

DBT SKILLS TRAINING HANDOUTS AND WORKSHEETS

Also from Marsha M. Linehan

Books for Professionals

Cognitive-Behavioral Treatment of Borderline Personality Disorder

DBT Skills Training Manual, Second Edition

Dialectical Behavior Therapy with Suicidal Adolescents

Alec L. Miller, Jill H. Rathus, and Marsha M. Linehan

Mindfulness and Acceptance:

Expanding the Cognitive-Behavioral Tradition

Edited by Steven C. Hayes, Victoria M. Follette, and Marsha M. Linehan

Videos

Crisis Survival Skills, Part One: Distracting and Self-Soothing

Crisis Survival Skills, Part Two: Improving the Moment and Pros and Cons

From Suffering to Freedom: Practicing Reality Acceptance

Getting a New Client Connected to DBT (Complete Series)

Opposite Action: Changing Emotions You Want to Change

This One Moment: Skills for Everyday Mindfulness

Treating Borderline Personality Disorder: The Dialectical Approach

Understanding Borderline Personality: The Dialectical Approach

For more information and for DBT skills updates from the author,
see her websites:

*www.linehaninstitute.org, <http://blogs.uw.edu/brtc>,
and <http://faculty.washington.edu/linehan/>*

DBT Skills Training Handouts and Worksheets

SECOND EDITION

Marsha M. Linehan



THE GUILFORD PRESS
New York London

© 2015 Marsha M. Linehan

Published by The Guilford Press
A Division of Guilford Publications, Inc.
370 Seventh Avenue, Suite 1200, New York, NY 10001
www.guilford.com

All rights reserved

Except as indicated on page 4, no part of this book may be reproduced, translated, stored in a retrieval system, or transmitted, in any form or by any means, electronic, mechanical, photocopying, microfilming, recording, or otherwise, without written permission from the publisher.

Printed in Korea

This book is printed on acid-free paper.

Last digit is print number: 19 18 17 16 15 14 13 12 11 10

The author has checked with sources believed to be reliable in her efforts to provide information that is complete and generally in accord with the standards of practice that are accepted at the time of publication. However, in view of the possibility of human error or changes in behavioral, mental health, or medical sciences, neither the author, nor the editor and publisher, nor any other party who has been involved in the preparation or publication of this work warrants that the information contained herein is in every respect accurate or complete, and they are not responsible for any errors or omissions or the results obtained from the use of such information. Readers are encouraged to confirm the information contained in this book with other sources.

LIMITED DUPLICATION LICENSE

The publisher grants to individual purchasers of *DBT Skills Training Handouts and Worksheets, Second Edition*, nonassignable permission to reproduce these materials. This license is limited to you, the individual purchaser, for personal use or for use with clients. It does not extend to additional clinicians or practice settings, nor does purchase by an institution constitute a site license. This license does not grant the right to reproduce these materials for resale, redistribution, electronic display, or any other purposes (including but not limited to books, pamphlets, articles, video- or audiotapes, blogs, file-sharing sites, Internet or intranet sites, and handouts or slides for lectures, workshops, or webinars, whether or not a fee is charged). Permission to reproduce these materials for these and any other purposes must be obtained in writing from the Permissions Department of Guilford Publications.

Library of Congress Cataloging-in-Publication Data

Linehan, Marsha.

DBT skills training handouts and worksheets / Marsha M. Linehan. — Second edition.
pages cm

Includes bibliographical references and index.

ISBN 978-1-57230-781-0 (paperback)

1. Dialectical behavior therapy—Problems, exercises, etc. I. Title.

RC489.B4L56 2015

616.89'1420076—dc23

2014026331

When I am on retreats, each afternoon I walk and wring my hands, saying to all the mental health patients of the world, "You don't have to wring your hands today. I am doing it for you." Often when I dance in the hallway of my house or with groups, I invite all the mental health patients of the world to come dance with me.

This book is dedicated to all the patients of the world who think that no one is thinking of them. I considered telling you that I would practice skills for you so you don't have to practice them. But then I realized that if I did, you would not learn how to be skillful yourself. So, instead, I wish you skillful means, and I wish that you find these skills useful.

About the Author

Marsha M. Linehan, PhD, ABPP, is the developer of Dialectical Behavior Therapy (DBT) and Professor Emeritus of Psychology and Director Emeritus of the Behavioral Research and Therapy Clinics at the University of Washington. Her primary research interest is in the development and evaluation of evidence-based treatments for populations with high suicide risk and multiple, severe mental disorders.

Dr. Linehan's contributions to suicide research and clinical psychology research have been recognized with numerous awards, including the University of Louisville Grawemeyer Award for Psychology and the Career/Lifetime Achievement Award from the Association for Behavioral and Cognitive Therapies. She is also a recipient of the Gold Medal Award for Life Achievement in the Application of Psychology from the American Psychological Foundation and the James McKeen Cattell Award from the Association for Psychological Science. In her honor, the American Association of Suicidology created the Marsha Linehan Award for Outstanding Research in the Treatment of Suicidal Behavior.

She is a Zen master.

Preface

Since the publication of the original Dialectical Behavior Therapy (DBT) skills training manual in 1993, there has been an explosion of research on the applications of DBT across disorders. My pilot and first DBT study focused on the treatment of highly suicidal adults. Now, we have research demonstrating the efficacy of DBT skills training with suicidal adolescents, as well as adults with borderline personality disorder, eating disorders, treatment-resistant depression, substance use, and a variety of other disorders. A diagnosis of a mental disorder is not required, however, to benefit from DBT skills. Friends and family members of individuals with difficulties will find these skills helpful; kids in elementary school through high school can gain from these skills. Businesses will find DBT skills useful in creating better work environments. All the DBT therapists I know practice these skills in their own lives on a routine basis. I myself am grateful for the skills because they have made my life a lot easier. As someone once said to me, “Aren’t these skills your mother was supposed to teach you?” I always say yes, but for many people their mother just did not or was not able to get around to it.

I developed many of the skills by reading treatment manuals and treatment literature on evidence-based behavioral interventions. I reviewed what therapists told their patients to do and then repackaged those instructions in skills handouts and worksheets and wrote teaching notes for therapists. For example, the skill “opposite action” is a set of instructions based on exposure-based treatments for anxiety disorders. The major change was to generalize the strategies to fit treatment of emotions other than anxiety. “Check the facts” is a core strategy in cognitive therapy interventions. The mindfulness skills were a product of my 19 years in Catholic schools, my training in contemplative prayer practices through the Shalem Institute’s spiritual guidance program, and my 35 years as a Zen student—and now Zen master. Mindfulness of current thoughts also draws from acceptance and commitment therapy. In general, DBT skills are what behavior therapists tell clients to do across many effective treatments. Some of the skills repurpose entire treatment programs now formulated as a series of steps. The new “nightmare protocol,” an emotion regulation skill, is an example of this. Other skills came from research in cognitive and social psychology. Still others came from colleagues developing new DBT skills

for new populations. As you can see, these skills came from many different sources and disciplines.

I am happy to present this skills training book for clients, which includes all of the handouts and worksheets I have developed so far in DBT. (Stay tuned for more.) You are not likely to need to use all of the skills I have included. Every skill works for someone and no skill works for everyone. The skills in this book have been tested with a huge variety of people: adults, adolescents, parents, friends, and families, both high risk and low. I hope the skills are just what you need. Use your interpersonal skills (see the DEAR MAN GIVE FAST skills in the Interpersonal Effectiveness skills module) to talk your skills trainer or other teacher into teaching you skills not ordinarily covered in skills training if you want to learn them. If you should decide to venture forth on your own, I must tell you that we have no research on the effectiveness of this skills book as a self-help workbook or self-treatment manual. I am hoping to write a self-help treatment book in the future, so keep your eyes open for that. Meanwhile, you might be interested in the skills videos available through The Guilford Press or The Linehan Institute and listed on page ii of this book. They themselves do not constitute treatment, but we know that many people have nonetheless found them useful, even though we have not collected data on them. On your own or with the help of a skills teacher, I wish you skillful means.

Acknowledgments

Developing, researching, testing, and organizing the behavioral skills in this book has been a process that has unfolded over many years. Over these years many people made important contributions to what finally became this set of skills and worksheets. Here I want to thank a long line of teachers, colleagues, students, post-doctoral fellows, and clients, who for many years have been in dialogue with me on how to best develop, organize, explain, and disseminate behavioral skills to those in need of skillful means.

I want to acknowledge Rev. Pat Hawk and Rev. Willigis Yaeger, who were my contemplative prayer and Zen teachers, and Anselm Romb, my Franciscan spiritual guide, who taught me to let go of words. Each of them listened to me for hours as I sorted out how to practice and how to teach mindfulness. My mentors, Gerald Davison and Marvin Goldfried, taught me behavior therapy, and through them I was introduced to evidence-based treatments, where I found most of the skillful means that I condensed into the skills in this book. I extend my gratitude to Jon Kabat-Zinn, John Teasdale, Mark Williams, and Zindel Segal for inspiration. I especially want to thank my students and former students (in alphabetical order), Milton Brown, Anita Lungu, Andrada Neacsiu, Shireen Rizvi, Stephanie Thompson, Chelsey Wilks, Brianna Woods; and my fellows and former fellows, Alex Chapman, Eunice Chen, Melanie Harned, Erin Miga, Marivi Navarro, and Nick Salsman. Many others have jumped in when asked, colleagues Seth Axelrod, Kate Comtois and her entire DBT team, Sona Dimidjian, Anthony Dubose, Thomas Lynch, and Suzanne Witterholt, as well as the Linehan Institute scientific advisory committee (Martin Bohus, Alan Fruzzetti, André Ivanoff, Kathryn Korslund, and Shelley McMain). I could not have written this book without the help of Elaine Franks, my fabulous administrative assistant, and Thao Truong, our office and financial manager, who made sure that our research clinic did not fall apart while everyone was waiting for me to finish this book. My family, Geraldine, Nate, Catalina, and Aline, made life easy at every turn no matter the stress—not a minor contribution to getting a book written.

