE WAY

- ☐ You have the skills, but emotions (anger, pride, contempt, fear, shame, guilt) control what you do.

YOU FORGET YOUR LONG-TERM GOALS FOR SHORT-TERM GOALS

- ☐ You put your immediate urges and wants ahead of your long-term goals. The future vanishes from your mind.

OTHER PEOPLE ARE GETTING IN YOUR WAY

- ☐ You have the skills but other people get in the way.
- ☐ Other people are more powerful than you.
- ☐ Other people may be threatened or may not like you if you get what you want.
- ☐ Other people may not do what you want unless you sacrifice your self-respect, at least a little.

YOUR THOUGHTS AND BELIEFS ARE GETTING IN THE WAY

- ☐ Worries about negative consequences if you ask for what you want or say no to someone's request get in the way of acting effectively.
- ☐ Beliefs that you don't deserve what you want stop you in your tracks.
- ☐ Beliefs that others don't deserve what they want make you ineffective.

INTERPERSONAL EFFECTIVENESS HANDOUT 4



(Interpersonal Effectiveness Worksheet 3)

Clarifying Goals in Interpersonal Situations

OBJECTIVES EFFECTIVENESS: Getting What You Want from Another Person

- Obtaining your legitimate rights.
- Getting another person to do something you want that person to do.
- Saying no to an unwanted or unreasonable request.
- Resolving an interpersonal conflict.
- Getting your opinion or point of view taken seriously.

Questions

1. What specific **results or changes** do I want from this interaction?
2. What do I have to do to get the results? What will work?

RELATIONSHIP EFFECTIVENESS: Keeping and Improving the Relationship

- Acting in such a way that the other person keeps liking and respecting you.
- Balancing immediate goals with the good of the long-term relationship.
- Maintaining relationships that matter to you.

Questions

1. How do I want the **other person to feel about me** after the interaction is over (whether or not I get the results or changes I want)?
2. What do I have to do to get (or keep) this relationship?

SELF-RESPECT EFFECTIVENESS: Keeping or Improving Self-Respect

- Respecting your own values and beliefs.
- Acting in a way that makes you feel moral.
- Acting in a way that makes you feel capable and effective.

Questions

1. How do I want to **feel about myself** after the interaction is over (whether or not I get the results or changes I want)?
2. What do I have to do to feel that way about myself? What will work?



Guidelines for Objectives Effectiveness: Getting What You Want (DEAR MAN)

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

Describe
Express
Assert
Reinforce
(Stay) Mindful
Appear Confident
Negotiate

Describe

Describe the current SITUATION (if necessary). Stick to the facts.
Tell the person exactly what you are reacting to.

"You told me you would be home by dinner but you didn't get here until 11."

Express

Express your FEELINGS and OPINIONS about the situation.
Don't assume that the other person knows how you feel.

"When you come home so late, I start worrying about you."

Use phrases such as "I want" instead of "You should," "I don't want" instead of "You shouldn't."

Assert

Assert yourself by ASKING for what you want or SAYING NO clearly.
Do not assume that others will figure out what you want.
Remember that others cannot read your mind.

"I would really like it if you would call me when you are going to be late."

Reinforce

Reinforce (reward) the person ahead of time (so to speak)
by explaining positive effects of getting what you want or need.
If necessary, also clarify the negative consequences of not getting
what you want or need.

"I would be so relieved, and a lot easier to live with, if you do that."

Remember also to reward desired behavior after the fact.

(continued on next page)

INTERPERSONAL EFFECTIVENESS HANDOUT 5 (p. 2 of 2)

(Stay)

Mindful

Keep your focus ON YOUR GOALS.

Maintain your position. Don't be distracted. Don't get off the topic.

"Broken record": Keep asking, saying no, or expressing your opinion over and over and over. Just keep replaying the same thing again and again.

Ignore attacks: If another person attacks, threatens, or tries to change the subject, ignore the threats, comments, or attempts to divert you. Do not respond to attacks. Ignore distractions. Just keep making your point.

"I would still like a call."

Apppear confident

Appear EFFECTIVE and competent.

Use a confident voice tone and physical manner; make good eye contact.

No stammering, whispering, staring at the floor, retreating.

No saying, "I'm not sure," etc.