Much of what is in this book I learned from the many clients who participated in skills training groups that I have conducted over the years. I am grateful to all those who put up with the many versions that did not work or were not useful, and

to those among them who gave enough feedback for me to make needed revisions in the skills being taught.

The clients who gave feedback were, for the most part, individuals at high risk for suicide. I thank the University of Washington Human Subjects Division, which has never even once impeded my research treating individuals at extremely high risk for suicide. Their willingness to allow such high-risk research when other universities often do not sets an example and made this book possible.

Last, but certainly not least, I want to thank my copy editor, Marie Sprayberry, Senior Editor Barbara Watkins, Executive Editor Kitty Moore, and the staff at The Guilford Press. In getting this book out in a timely fashion they each had occasion to practice all the distress tolerance skills in this book. Their concern for this book and for this form of treatment was evident at every step.

Alas, it is likely that I have forgotten or accidentally left out one or more individuals who have contributed to this book. If so, please let me know so I can include you in future editions.

Contents

Introduction to This Book	1
---------------------------	---

General Skills: Orientation and Analyzing Behavior

General Handouts

Orientation Handouts

General Handout 1: Goals of Skills Training (General Worksheet 1)	9
General Handout 1a: Options for Solving Any Problem	10
General Handout 2: Overview—Introduction to Skills Training	11
General Handout 3: Guidelines for Skills Training	12
General Handout 4: Skills Training Assumptions	13
General Handout 5: Biosocial Theory	14

Handouts for Analyzing Behavior

General Handout 6: Overview—Analyzing Behavior (General Worksheets 2, 3)	19
General Handout 7: Chain Analysis (General Worksheets 2, 2a)	20
General Handout 7a: Chain Analysis, Step by Step (General Worksheets 2, 2a)	21
General Handout 8: Missing-Links Analysis (General Worksheet 3)	23

General Worksheets

Orientation Worksheet

General Worksheet 1: Pros and Cons of Using Skills (General Handout 1)	27
--	----

Worksheets for Analyzing Behavior

General Worksheet 2: Chain Analysis of Problem Behavior (General Handouts 7, 7a)	31
General Worksheet 2a: Example—Chain Analysis of Problem Behavior (General Handouts 7, 7a)	35
General Worksheet 3: Missing-Links Analysis (General Handout 8)	38

Mindfulness Skills

Mindfulness Handouts

Handouts for Goals and Definitions

Mindfulness Handout 1: Goals of Mindfulness Practice (Mindfulness Worksheet 1)	45
Mindfulness Handout 1a: Mindfulness Definitions	46

Handouts for Core Mindfulness Skills

Mindfulness Handout 2: Overview—Core Mindfulness Skills (Mindfulness Worksheets 2–2c, 3)	49
Mindfulness Handout 3: Wise Mind—States of Mind (Mindfulness Worksheet 3)	50
Mindfulness Handout 3a: Ideas for Practicing Wise Mind (Mindfulness Worksheet 3)	51
Mindfulness Handout 4: Taking Hold of Your Mind—“What” Skills (Mindfulness Worksheets 2–2c, 4–4b)	53
Mindfulness Handout 4a: Ideas for Practicing Observing (Mindfulness Worksheets 2–2c, 4–4b)	54
Mindfulness Handout 4b: Ideas for Practicing Describing (Mindfulness Worksheets 2–2c, 4–4b)	58
Mindfulness Handout 4c: Ideas for Practicing Participating (Mindfulness Worksheets 2–2c, 4–4b)	59
Mindfulness Handout 5: Taking Hold of Your Mind—“How” Skills (Mindfulness Worksheets 2–2c, 5–5c)	60
Mindfulness Handout 5a: Ideas for Practicing Nonjudgmentalness (Mindfulness Worksheets 2–2c, 5–5c)	61
Mindfulness Handout 5b: Ideas for Practicing One-Mindfulness (Mindfulness Worksheets 2–2c, 5–5c)	62
Mindfulness Handout 5c: Ideas for Practicing Effectiveness (Mindfulness Worksheets 2–2c, 5–5c)	63

Handouts for Other Perspectives on Mindfulness Skills

Mindfulness Handout 6: Overview—Other Perspectives on Mindfulness (Mindfulness Worksheets 6–10b)	67
Mindfulness Handout 7: Goals of Mindfulness Practice—A Spiritual Perspective (Mindfulness Worksheet 1)	68
Mindfulness Handout 7a: Wise Mind from a Spiritual Perspective	69
Mindfulness Handout 8: Practicing Loving Kindness to Increase Love and Compassion (Mindfulness Worksheet 6)	70
Mindfulness Handout 9: Skillful Means—Balancing Doing Mind and Being Mind (Mindfulness Worksheets 7–9)	71
Mindfulness Handout 9a: Ideas for Practicing Balancing Doing Mind and Being Mind (Mindfulness Worksheets 7–9)	72
Mindfulness Handout 10: Walking the Middle Path—Finding the Synthesis between Opposites (Mindfulness Worksheets 10–10b)	74

Mindfulness Worksheets

Worksheets for Core Mindfulness Skills

Mindfulness Worksheet 1: Pros and Cons of Practicing Mindfulness (Mindfulness Handouts 1, 7)	77
Mindfulness Worksheet 2: Mindfulness Core Skills Practice (Mindfulness Handouts 2–5c)	78
Mindfulness Worksheet 2a: Mindfulness Core Skills Practice (Mindfulness Handouts 2–5c)	79
Mindfulness Worksheet 2b: Mindfulness Core Skills Practice (Mindfulness Handouts 2–5c)	80
Mindfulness Worksheet 2c: Mindfulness Core Skills Calendar (Mindfulness Handouts 2–5c)	81
Mindfulness Worksheet 3: Wise Mind Practice (Mindfulness Handouts 3, 3a)	83
Mindfulness Worksheet 4: Mindfulness “What” Skills— Observing, Describing, Participating (Mindfulness Handouts 4–4c)	84
Mindfulness Worksheet 4a: Observing, Describing, Participating Checklist (Mindfulness Handouts 4–4c)	85
Mindfulness Worksheet 4b: Observing, Describing, Participating Calendar (Mindfulness Handouts 4–4c)	86
Mindfulness Worksheet 5: Mindfulness “How” Skills— Nonjudgmentalness, One-Mindfulness, Effectiveness (Mindfulness Handouts 5–5c)	88
Mindfulness Worksheet 5a: Nonjudgmentalness, One-Mindfulness, Effectiveness Checklist (Mindfulness Handouts 5–5c)	89
Mindfulness Worksheet 5b: Nonjudgmentalness, One-Mindfulness, Effectiveness Calendar (Mindfulness Handouts 5–5c)	90
Mindfulness Worksheet 5c: Nonjudgmentalness Calendar (Mindfulness Handouts 5–5c)	92

Worksheets for Other Perspectives on Mindfulness Skills

Mindfulness Worksheet 6: Loving Kindness (Mindfulness Handout 8)	97
Mindfulness Worksheet 7: Balancing Being Mind with Doing Mind (Mindfulness Handouts 9, 9a)	98
Mindfulness Worksheet 7a: Mindfulness of Being and Doing Calendar (Mindfulness Handouts 9, 9a)	99
Mindfulness Worksheet 8: Mindfulness of Pleasant Events Calendar (Mindfulness Handouts 9, 9a)	101
Mindfulness Worksheet 9: Mindfulness of Unpleasant Events Calendar (Mindfulness Handouts 9, 9a)	103
Mindfulness Worksheet 10: Walking the Middle Path to Wise Mind (Mindfulness Handouts 3, 10)	105
Mindfulness Worksheet 10a: Analyzing Yourself on the Middle Path (Mindfulness Handout 10)	106
Mindfulness Worksheet 10b: Walking the Middle Path Calendar (Mindfulness Handout 10)	107

Interpersonal Effectiveness Skills

Interpersonal Effectiveness Handouts

Handouts for Goals and Factors That Interfere

Interpersonal Effectiveness Handout 1: Goals of Interpersonal Effectiveness (Interpersonal Effectiveness Worksheet 1)	117
Interpersonal Effectiveness Handout 2: Factors in the Way of Interpersonal Effectiveness	118
Interpersonal Effectiveness Handout 2a: Myths in the Way of Interpersonal Effectiveness (Interpersonal Effectiveness Worksheet 2)	119

Handouts for Obtaining Objectives Skillfully

Interpersonal Effectiveness Handout 3: Overview—Obtaining Objectives Skillfully	123
Interpersonal Effectiveness Handout 4: Clarifying Goals in Interpersonal Situations (Interpersonal Effectiveness Worksheet 3)	124
Interpersonal Effectiveness Handout 5: Guidelines for Objectives Effectiveness—Getting What You Want (DEAR MAN) (Interpersonal Effectiveness Worksheets 4, 5)	125
Interpersonal Effectiveness Handout 5a: Applying DEAR MAN Skills to a Difficult Current Interaction	127
Interpersonal Effectiveness Handout 6: Guidelines for Relationship Effectiveness—Keeping the Relationship (GIVE) (Interpersonal Effectiveness Worksheets 4, 5)	128
Interpersonal Effectiveness Handout 6a: Expanding the V in GIVE—Levels of Validation	129
Interpersonal Effectiveness Handout 7: Guidelines for Self-Respect Effectiveness—Keeping Respect for Yourself (FAST) (Interpersonal Effectiveness Worksheets 4, 5)	130
Interpersonal Effectiveness Handout 8: Evaluating Options for Whether or How Intensely to Ask for Something or Say No (Interpersonal Effectiveness Worksheet 6)	131
Interpersonal Effectiveness Handout 9: Troubleshooting—When What You Are Doing Isn't Working (Interpersonal Effectiveness Worksheet 7)	134

Handouts for Building Relationships and Ending Destructive Ones

Interpersonal Effectiveness Handout 10: Overview—Building Relationships and Ending Destructive Ones	139
Interpersonal Effectiveness Handout 11: Finding and Getting People to Like You (Interpersonal Effectiveness Worksheet 8)	140
Interpersonal Effectiveness Handout 11a: Identifying Skills to Find People and Get Them to Like You	142
Interpersonal Effectiveness Handout 12: Mindfulness of Others (Interpersonal Effectiveness Worksheet 9)	143
Interpersonal Effectiveness Handout 12a: Identifying Mindfulness of Others	144

Interpersonal Effectiveness Handout 13: Ending Relationships (Interpersonal Effectiveness Worksheet 10)	145
Interpersonal Effectiveness Handout 13a: Identifying How to End Relationships	146

Handouts for Walking the Middle Path

Interpersonal Effectiveness Handout 14: Overview—Walking the Middle Path (Interpersonal Effectiveness Worksheets 11–15c)	149
Interpersonal Effectiveness Handout 15: Dialectics (Interpersonal Effectiveness Worksheets 11–11b)	150
Interpersonal Effectiveness Handout 16: How to Think and Act Dialectically (Interpersonal Effectiveness Worksheets 11–11b)	151
Interpersonal Effectiveness Handout 16a: Examples of Opposite Sides That Can Both Be True	152
Interpersonal Effectiveness Handout 16b: Important Opposites to Balance	153
Interpersonal Effectiveness Handout 16c: Identifying Dialectics	154
Interpersonal Effectiveness Handout 17: Validation (Interpersonal Effectiveness Worksheet 12)	155
Interpersonal Effectiveness Handout 18: A “How To” Guide to Validation (Interpersonal Effectiveness Worksheet 12)	156
Interpersonal Effectiveness Handout 18a: Identifying Validation	157
Interpersonal Effectiveness Handout 19: Recovering from Invalidation (Interpersonal Effectiveness Worksheet 13)	158
Interpersonal Effectiveness Handout 19a: Identifying Self-Validation	160
Interpersonal Effectiveness Handout 20: Strategies for Increasing the Probability of Behaviors You Want (Interpersonal Effectiveness Worksheet 14)	161
Interpersonal Effectiveness Handout 21: Strategies for Decreasing or Stopping Unwanted Behaviors (Interpersonal Effectiveness Worksheet 15)	162
Interpersonal Effectiveness Handout 22: Tips for Using Behavior Change Strategies Effectively (Interpersonal Effectiveness Worksheets 14, 15)	163
Interpersonal Effectiveness Handout 22a: Identifying Effective Behavior Change Strategies	164

Interpersonal Effectiveness Worksheets

Worksheets for Goals and Factors That Interfere

Interpersonal Effectiveness Worksheet 1: Pros and Cons of Using Interpersonal Effectiveness Skills (Interpersonal Effectiveness Handout 1)	167
Interpersonal Effectiveness Worksheet 2: Challenging Myths in the Way of Obtaining Objectives (Interpersonal Effectiveness Handout 2a)	168

Worksheets for Obtaining Objectives Skillfully

Interpersonal Effectiveness Worksheet 3: Clarifying Priorities in Interpersonal Situations (Interpersonal Effectiveness Handout 4)	173
---	-----

Interpersonal Effectiveness Worksheet 4: Writing Out Interpersonal Effectiveness Scripts (Interpersonal Effectiveness Handouts 5, 6, 7)	174
Interpersonal Effectiveness Worksheet 5: Tracking Interpersonal Effectiveness Skills Use (Interpersonal Effectiveness Handouts 5, 6, 7)	175
Interpersonal Effectiveness Worksheet 6: The Dime Game—Figuring Out How Strongly to Ask or Say No (Interpersonal Effectiveness Handout 8)	176
Interpersonal Effectiveness Worksheet 7: Troubleshooting Interpersonal Effectiveness Skills (Interpersonal Effectiveness Handout 9)	178

Worksheets for Building Relationships and Ending Destructive Ones

Interpersonal Effectiveness Worksheet 8: Finding and Getting People to Like You (Interpersonal Effectiveness Handout 11)	183
Interpersonal Effectiveness Worksheet 9: Mindfulness of Others (Interpersonal Effectiveness Handout 12)	184
Interpersonal Effectiveness Worksheet 10: Ending Relationships (Interpersonal Effectiveness Handout 13)	185

Worksheets for Walking the Middle Path

Interpersonal Effectiveness Worksheet 11: Practicing Dialectics (Interpersonal Effectiveness Handouts 15, 16)	189
Interpersonal Effectiveness Worksheet 11a: Dialectics Checklist (Interpersonal Effectiveness Handouts 15, 16)	190
Interpersonal Effectiveness Worksheet 11b: Noticing When You're Not Dialectical (Interpersonal Effectiveness Handouts 15, 16)	191
Interpersonal Effectiveness Worksheet 12: Validating Others (Interpersonal Effectiveness Handouts 17, 18)	192
Interpersonal Effectiveness Worksheet 13: Self-Validation and Self-Respect (Interpersonal Effectiveness Handout 19)	193
Interpersonal Effectiveness Worksheet 14: Changing Behavior with Reinforcement (Interpersonal Effectiveness Handouts 20, 22)	194
Interpersonal Effectiveness Worksheet 15: Changing Behavior by Extinguishing or Punishing It (Interpersonal Effectiveness Handouts 21–22)	195

Emotion Regulation Skills

Emotion Regulation Handouts

Emotion Regulation Handout 1: Goals of Emotion Regulation (Emotion Regulation Worksheet 1)	205
--	-----

Handouts for Understanding and Naming Emotions

Emotion Regulation Handout 2: Overview—Understanding and Naming Emotions (Emotion Regulation Worksheets 2–4a, 16)	209
---	-----

Emotion Regulation Handout 3: What Emotions Do for You (Emotion Regulation Worksheets 2, 2a–c)	210
Emotion Regulation Handout 4: What Makes It Hard to Regulate Your Emotions (Emotion Regulation Worksheets 3, 16)	211
Emotion Regulation Handout 4a: Myths about Emotions (Emotion Regulation Worksheet 3)	212
Emotion Regulation Handout 5: Model for Describing Emotions (Emotion Regulation Worksheets 4, 4a)	213
Emotion Regulation Handout 6: Ways to Describe Emotions (Emotion Regulation Worksheets 4, 4a)	214

Handouts for Changing Emotional Responses

Emotion Regulation Handout 7: Overview—Changing Emotional Responses (Emotion Regulation Worksheets 5–8)	227
Emotion Regulation Handout 8: Check the Facts (Emotion Regulation Worksheet 5)	228
Emotion Regulation Handout 8a: Examples of Emotions That Fit the Facts (Emotion Regulation Worksheet 5)	229
Emotion Regulation Handout 9: Opposite Action and Problem Solving— Deciding Which to Use (Emotion Regulation Worksheet 6)	230
Emotion Regulation Handout 10: Opposite Action (Emotion Regulation Worksheet 7)	231
Emotion Regulation Handout 11: Figuring Out Opposite Actions (Emotion Regulation Worksheet 7)	232
Emotion Regulation Handout 12: Problem Solving (Emotion Regulation Worksheet 8)	241
Emotion Regulation Handout 13: Reviewing Opposite Action and Problem Solving (Emotion Regulation Worksheets 6–8)	242

Handouts for Reducing Vulnerability to Emotion Mind

Emotion Regulation Handout 14: Overview—Reducing Vulnerability to Emotion Mind: Building a Life Worth Living (Emotion Regulation Worksheets 9–14b)	247
Emotion Regulation Handout 15: Accumulating Positive Emotions— Short Term (Emotion Regulation Worksheets 9, 10, 13)	248
Emotion Regulation Handout 16: Pleasant Events List (Emotion Regulation Worksheets 9, 10, 13)	249
Emotion Regulation Handout 17: Accumulating Positive Emotions— Long Term (Emotion Regulation Worksheets 9, 11–11b, 13)	252
Emotion Regulation Handout 18: Values and Priorities List (Emotion Regulation Worksheets 10, 12, 13)	253
Emotion Regulation Handout 19: Build Mastery and Cope Ahead (Emotion Regulation Worksheets 12, 13)	256
Emotion Regulation Handout 20: Taking Care of Your Mind by Taking Care of Your Body (Emotion Regulation Worksheets 9, 14)	257

Emotion Regulation Handout 20a: Nightmare Protocol, Step by Step— When Nightmares Keep You from Sleeping (Emotion Regulation Worksheet 14a)	258
Emotion Regulation Handout 20b: Sleep Hygiene Protocol (Emotion Regulation Worksheet 14b)	259

Handouts for Managing Really Difficult Emotions

Emotion Regulation Handout 21: Overview—Managing Really Difficult Emotions (Emotion Regulation Worksheets 15–16)	263
Emotion Regulation Handout 22: Mindfulness of Current Emotions— Letting Go of Emotional Suffering (Emotion Regulation Worksheet 15)	264
Emotion Regulation Handout 23: Managing Extreme Emotions	265
Emotion Regulation Handout 24: Troubleshooting Emotion Regulation Skills—When What You Are Doing Isn't Working (Emotion Regulation Worksheet 16)	266
Emotion Regulation Handout 25: Review of Skills for Emotion Regulation	268

Emotion Regulation Worksheets

Emotion Regulation Worksheet 1: Pros and Cons of Changing Emotions (Emotion Regulation Handout 1)	271
--	-----