Negotiate

Be willing to GIVE TO GET.

Offer and ask for other solutions to the problem.

Reduce your request.

Say no, but offer to do something else or to solve the problem another way.

Focus on what will work.

"How about if you text me when you think you might be late?"

Turn the tables: Turn the problem over to the other person. Ask for other solutions.

"What do you think we should do? . . . I can't just stop worrying about you [or I'm not willing to]."

Other ideas:

DEARMAN Practice Sheet

Prompting event/Situation		
Objectives in situation (What result I want)	Relationship issue (How I want the other to feel about me and relationship)	Self Respect issue (How I want to feel about myself)

Priorities: Objective ____ Relationship ____ Self respect ____

D	Describe	
E	Express feelings opinions	
A	Assert	
R	Reinforce	

M	Mindful of objective	Broken record? ____ Ignore defensiveness? ____
A	Appear confident	
N	Negotiate	Turning the tables? ____

Note: What made DEARMAN easy or difficult? Other noteworthy?

Interpersonal Effectiveness Week 3

INTERPERSONAL EFFECTIVENESS HANDOUT 6



(Interpersonal Effectiveness Worksheets 4, 5)

Guidelines for Relationship Effectiveness: Keeping the Relationship (GIVE)

A way to remember these skills is to remember the word **GIVE (DEAR MAN, GIVE)**:

(Be) **G**entle

(Act) **I**nterested

Validate

(Use an) **E**asy manner

(Be)

Gentle

BE NICE and respectful.

No attacks: No verbal or physical attacks. No hitting, clenching fists. No harassment of any kind. Express anger directly with words.

No threats: If you have to describe painful consequences for not getting what you want, describe them calmly and without exaggerating.
No “manipulative” statements, no hidden threats. No “I’ll kill myself if you . . .”
Tolerate a “no.” Stay in the discussion even if it gets painful. Exit gracefully.

No judging: No moralizing. No “If you were a good person, you would . . .”
No “You should . . .” or “You shouldn’t . . .” Abandon blame.

No sneering: No smirking, eye rolling, sucking teeth. No cutting off or walking away.
No saying, “That’s stupid, don’t be sad,” “I don’t care what you say.”

(Act)

Interested

LISTEN and APPEAR INTERESTED in the other person.

Listen to the other person’s point of view.

Face the person; maintain eye contact; lean toward the person rather than away. Don’t interrupt or talk over the person.

Be sensitive to the person’s wish to have the discussion at a later time. Be patient.

Validate

With WORDS AND ACTIONS, show that you understand the other person’s feelings and thoughts about the situation. See the world from the other person’s point of view, and then say or act on what you see.

“I realize this is hard for you, and . . .”, “I see that you are busy, and . . .”

Go to a private place when the person is uncomfortable talking in a public place.

(Use an)

Easy manner

Use a little humor.

SMILE. Ease the person along. Be light-hearted. Sweet-talk.

Use a “soft sell” over a “hard sell.” Be “political.”

Leave your attitude at the door.

Other ideas:

INTERPERSONAL EFFECTIVENESS HANDOUT 7



(Interpersonal Effectiveness Worksheets 4, 5)

Guidelines for Self-Respect Effectiveness: Keeping Respect for Yourself (FAST)

A way to remember these skills is to remember the word **FAST (DEAR MAN, GIVE FAST)**.

- (Be) **F**air
- (No) **A**pologies
- S**tick to Values
- (Be) **T**ruthful

(Be)
F
air

Be fair to YOURSELF and to the OTHER person.
Remember to VALIDATE YOUR OWN feelings and wishes,
as well as the other person's.

(No)
A
pologies

Don't overapologize.
No apologizing for being alive or for making a request at all.
No apologies for having an opinion, for disagreeing.
No LOOKING ASHAMED, with eyes and head down or body slumped.
No invalidating the valid.

S
tick to values

Stick to YOUR OWN values.
Don't sell out your values or integrity for reasons that aren't VERY important.
Be clear on what you believe is the moral or valued way of thinking and
acting, and "stick to your guns."

(Be)
T
ruthful

Don't lie. Don't act helpless when you are not.
Don't exaggerate or make up excuses.