Worksheets for Understanding and Naming Emotions

Emotion Regulation Worksheet 2: Figuring Out What My Emotions Are Doing for Me (Emotion Regulation Handout 3)	275
Emotion Regulation Worksheet 2a: Example—Figuring Out What My Emotions Are Doing for Me (Emotion Regulation Handout 3)	276
Emotion Regulation Worksheet 2b: Emotion Diary (Emotion Regulation Handout 3)	277
Emotion Regulation Worksheet 2c: Example—Emotion Diary (Emotion Regulation Handout 3)	278
Emotion Regulation Worksheet 3: Myths about Emotions (Emotion Regulation Handout 4a)	279
Emotion Regulation Worksheet 4: Observing and Describing Emotions (Emotion Regulation Handouts 5, 6)	281
Emotion Regulation Worksheet 4a: Observing and Describing Emotions (Emotion Regulation Handouts 5, 6)	282

Worksheets for Changing Emotional Responses

Emotion Regulation Worksheet 5: Check the Facts (Emotion Regulation Handouts 8, 8a)	285
Emotion Regulation Worksheet 6: Figuring Out How to Change Unwanted Emotions (Emotion Regulation Handout 9)	287
Emotion Regulation Worksheet 7: Opposite Action to Change Emotions (Emotion Regulation Handouts 10, 11)	288
Emotion Regulation Worksheet 8: Problem Solving to Change Emotions (Emotion Regulation Handout 12)	289

Worksheets for Reducing Vulnerability to Emotion Mind

Emotion Regulation Worksheet 9: Steps for Reducing Vulnerability to Emotion Mind (Emotion Regulation Handouts 14–20)	293
Emotion Regulation Worksheet 10: Pleasant Events Diary (Emotion Regulation Handouts 15, 16)	295
Emotion Regulation Worksheet 11: Getting from Values to Specific Action Steps (Emotion Regulation Handouts 17–18)	296
Emotion Regulation Worksheet 11a: Getting from Values to Specific Action Steps (Emotion Regulation Handouts 17–18)	299
Emotion Regulation Worksheet 11b: Diary of Daily Actions on Values and Priorities (Emotion Regulation Handouts 17–18)	300
Emotion Regulation Worksheet 12: Build Mastery and Cope Ahead (Emotion Regulation Handout 19)	301
Emotion Regulation Worksheet 13: Putting ABC Skills Together Day by Day (Emotion Regulation Handout 19)	302
Emotion Regulation Worksheet 14: Practicing PLEASE Skills (Emotion Regulation Handout 20)	303
Emotion Regulation Worksheet 14a: Target Nightmare Experience Form (Emotion Regulation Handout 20a)	304
Emotion Regulation Worksheet 14b: Sleep Hygiene Practice Sheet	307

Worksheets for Managing Really Difficult Emotions

Emotion Regulation Worksheet 15: Mindfulness of Current Emotions (Emotion Regulation Handouts 21, 22)	311
Emotion Regulation Worksheet 16: Troubleshooting Emotion Regulation Skills (Emotion Regulation Handout 24)	312

Distress Tolerance Skills**Distress Tolerance Handouts**

Distress Tolerance Handout 1: Goals of Distress Tolerance	321
---	-----

Handouts for Crisis Survival Skills

Distress Tolerance Handout 2: Overview—Crisis Survival Skills (Distress Tolerance Worksheets 1–7b)	325
Distress Tolerance Handout 3: When to Use Crisis Survival Skills	326
Distress Tolerance Handout 4: The STOP Skill (Distress Tolerance Worksheets 2, 2a)	327
Distress Tolerance Handout 5: Pros and Cons (Distress Tolerance Worksheets 3, 3a)	328
Distress Tolerance Handout 6: TIP Skills—Changing Your Body Chemistry (Distress Tolerance Worksheet 4)	329
Distress Tolerance Handout 6a: Using Cold Water, Step by Step (Distress Tolerance Worksheet 4)	330
Distress Tolerance Handout 6b: Paired Muscle Relaxation, Step by Step (Distress Tolerance Worksheet 4a)	331

Distress Tolerance Handout 6c: Effective Rethinking and Paired Relaxation, Step by Step (Distress Tolerance Worksheet 4b)	332
Distress Tolerance Handout 7: Distracting (Distress Tolerance Worksheets 5–5b)	333
Distress Tolerance Handout 8: Self-Soothing (Distress Tolerance Worksheet 6–6b)	334
Distress Tolerance Handout 8a: Body Scan Meditation Step by Step (Distress Tolerance Worksheet 6c)	335
Distress Tolerance Handout 9: Improving the Moment (Distress Tolerance Worksheets 7–7b)	336
Distress Tolerance Handout 9a: Sensory Awareness, Step by Step	337
 <i>Handouts for Reality Acceptance Skills</i>	
Distress Tolerance Handout 10: Overview—Reality Acceptance Skills (Distress Tolerance Worksheets 8–15a)	341
Distress Tolerance Handout 11: Radical Acceptance (Distress Tolerance Worksheets 8–9a)	342
Distress Tolerance Handout 11a: Radical Acceptance—Factors That Interfere	343
Distress Tolerance Handout 11b: Practicing Radical Acceptance Step by Step (Distress Tolerance Worksheets 9, 9a)	344
Distress Tolerance Handout 12: Turning the Mind (Distress Tolerance Worksheets 8, 8a, 10)	345
Distress Tolerance Handout 13: Willingness (Distress Tolerance Worksheets 8, 8a, 10)	346
Distress Tolerance Handout 14: Half-Smiling and Willing Hands (Distress Tolerance Worksheets 8, 8a, 11)	347
Distress Tolerance Handout 14a: Practicing Half-Smiling and Willing Hands (Distress Tolerance Worksheet 10)	348
Distress Tolerance Handout 15: Mindfulness of Current Thoughts (Distress Tolerance Worksheets 8, 8a, 12)	350
Distress Tolerance Handout 15a: Practicing Mindfulness of Thoughts (Distress Tolerance Worksheets 8, 8a, 12)	351
 <i>Handouts for Skills When the Crisis Is Addiction</i>	
Distress Tolerance Handout 16: Overview—When the Crisis Is Addiction (Distress Tolerance Worksheets 13–18)	355
Distress Tolerance Handout 16a: Common Addictions	356
Distress Tolerance Handout 17: Dialectical Abstinence (Distress Tolerance Worksheet 14)	357
Distress Tolerance Handout 17a: Planning for Dialectical Abstinence (Distress Tolerance Worksheet 14)	358
Distress Tolerance Handout 18: Clear Mind (Distress Tolerance Worksheet 15)	359
Distress Tolerance Handout 18a: Behavior Patterns Characteristic of Addict Mind and of Clean Mind (Distress Tolerance Worksheet 16)	360

Distress Tolerance Handout 19: Community Reinforcement (Distress Tolerance Worksheet 16)	361
Distress Tolerance Handout 20: Burning Bridges and Building New Ones (Distress Tolerance Worksheet 17)	362
Distress Tolerance Handout 21: Alternate Rebellion and Adaptive Denial (Distress Tolerance Worksheet 18)	363

Distress Tolerance Worksheets

Worksheets for Crisis Survival Skills

Distress Tolerance Worksheet 1: Crisis Survival Skills (Distress Tolerance Handouts 2–9a)	369
Distress Tolerance Worksheet 1a: Crisis Survival Skills (Distress Tolerance Handouts 2–9a)	370
Distress Tolerance Worksheet 1b: Crisis Survival Skills (Distress Tolerance Handouts 2–9a)	371
Distress Tolerance Worksheet 2: Practicing the STOP Skill (Distress Tolerance Handout 4)	372
Distress Tolerance Worksheet 2a: Practicing the STOP Skill (Distress Tolerance Handout 4)	373
Distress Tolerance Worksheet 3: Pros and Cons of Acting on Crisis Urges (Distress Tolerance Handout 5)	374
Distress Tolerance Worksheet 3a: Pros and Cons of Acting on Crisis Urges (Distress Tolerance Handout 5)	375
Distress Tolerance Worksheet 4: Changing Body Chemistry with TIP Skills (Distress Tolerance Handouts 6–6b)	376
Distress Tolerance Worksheet 4a: Paired Muscle Relaxation (Distress Tolerance Handout 6b)	377
Distress Tolerance Worksheet 4b: Effective Rethinking and Paired Relaxation (Distress Tolerance Handouts 6c)	378
Distress Tolerance Worksheet 5: Distracting with Wise Mind ACCEPTS (Distress Tolerance Handout 7)	379
Distress Tolerance Worksheet 5a: Distracting with Wise Mind ACCEPTS (Distress Tolerance Handout 7)	380
Distress Tolerance Worksheet 5b: Distracting with Wise Mind ACCEPTS (Distress Tolerance Handout 7)	381
Distress Tolerance Worksheet 6: Self-Soothing (Distress Tolerance Handout 8)	382
Distress Tolerance Worksheet 6a: Self-Soothing (Distress Tolerance Handout 8)	383
Distress Tolerance Worksheet 6b: Self-Soothing (Distress Tolerance Handout 8)	384
Distress Tolerance Worksheet 6c: Body Scan Meditation, Step by Step (Distress Tolerance Handout 8a)	385
Distress Tolerance Worksheet 7: IMPROVE the Moment (Distress Tolerance Handout 9)	386

Distress Tolerance Worksheet 7a: IMPROVE the Moment (Distress Tolerance Handout 9)	387
Distress Tolerance Worksheet 7b: IMPROVE the Moment (Distress Tolerance Handout 9)	388
<i>Worksheets for Reality Acceptance Skills</i>	
Distress Tolerance Worksheet 8: Reality Acceptance Skills (Distress Tolerance Handouts 10–15a)	391
Distress Tolerance Worksheet 8a: Reality Acceptance Skills (Distress Tolerance Handouts 10–15a)	392
Distress Tolerance Worksheet 8b: Reality Acceptance Skills (Distress Tolerance Handouts 10–15a)	393
Distress Tolerance Worksheet 9: Radical Acceptance (Distress Tolerance Handouts 11–11b)	394
Distress Tolerance Worksheet 9a: Practicing Radical Acceptance (Distress Tolerance Handouts 11–11b)	395
Distress Tolerance Worksheet 10: Turning the Mind, Willingness, Willfulness (Distress Tolerance Handouts 12, 13)	396
Distress Tolerance Worksheet 11: Half-Smiling and Willing Hands (Distress Tolerance Handout 14, 14a)	397
Distress Tolerance Worksheet 11a: Practicing Half-Smiling and Willing Hands (Distress Tolerance Handouts 14, 14a)	398
Distress Tolerance Worksheet 12: Mindfulness of Current Thoughts (Distress Tolerance Handouts 15, 15a)	399
Distress Tolerance Worksheet 12a: Practicing Mindfulness of Thoughts (Distress Tolerance Handouts 15, 15a)	400
<i>Worksheets for Skills When the Crisis Is Addiction</i>	
Distress Tolerance Worksheet 13: Skills When the Crisis Is Addiction (Distress Tolerance Handouts 16–21)	403
Distress Tolerance Worksheet 14: Planning for Dialectical Abstinence (Distress Tolerance Handout 17)	404
Distress Tolerance Worksheet 15: From Clean Mind to Clear Mind (Distress Tolerance Handouts 18, 18a)	407
Distress Tolerance Worksheet 16: Reinforcing Nonaddictive Behaviors (Distress Tolerance Handout 19)	408
Distress Tolerance Worksheet 17: Burning Bridges and Building New Ones (Distress Tolerance Handout 20)	409
Distress Tolerance Worksheet 18: Practicing Alternate Rebellion and Adaptive Denial (Distress Tolerance Handout 21)	410

Purchasers can download and print the handouts and worksheets from this book at www.guilford.com/dbt-skills

Introduction to This Book

This book contains informational handouts and worksheets for people learning Dialectical Behavior Therapy (DBT) skills. The overall goal of DBT skills training is to help you increase your resilience and build a life experienced as worth living. DBT skills are aimed at teaching a synthesis of how to change what is and how to accept what is. Skills teach you both how to change unwanted behaviors, emotions, thoughts, and events in your life that cause you misery and distress as well as how to live in the moment, accepting what is. There are different sets of DBT skills, and no single training program will include all of the handouts and worksheets in this book. Your skills trainer or individual therapist/case manager will direct you to the appropriate handouts and worksheets for your particular program.

How This Book Is Organized

There are five main sections in this book, and each begins with a brief introduction. Following a first section on General Skills, there is a section of handouts and worksheets for each of the four main DBT skills modules: Mindfulness Skills, Interpersonal Effectiveness Skills, Emotion Regulation Skills, and Distress Tolerance Skills. There are topical subsections of handouts and worksheets within each skills module, as described below. Every skill or set of skills has a corresponding handout with instructions for practicing that skill. Nearly every handout has at least one (often more than one) associated worksheet for recording your practice of the skill. The introductions to each section summarize the handouts, their purposes, and the worksheets that go with them.

General Skills: Orientation and Analyzing Behavior

During **Orientation**, you will be introduced to DBT and the goals of skills training, and will be encouraged to identify your own personal goals. You will also be oriented to the format, rules, and meeting times of your particular skills program.

The handouts and worksheets for this portion of General Skills cover skills training goals, guidelines, assumptions, and DBT's biosocial theory. Biosocial theory is an explanation of why some people find it challenging to manage their emotions and actions. Also included in this section are handouts and worksheets for two skills for **Analyzing Behavior**: chain analysis and missing-links analysis. These skills are often taught in individual DBT, but they may also be taught at any point during skills training.

Mindfulness Skills

Following a brief presentation on **Goals and Definitions**, the handouts and worksheets for the Mindfulness module focus on **Core Mindfulness Skills**. These skills are central in DBT: They teach how to observe and experience reality as it is, to be less judgmental, and to live in the moment with effectiveness. They are the first skills taught, and they support all the other DBT skills. DBT mindfulness skills are translations of meditation practices from Eastern and Western spiritual traditions into specific behaviors that you can practice. No spiritual or religious convictions are expected or necessary for practicing and mastering these skills.

Other Perspectives on Mindfulness includes several subsets of handouts and worksheets. A **Spiritual Perspective** (including **Wise Mind** from a **Spiritual Perspective** and **Practicing Loving Kindness**) is a set of handouts and worksheets included for those who consider spirituality an important part of their lives. The skills covered here focus on experiencing ultimate reality, sensing our intimate connection with the entire universe, and developing a sense of freedom. The **Skillful Means: Balancing Doing Mind and Being Mind** set focuses on balancing two seeming polarities: working to achieve goals, while at the same time letting go of attachment to achieving goals. The handouts and worksheets for **Wise Mind: Walking the Middle Path*** cover skills for finding a synthesis of extremes.

Interpersonal Effectiveness Skills

The handouts and worksheets in the Interpersonal Effectiveness module help you manage interpersonal conflicts effectively and maintain and improve relationships with other people (those you are close to, as well as strangers). After a short introduction on **Goals and Factors That Interfere**, there are three main sets of these forms. The first set is focused on **Obtaining Objectives Skillfully**. These are strategies for asking for what you want, saying no to unwanted requests, and doing this in a way that maintains your self-respect and keeps others liking you. The handouts and worksheets for **Building Relationships and Ending Destructive Ones** help you find potential friends, get people to like you, maintain positive relationships with others, and (when necessary) end destructive relationships. This module's handouts

*The author would like to note that the term "middle path" came from a collaborative discussion with Alec L. Miller and Jill H. Rathus.

and worksheets for **Walking the Middle Path** are about walking a middle path in your relationships, and balancing acceptance with change in yourself and in your relationships with others.

Emotion Regulation Skills

The handouts and worksheets in the Emotion Regulation module help you to manage your emotions, even though complete emotional control cannot be achieved. To a certain extent, we all are who we are, and emotionality is part of us; however, we can learn to have more control. There are four sets of these forms. The first set covers **Understanding and Naming Emotions**. Emotions serve important functions, and it can be hard to change an emotion if you don't understand what it does for you. The second set covers **Changing Emotional Responses**. These handouts and worksheets help you reduce the intensity of painful or unwanted emotions, such as anger, sadness, shame, and so forth. They also tell you how to change situations that cause painful or unwanted emotions. **Reducing Vulnerability to Emotion Mind** is the third set. The strategies covered here increase your emotional resilience and make you less likely to become extremely or painfully emotional. The final set of handouts and worksheets deals with **Managing Really Difficult Emotions**.

Distress Tolerance Skills

The handouts and worksheets in the Distress Tolerance module help you learn to tolerate and survive crisis situations without making things worse. There are two main sets of these forms. The **Crisis Survival Skills** set covers techniques for tolerating painful events, urges, and emotions when you cannot make things better right away. The **Reality Acceptance Skills** set shows you how to reduce suffering by helping you accept and enter fully into a life even when it is not the life you want. This module also includes a set of specialized handouts and worksheets for **When the Crisis Is Addiction**.

Numbering of Handouts and Worksheets

Within each of this book's five main sections, handouts for each module are grouped together first, followed by worksheets.

Every handout has a number; some also have a letter. The latter are supplements to handouts with the same number. For example, Mindfulness Handout 3 is the main handout for the skill of Wise Mind. Mindfulness Handout 3a is supplementary and lists ways that Wise Mind can be practiced. (Worksheets are numbered in a separate sequence, as described below.) Most, but not all, handouts have corresponding worksheets that can be used for recording skills practice. Associated worksheets are listed by number next to the handouts in the table of contents, as well on the handouts themselves.

There are multiple alternative worksheets associated with many of the handouts.

There are worksheets that cover all the skills in a section, as well as worksheets that cover individual skills. For example, Mindfulness Worksheets 2, 2a, 2b, and 2c all cover the same core mindfulness skills, and so each carries the same number, 2. However, each worksheet is formatted a bit differently, and the worksheets vary as to how many practices they can accommodate. The handouts associated with worksheets are listed by number next to the worksheets in the table of contents, as well as on the worksheets themselves.

Not all DBT skills programs teach all the modules or all the skills in each module. Even those that do cover all the modules will not necessarily use every handout and worksheet. You are, however, likely to use some worksheets multiple times. For this reason, the author and publisher grant you, the book purchaser, permission to make photocopies of handouts and worksheets in this volume for your personal use or (if you are a professional) use with your clients. You can also download and print out copies of the handouts and worksheets. Type *www.guilford.com/dbt-skills* into your browser's address bar (do not type the URL into the search field; it will not show up in search results). We suggest bookmarking this address for future use.

GENERAL SKILLS: ORIENTATION AND ANALYZING BEHAVIOR

Introduction to Handouts and Worksheets

There are two sets of handouts and worksheets in this part of the book. The first covers **Orientation**, which typically takes place during the first session of a new skills group, or when new members join an ongoing skills group. The purpose of orientation is to introduce members to one another and to the skills trainers, and to orient members to the format, rules, and meeting times of the particular skills training program. As described below, General Handouts 1 through 5 cover these issues, along with General Worksheet 1. General Handouts 6 through 8, and their corresponding worksheets, cover two important general skills for **Analyzing Behavior**: chain analysis and missing-links analysis. These are also described below.

Orientation

- **General Handout 1: Goals of Skills Training.** This handout lists the general and the specific goals of DBT skills training. Use this handout to think how you could personally benefit from skills training. Which areas are you most interested in? Use **General Worksheet 1: Pros and Cons of Using Skills** any time you aren't sure whether there are benefits to practicing DBT skills. Be sure to fill out the pros and cons for both the option of practicing skills and the option of not practicing.

- **General Handout 1a: Options for Solving Any Problem.** Although there are many, many things that can cause us pain, our options for responding to pain are limited. We can solve the problem that is causing the pain. We can try to feel better by changing our emotional response to the pain. Or we can accept and tolerate the

problem and our response. Each of these options requires use of one or more DBT skills. The final option is to stay miserable (or make things worse) and use no skills.*

- **General Handout 3: Guidelines for Skills Training.** This handout lists the guidelines for most standard DBT skills programs. These are standards of behavior that people in a group skills program are asked to follow. Some programs may have somewhat modified guidelines.