Other ideas:

DEARMAN/GIVE/FAST Practice Sheet

Prompting event/Situation		
Objectives in situation (What result I want)	Relationship issue (How I want the other to feel about me and relationship)	Self Respect issue (How I want to feel about myself)

Priorities: Objective ____ Relationship ____ Self respect ____

Write down your DEARMAN	Describe your GIVE G-Gentle. No attack or threat I-Interested. Listen. Be Patient. V-Validate E - Easy Manner. Some humor.	Describe your FAST F-Fair to yourself & others A-No apologies S-Stick to your values T-Truthful
Describe		
Express		
Assert		
Reinforce		

Mindful Broken record? ____ Ignore defensiveness? ____		
Appear confident		
Negotiate Turning the tables? ____		

Note: What made DEARMAN easy or difficult? Other noteworthy?

Interpersonal Effectiveness Week 4



Evaluating Options for Whether or How Intensely to Ask for Something or Say No

Before asking for something or saying no to a request, you have to decide how intensely you want to hold your ground.

Options range from **very low** intensity, where you are very flexible and accept the situation as it is, to **very high** intensity, where you try every skill you know to change the situation and get what you want.

OPTIONS

Low intensity (let go, give in)

Asking

Saying No

Don't ask; don't hint.

1

Do what the other person wants without being asked.

Hint indirectly; take no.

2

Don't complain; do it cheerfully.

Hint openly; take no.

3

Do it, even if you're not cheerful about it.

Ask tentatively; take no.

4

Do it, but show that you'd rather not.

Ask gracefully, but take no.

5

Say you'd rather not, but do it gracefully.

Ask confidently; take no.

6

Say no confidently, but reconsider.

Ask confidently; resist no.

7

Say no confidently; resist saying yes.

Ask firmly; resist no.

8

Say no firmly; resist saying yes.

Ask firmly; insist; negotiate; keep trying.

9

Say no firmly; resist; negotiate; keep trying.

Ask and don't take no for an answer.

10

Don't do it.

High intensity (stay firm)

(continued on next page)

FACTORS TO CONSIDER

**When deciding how firm or intense
you want to be in asking or saying no, think about:**

1. The other person's or your own **capability**.
2. Your **priorities**.
3. The effect of your actions on your **self-respect**.
4. Your or the other's moral and legal **rights** in the situation.
5. Your **authority** over the person (or his or hers over you).
6. The type of **relationship** you have with the person.
7. The effect of your action on **long- versus short-term goals**.
8. The degree of **give and take** in your relationship.
9. Whether you have done your **homework** to prepare.
10. The **timing** of your request or refusal.

1. **CAPABILITY:**
 - Is the person able to give you what you want? If YES, raise the intensity of ASKING.
 - Do you have what the person wants? If NO, raise the intensity of NO.
2. **PRIORITIES:**
 - Are your GOALS very important? Increase intensity.
 - Is your RELATIONSHIP shaky? Consider reducing intensity.
 - Is your SELF-RESPECT on the line? Intensity should fit your values.
3. **SELF-RESPECT:**
 - Do you usually do things for yourself? Are you careful to avoid acting helpless when you are not? If YES, raise the intensity of ASKING.
 - Will saying no make you feel bad about yourself, even when you are thinking about it wisely? If NO, raise the intensity of NO.
4. **RIGHTS:**
 - Is the person required by law or moral code to give you what you want? If YES, raise the intensity of ASKING.
 - Are you required to give the person what he or she is asking for? Would saying no violate the other person's rights? If NO, raise the intensity of NO.
5. **AUTHORITY:**
 - Are you responsible for directing the person or telling the person what to do? If YES, raise the intensity of ASKING.
 - Does the person have authority over you (e.g., your boss, your teacher)? And is what the person is asking within his or her authority? If NO, raise the intensity of NO.