- **General Handout 4: Skills Training Assumptions.** Assumptions are beliefs that cannot be proved. In DBT skills training, all group members and skills trainers are asked to abide by these assumptions.

- **General Handout 5: Biosocial Theory.** Biosocial theory is an explanation of how and why some people find it challenging to manage their emotions and actions. DBT skills are particularly useful for these people.

Analyzing Behavior

- **General Handout 6: Overview: Analyzing Behavior.** This handout previews the two general skills for analyzing behavior—chain analysis and missing-links analysis.

- **General Handout 7: Chain Analysis.** Any behavior can be understood as a series of linked parts. These links are “chained” together because they follow each other—one link in the chain leads to another. Chain analysis is a way of determining what has caused a behavior and what maintains it. This handout provides a series of questions (e.g., “What happened before that? What happened next?”) for unlocking the links in a behavior chain that can feel stuck together. It guides you through figuring out what factors led to a problem behavior and what factors might be making it difficult to change that behavior. Knowing this is important if you want to change the behavior.

- **General Handout 7a: Chain Analysis, Step by Step.** This handout explains in greater detail how to do a chain analysis. **General Worksheet 2: Chain Analysis of Problem Behavior** is a worksheet for doing a chain analysis. Use it with General Handouts 7 and 7a, which have the same steps. **General Worksheet 2a: Example: Chain Analysis of Problem Behavior** is a completed sample version of General Worksheet 2.

- **General Handout 8: Missing-Links Analysis.** Missing-links analysis is a series of questions to help you figure out what got in the way of behaving effectively. Use it to identify why something did not happen that was needed and that you agreed to do, planned to do, or hoped to do. **General Worksheet 3: Missing-Links Analysis** can be used with this handout.

*This last option was suggested to me in an e-mail. Unfortunately, I simply cannot find the message so that I can properly credit the person here. Nevertheless, it was a fabulous addition.

.....

General Handouts

Orientation Handouts

.....

GENERAL HANDOUT 1

(General Worksheet 1; p. 27)



Goals of Skills Training

GENERAL GOAL

To learn how to change your own behaviors, emotions, and thoughts that are linked to problems in living and are causing misery and distress.

SPECIFIC GOALS

Behaviors to Decrease:

- ☐ Mindlessness; emptiness; being out of touch with self and others; judgmentalness.
- ☐ Interpersonal conflict and stress; loneliness.
- ☐ Absence of flexibility; difficulties with change.
- ☐ Up-and-down and extreme emotions; mood-dependent behavior; difficulties in regulating emotions.
- ☐ Impulsive behaviors; acting without thinking; difficulties accepting reality as it is; willfulness; addiction.

Skills to Increase:

- ☐ Mindfulness skills.
- ☐ Interpersonal effectiveness skills.
- ☐ Emotion regulation skills.
- ☐ Distress tolerance skills.

PERSONAL GOALS

Behaviors to Decrease:

1. _____
2. _____
3. _____

Skills to Increase:

1. _____
2. _____
3. _____

From *DBT Skills Training Handouts and Worksheets, Second Edition*, by Marsha M. Linehan. Copyright 2015 by Marsha M. Linehan. Permission to photocopy or download and print this handout is granted to purchasers of this book for personal use or for use with clients.



Options for Solving Any Problem

When life presents you with problems, what are your options?

1. SOLVE THE PROBLEM

Change the situation . . . or avoid, leave, or get out of the situation for good.

2. FEEL BETTER ABOUT THE PROBLEM

Change (or regulate) your emotional response to the problem.

3. TOLERATE THE PROBLEM

Accept and tolerate both the problem and your response to the problem.

4. STAY MISERABLE

Or possibly make it worse!

1. TO PROBLEM-SOLVE:

Use interpersonal effectiveness skills

Walking the Middle Path (from interpersonal effectiveness skills)

Use problem-solving skills (from emotion regulation skills)

2. TO FEEL BETTER ABOUT THE PROBLEM:

Use emotion regulation skills

3. TO TOLERATE THE PROBLEM:

Use distress tolerance and mindfulness skills

4. TO STAY MISERABLE:

Use *no* skills!

Overview: Introduction to Skills Training

GUIDELINES FOR SKILLS TRAINING

SKILLS TRAINING ASSUMPTIONS

**BIOSOCIAL THEORY
OF EMOTIONAL AND
BEHAVIORAL DYSREGULATION**



Guidelines for Skills Training

1. **Participants who drop out of skills training are *not* out of skills training.**
 - a. The only way out is to miss four scheduled sessions of skills training in a row.
2. **Participants who join the skills training group support each other and:**
 - a. Keep names of other participants and information obtained during sessions confidential.
 - b. Come to each group session on time and stay until the end.
 - c. Make every effort to practice skills between sessions.
 - d. Validate each other, avoid judging each other, and assume the best about each other.
 - e. Give helpful, noncritical feedback when asked.
 - f. Are willing to accept help from a person they ask or call for help.
3. **Participants who join the skills training group:**
 - a. Call ahead of time if they are going to be late or miss a session.
4. **Participants do not tempt others to engage in problem behaviors and:**
 - a. Do not come to sessions under the influence of drugs or alcohol.
 - b. If drugs or alcohol have already been used, come to sessions acting and appearing clean and sober.
 - c. Do not discuss, inside or outside sessions, current or past problem behaviors that could be contagious to others.
5. **Participants do not form confidential relationships with each other outside of skills training sessions and:**
 - a. Do not start a sexual or a private relationship that cannot be discussed in group.
 - b. Are not partners in risky behaviors, crime, or drug use.

Other guidelines for this group/notes:



Skills Training Assumptions

**An assumption is a belief that cannot be proved,
but we agree to abide by it anyway.**

1. People are doing the best they can.

All people at any given point in time are doing the best they can.

2. People want to improve.

The common characteristic of all people is that they want to improve their lives and be happy.

3. People need to do better, try harder, and be more motivated to change.*

The fact that people are doing the best they can, and want to do even better, does not mean that these things are enough to solve the problem.

4. People may not have caused all of our own problems, but they have to solve them anyway.**

People have to change their own behavioral responses and alter their environment for their life to change.

5. New behavior has to be learned in all relevant contexts.

New behavioral skills have to be practiced in the situations where the skills are needed, not just in the situation where the skills are first learned.

6. All behaviors (actions, thoughts, emotions) are caused.

There is always a cause or set of causes for our actions, thoughts, and emotions, even if we do not know what the causes are.

7. Figuring out and changing the causes of behavior work better than judging and blaming.

Judging and blaming are easier, but if we want to create change in the world, we have to change the chains of events that cause unwanted behaviors and events.

*But trying harder and being more motivated may not be needed if progress is steady and at a realistic rate of improvement.

**Parents and caregivers must assist children in this task.

From *DBT Skills Training Handouts and Worksheets, Second Edition*, by Marsha M. Linehan. Copyright 2015 by Marsha M. Linehan. Permission to photocopy or download and print this handout is granted to purchasers of this book for personal use or for use with clients.

Biosocial Theory

Why do I have so much trouble controlling
my emotions and my actions?

Emotional vulnerability is **BIOLOGICAL**:
It's simply how some people are born.

- ☐ They are more **sensitive** to emotional stimuli; they can detect subtle emotional information in the environment that others don't even notice.
 - ☐ They experience emotions **much more often** than others.
 - ☐ Their emotions seem to hit for no reason, from **out of the blue**.
- ☐ They have more **intense** emotions.
 - ☐ Their emotions hit like a **ton of bricks**.
 - ☐ And their emotions are **long-lasting**.

Impulsivity also has a **BIOLOGICAL** basis:
Regulating action is harder for some than for others.

- ☐ They find it **very hard to restrain** impulsive behaviors.
 - ☐ Often, without thinking, they do things that **get them in trouble**.
 - ☐ Sometimes their **behavior seems to come out of nowhere**.
- ☐ They find it very **hard to be effective**.
 - ☐ Their moods get in the way of **organizing** to achieve their goals.
 - ☐ They **cannot control** behaviors linked to their moods.

(continued on next page)

**An invalidating SOCIAL environment
can make it very hard to regulate emotions.**

- ☐ An invalidating environment doesn't seem to understand your emotions.
 - ☐ It tells you your emotions are *invalid, weird, wrong, or bad.*
 - ☐ It often *ignores* your emotional reactions and does nothing to help you.
 - ☐ It may say things like "*Don't be such a baby!*" "*Quit your blubbering.*" "*Quit being such a chicken and just solve the problem.*" or "*Normal people don't get this frustrated.*"
- ☐ People who invalidate are **OFTEN DOING THE BEST THEY CAN.**
 - ☐ They *may not know* how to validate or how important it is to validate, or they *may be afraid* that if they validate your emotions, you will get more emotional, not less.
 - ☐ They *may be under high stress* or time pressure, or they may have too few resources themselves.
 - ☐ There may be just a *poor fit* between you and your social environment:
You may be a tulip in a rose garden.

**An ineffective SOCIAL environment
is a big problem when you want
to learn to regulate emotions and actions.**

- ☐ Your environment may *reinforce out-of-control emotions and actions.*
 - ☐ If people give in when you get out of control, it will be hard for you to get in control.
 - ☐ If others command you to change, but don't coach you on how to do this, it will be hard to keep on trying to change.

**It's the TRANSACTIONS that count
between the person and the social environment.**

- ☐ Biology and the social environment influence the person.
- ☐ The person reciprocates and influences his or her social environment.
- ☐ The social environment reciprocates and influences the person.
- ☐ And so on and on and on.

.....

Handouts for Analyzing Behavior

.....

GENERAL HANDOUT 6

(General Worksheets 2, 3; pp. 31, 38)

Overview: Analyzing Behavior

**To figure out its causes
and plan for problem solving.**

Chain Analysis is for when you engage in ineffective behavior.

A chain analysis examines the chain of events that leads to ineffective behaviors, as well as the consequences of those behaviors that may be making it hard to change them. It also helps you figure out how to repair the damage.

Missing-Links Analysis is for when you fail to engage in effective behaviors.

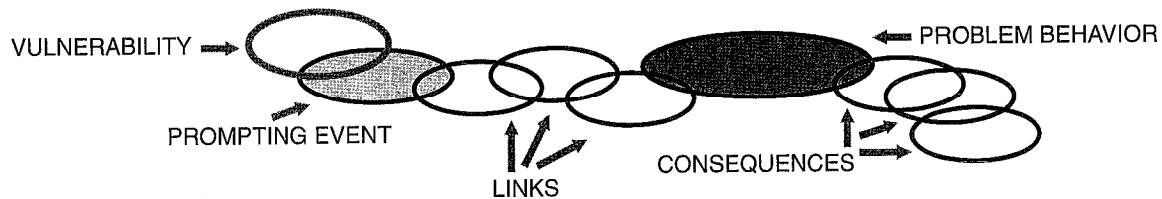
A missing-links analysis helps you identify what got in the way of doing things you needed or hoped to do, things you agreed to do, or things others expected you to do. It also helps you problem-solve for the future.

GENERAL HANDOUT 7

(General Worksheets 2, 2a; pp. 31, 35)

Chain Analysis

TO UNDERSTAND BEHAVIOR, DO A CHAIN ANALYSIS.



Step 1: Describe the **PROBLEM BEHAVIOR**.

Step 2: Describe the **PROMPTING EVENT** that started the chain of events leading to the problem behavior.

Step 3: Describe the factors happening before the event that made you **VULNERABLE** to starting down the chain of events toward the problem behavior.

Step 4: Describe in excruciating detail the **CHAIN OF EVENTS** that led to the problem behavior.

Step 5: Describe the **CONSEQUENCES** of the problem behavior.

To change behavior:

Step 6: Describe **SKILLFUL** behaviors to replace problem links in the chain of events.

Step 7: Develop **PREVENTION PLANS** to reduce vulnerability to stressful events.

Step 8: **REPAIR** important or significant consequences of the problem behavior.

Chain Analysis, Step by Step

- 1. Describe the specific PROBLEM BEHAVIOR** (overeating or overdrinking, yelling at your kids, throwing a chair, having an overwhelming emotional outburst, dissociating, not coming or coming late to skills training, putting off or refusing to do skills practice, etc.).
 - A. Be very specific and detailed. No vague terms.
 - B. Identify exactly what *you did, said, thought, or felt* (if feelings are the targeted problem behavior). Identify what *you did not do*.
 - C. Describe the intensity of the behavior and other characteristics of the behavior that are important.
 - D. Describe the problem behavior in enough detail that an actor in a play or movie could recreate the behavior exactly.
 - E. If the behavior is something *you did not do*, ask yourself whether (a) you did not know you needed to do it (it did not get into short-term memory); (b) you forgot it and later it never came into your mind to do it (it did not get into long-term memory); (c) you put it off when you did think of it; (d) you refused to do it when you thought of it; or (e) you were willful and rejected doing it, or some other behavior, thoughts, or emotions interfered with doing it. If (a) or (b) is the case, skip from here to Step 6 below (working on solutions). Otherwise, keep going from here.

- 2. Describe the specific PROMPTING EVENT** that started the whole chain of behavior. Begin with the environmental event that started the chain. Always begin with some event in your environment, even if it doesn't seem to you that the environmental event "caused" the problem behavior. Otherwise, we could ask about any behavior, thought, feeling, or experience, "What prompted that?" Possible questions to help you get at this are:
 - A. What exact event precipitated the start of the chain reaction?
 - B. When did the sequence of events that led to the problem behavior begin? When did the problem start?
 - C. What was going on right before the thought of or impulse for the problem behavior occurred?
 - D. What were you doing/thinking/feeling/imagining at that time?
 - E. Why did the problem behavior happen on that day instead of the day before?

- 3. Describe specific VULNERABILITY FACTORS** happening before the prompting event. What factors or events made you more vulnerable to reacting to the prompting event with a problematic chain? Areas to examine are:
 - A. Physical illness; unbalanced eating or sleeping; injury.
 - B. Use of drugs or alcohol; misuse of prescription drugs.
 - C. Stressful events in the environment (either positive or negative).
 - D. Intense emotions, such as sadness, anger, fear, loneliness.
 - E. Previous behaviors of your own that you found stressful coming into your mind.

(continued on next page)

4. Describe in excruciating detail the CHAIN OF EVENTS that led to the problem behavior. Imagine that your problem behavior is chained to the precipitating event in the environment. How long is the chain? Where does it go? What are the links? Write out all **links** in the chain of events, no matter how small. Be very specific, as if you are writing a script for a play. Links in the chain can be:

- A. Actions or things you do.
- B. Body sensations or feelings.
- C. Cognitions (i.e., beliefs, expectations, or thoughts).
- D. Events in the environment or things others do.
- E. Feelings and emotions that you experience.

What exact thought (or belief), feeling, or action followed the prompting event? What thought, feeling, or action followed that? What next? What next? And so forth.

- Look at each link in the chain after you write it. Was there another thought, feeling, or action that could have occurred? Could someone else have thought, felt, or acted differently at that point? If so, explain how that specific thought, feeling, or action came to be.
- For each link in the chain, ask whether there is a smaller link you could describe.

5. Describe the CONSEQUENCES of this behavior. Be specific. (How did other people react immediately and later? How did you feel immediately following the behavior? Later? What effect did the behavior have on you and your environment?)

6. Describe in detail at each point where you could have used a **skillful** behavior to head off the problem behavior. What key links were most important in leading to the problem behavior? (In other words, if you had eliminated these behaviors, the problem behavior probably would not have happened.)

- A. Go back to the chain of behaviors following the prompting event. Circle each link where, if you had done something different, you would have avoided the problem behavior.
- B. What could you have done differently at each link in the chain of events to avoid the problem behavior? What coping behaviors or skillful behaviors could you have used?

7. Describe in detail a PREVENTION STRATEGY for how you could have kept the chain from starting by reducing your vulnerability to the chain.

8. Describe what you are going to do to REPAIR important or significant consequences of the problem behavior.

- A. Analyze: What did you really harm? What was the negative consequence you can repair?
- B. Look at the harm or distress you actually caused others, and the harm or distress you caused yourself. Repair what you damaged. (Don't bring flowers to repair a window you broke: fix the window! Repair a betrayal of trust by being very trustworthy long enough to fit the betrayal, rather than trying to fix it with love letters and constant apologies. Repair failure by succeeding, not by berating yourself.)

GENERAL HANDOUT 8

(General Worksheet 3; p. 38)

Missing-Links Analysis

Ask the following questions to understand how and why effective behavior that is needed or expected did not occur.

- 1. Did you know what effective behavior was needed or expected (what skills homework was given, what skills to use, etc.)?**

IF NO to Question 1, ask what got in the way of knowing what was needed or expected. Ideas might include not paying attention, unclear instructions, never getting the instructions in the first place, becoming too overwhelmed and couldn't process the information, and so on.

PROBLEM-SOLVE what got in the way. For example, you might work on paying attention, ask for clarification when you don't understand instructions, call others, look up information, and so on.

- 2. IF YES to Question 1, ask were you willing to do the needed or expected effective behavior?**

IF NO to Question 2, ask what got in the way of willingness to do effective behaviors. Ideas might include willfulness, feeling inadequate, or feeling demoralized.

PROBLEM-SOLVE what got in the way of willingness. For example, you might practice radical acceptance, do pros and cons, practice opposite action, and so on.

- 3. IF YES to Question 2, ask did the thought of doing the needed or expected effective behavior ever enter your mind?**

IF NO to Question 3,

PROBLEM-SOLVE how to get the thought of doing effective behaviors into your mind. For example, you might put it on your calendar, set your alarm to go off, put your skills notebook next to your bed, practice coping ahead with difficult situations (see Emotion Regulation Handout 19), and so on.

- 4. IF YES to Question 3, ask what got in the way of doing the needed or expected effective behavior right away?** Ideas might include putting it off, continuing to procrastinate, not being in the mood, forgetting how to do what was needed, thinking that no one would care anyway (or no one would find out), and so on.

PROBLEM-SOLVE what got in the way. For example, you might set a reward for doing what is expected, practice opposite action, do pros and cons, and so on.

.....

General Worksheets

Orientation Worksheet

.....

GENERAL WORKSHEET 1

(General Handout 1; p. 9)

Pros and Cons of Using Skills

Due Date: _____ Name: _____ Week Starting: _____

Use this worksheet to figure out the advantages and disadvantages to you of using skills (i.e., acting skillfully) to reach your goals. The idea here is to figure out what is the most effective way for you to get what you want in life. Remember, this is about your goals, not someone else's goals.

Describe the situation or problem:

Describe your goal in this situation:

Make a list of the Pros and Cons of practicing your skills in this situation.

Make another list of the Pros and Cons for not practicing your skills or of not practicing them completely.

Check the facts to be sure that you are correct in your assessment of advantages and disadvantages.

Write on the back if you need more space.

PROS	Practicing Skills	Not Practicing Skills
	_____	_____
	_____	_____
	_____	_____
CONS	Practicing Skills	Not Practicing Skills
	_____	_____
	_____	_____
	_____	_____

What did you decide to do in this situation? _____

Is this the best decision (in Wise Mind)? _____

.....

Worksheets for Analyzing Behavior

.....