(continued on next page)

INTERPERSONAL EFFECTIVENESS HANDOUT 8 (p. 3 of 3)

- 6. RELATIONSHIP:**
- Is what you want appropriate to the current relationship? If YES, raise the intensity of ASKING.
 - Is what the person is asking for appropriate to your current relationship? If NO, raise the intensity of NO.
- 7. LONG-TERM VERSUS SHORT-TERM GOALS:**
- Will not asking for what you want keep the peace now but create problems in the long run? If YES, raise the intensity of ASKING.
 - Is giving in to keep the peace right now more important than the long-term welfare of the relationship? Will you eventually regret or resent saying no? If NO, raise the intensity of NO.
- 8. GIVE AND TAKE:**
- What have you done for the person? Are you giving at least as much as you ask for? Are you willing to give if the person says yes? If YES, raise the intensity of ASKING.
 - Do you owe this person a favor? Does he or she do a lot for you? If NO, raise the intensity of NO.
- 9. HOMEWORK:**
- Have you done your homework? Do you know all the facts you need to know to support your request? Are you clear about what you want? If YES, raise the intensity of ASKING.
 - Is the other person's request clear? Do you know what you are agreeing to? If NO, raise the intensity of NO.
- 10. TIMING:**
- Is this a good time to ask? Is the person "in the mood" for listening and paying attention to you? Are you catching the person when he or she is likely to say yes to your request? If YES, raise the intensity of ASKING.
 - Is this a bad time to say no? Should you hold off answering for a while? If NO, raise the intensity of NO.

Other factors: _____

INTERPERSONAL EFFECTIVENESS WORKSHEET 6 (p. 1 of 2)

(Interpersonal Effectiveness Handout 8)

The Dime Game: Figuring Out How Strongly to Ask or Say No

Due Date: _____ Name: _____ Week Starting: _____

To figure out how strongly to ask for something or how strongly to say no, read the instructions below. Circle the dimes you put in the bank, and then add them up. Then go back over the list and see if some items are much more important than others. Check Wise Mind before acting, if some items are much more important than others.

Decide how strongly to ask for something.		Decide how strongly to say no.	
Put a dime in the bank for each of the questions that get a yes answer. The more money you have, the stronger you ask. If you have a dollar, then ask very strongly. If you don't have any money in the bank, then don't ask; don't even hint.		Put a dime in the bank for each of the questions that get a no answer. The more money you have, the stronger you say no. If you have a dollar, then say no very strongly. If you don't have any money in the bank, then do it without even being asked.	
10¢	Is this person able to give or do what I want?	Capability	Can I give the person what is wanted?
10¢	Is getting my objective more important than my relationship with this person?	Priorities	Is my relationship more important than saying no?
10¢	Will asking help me feel competent and self-respecting?	Self-respect	Will saying no make me feel bad about myself?
10¢	Is the person required by law or moral code to do or give me what I want?	Rights	Am I required by law or moral code to give or do what is wanted, or does saying no violate this person's rights?
10¢	Am I responsible for telling the person what to do?	Authority	Is the other person responsible for telling me what to do?
10¢	Is what I want appropriate for this relationship? (Is it right to ask for what I want?)	Relationship	Is what the person is requesting of me appropriate to my relationship with this person?
10¢	Is asking important to a long-term goal?	Goals	In the long term, will I regret saying no?
10¢	Do I give as much as I get with this person?	Give and take	Do I owe this person a favor? (Does the person do a lot for me?)
10¢	Do I know what I want and have the facts I need to support my request?	Homework	Do I know what I am saying no to? (Is the other person clear about what is being asked for?)
10¢	Is this a good time to ask? (Is the person in the right mood?)	Timing	Should I wait a while before saying no?
\$	Total value of asking (Adjusted ± _____ for Wise Mind)	Total value of saying no (Adjusted ± _____ for Wise Mind)	
		\$	

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INTERPERSONAL EFFECTIVENESS WORKSHEET 6 (p. 2 of 2)

ASKING			SAYING NO
Don't ask; don't hint.		0-10¢	Do it without being asked.
Hint indirectly; take no.		20¢	Don't complain; do it cheerfully.
Hint openly; take no.		30¢	Do it, even if you're not cheerful about it.
Ask tentatively; take no.		40¢	Do it, but show that you'd rather not.
Ask gracefully, but take no.		50¢	Say you'd rather not, but do it gracefully.
Ask confidently; take no.		60¢	Say no firmly, but reconsider.
Ask confidently; resist no.		70¢	Say no confidently; resist saying yes.
Ask firmly; resist no.		80¢	Say no firmly; resist saying yes.
Ask firmly; insist; negotiate; keep trying.		90¢	Say no firmly; resist; negotiate.
Don't take no for an answer.		\$1.00	Don't do it.