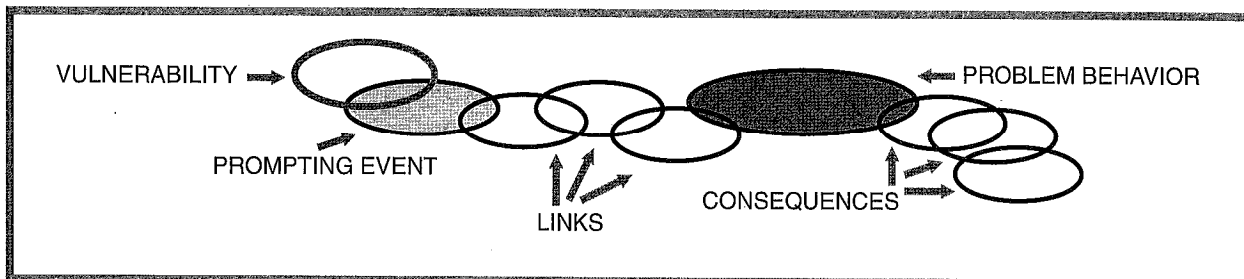


GENERAL WORKSHEET 2 (p. 1 of 4)

(General Handouts 7, 7a; pp. 20–21)

Chain Analysis of Problem Behavior

Due Date: _____ Name: _____ Date: _____



1. What exactly is the major **PROBLEM BEHAVIOR** that I am analyzing?

2. What **PROMPTING EVENT** in the environment started me on the chain to my problem behavior? Include what happened **RIGHT BEFORE** the urge or thought came into my mind.

Day prompting event occurred: _____

3. Describe what things in myself and in my environment made me **VULNERABLE**.

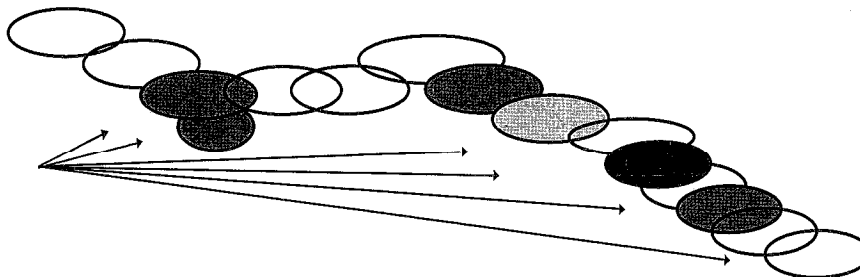
Day the events making me vulnerable started: _____

(continued on next page)

LINKS IN THE CHAIN OF EVENTS: Behaviors (Actions, Body sensations, Cognitions/Thoughts, Feelings) and Events (in the environment)

Possible Types of Links

- A. Actions
- B. Body sensations
- C. Cognitions/thoughts
- E. Events
- F. Feelings



4. List the **chain of events** (specific behaviors and environmental events that actually did happen). Use the ABC-EF list above.

1st. _____

2nd. _____

3rd. _____

4th. _____

5th. _____

6th. _____

7th. _____

8th. _____

9th. _____

6. List new, more **skillful** behaviors to replace ineffective behaviors. Use the ABC-EF list.

1st. _____

2nd. _____

3rd. _____

4th. _____

5th. _____

6th. _____

7th. _____

8th. _____

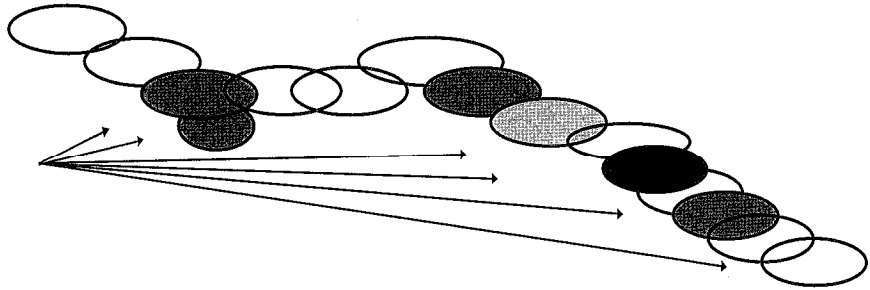
9th. _____

(continued on next page)

LINKS IN THE CHAIN OF EVENTS: Behaviors (Actions, Body sensations, Cognitions/Thoughts, Feelings) and Events (in the environment)

Possible Types of Links

- A. Actions
- B. Body sensations
- C. Cognitions/thoughts
- E. Events
- F. Feelings



4. List the **chain of events** (specific behaviors and environmental events that actually did happen). Use the ABC-EF list above.

10th. _____

11th. _____

12th. _____

13th. _____

14th. _____

15th. _____

16th. _____

17th. _____

6. List new, more **skillful** behaviors to replace ineffective behaviors. Use the ABC-EF list.

10th. _____

11th. _____

12th. _____

13th. _____

14th. _____

15th. _____

16th. _____

17th. _____

(continued on next page)

5. What exactly were the *consequences* in the environment?

And in myself?

What *harm* did my problem behavior cause?

7. *Prevention plans*:

Ways to reduce my *vulnerability* in the future:

Ways to prevent *precipitating event* from happening again:

8. Plans to *repair*, correct, and overcorrect the harm:

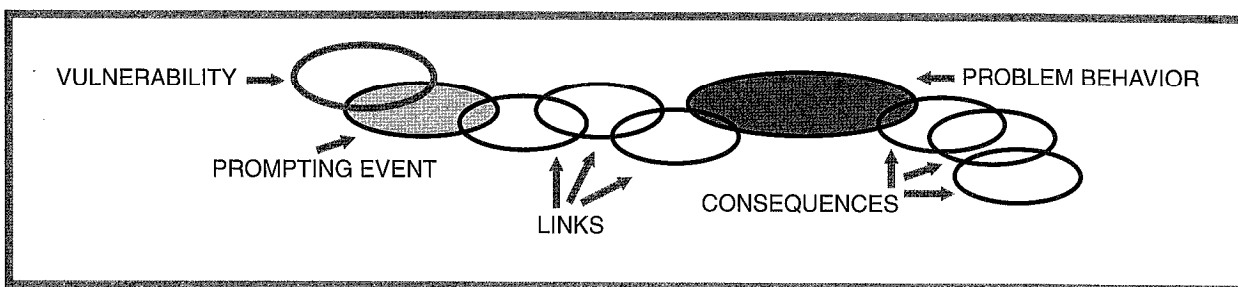
GENERAL WORKSHEET 2A (p. 1 of 3)

(General Handouts 7, 7a; pp. 20–21)

Example: Chain Analysis of Problem Behavior

Due Date: _____ Name: _____ Date: _____

Problem Behavior: _____



1. What exactly is the major **PROBLEM BEHAVIOR** that I am analyzing?

Drinking too much and driving drunk

2. What **PROMPTING EVENT** in the environment started me on the chain to my problem behavior? Include what happened **RIGHT BEFORE** the urge or thought came into my mind.

Day prompting event occurred: Monday

My sister from out of town called me and said she was not going to come visit me the next week like she had said she would, because her husband had an important business party he wanted her to attend with him.

3. Describe what things in myself and in my environment made me **VULNERABLE**.

Day the events making me vulnerable started: Sunday

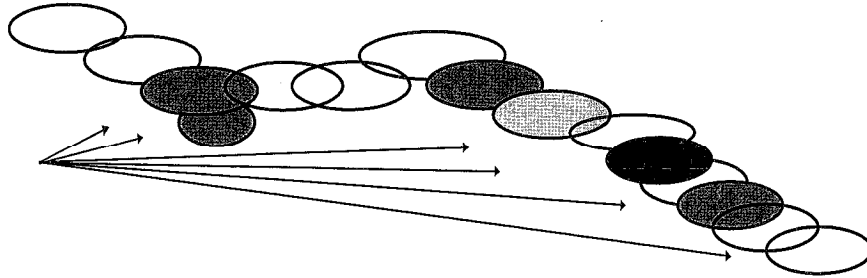
My boyfriend said he had to take a business trip sometime in the next month.

(continued on next page)

LINKS IN THE CHAIN OF EVENTS: Behaviors (Actions, Body sensations, Cognitions/Thoughts, Feelings) and Events (in the environment)

Possible Types of Links

- A. Actions
- B. Body sensations
- C. Cognitions/thoughts
- E. Events
- F. Feelings



4. List the **chain of events** (specific behaviors and environmental events that actually did happen). Use the ABC-EF list above.

1st. *I felt hurt and started sobbing on the phone with my sister and was angry with her.*

2nd. *I thought, "I can't stand it. No one loves me."*

3rd. *I felt very ashamed once I hung up from talking to my sister.*

4th. *I thought "My life is useless; no one will ever be here for me."*

5th. *Tried watching TV, but nothing was on I liked.*

6th. *I started feeling agitated and thought, "I can't stand this."*

7th. *I decided to drink a glass of wine to feel better, but ended up drinking two whole bottles.*

8th. *Got in my car to drive to a late-night concert.*

9th. *While I was bending down to pick up a piece of paper, car swerved. I was stopped by a cop and taken in on a DUI.*

6. List new, more **skillful** behaviors to replace ineffective behaviors. Use the ABC-EF list.

1st. *Listen to why my sister could not come.*

2nd. *Remember that my sister and my boyfriend love me.*

3rd. *Check the facts; is my sister going to reject me over this?*

4th. *Call my sister back and apologize for being angry (since I know she will validate how I feel).*

5th. *Download a movie, work on a puzzle, or call a friend instead.*

6th. *Try my TIP skills to bring down arousal.*

7th. *Walk down the street and have a dinner out, because I won't drink too much in public.*

8th. *Call my boyfriend and ask him to come over for a while.*

9th. *Take a long bath, try TIP skills again; Keep checking the facts; remember these emotions will pass; call my therapist for help.*

(continued on next page)

5. What exactly were the *consequences* in the environment?

Short-term: I had to spend the night in jail.

Long-term: My boyfriend has less trust in me; my sister is upset about it.

And in myself?

Short-term: I am ashamed and furious with myself.

Long-term: I will have to pay more for car insurance and may have trouble getting a job.

What *harm* did my problem behavior cause?

It hurt me by giving me a DUI record. My sister feels guilty because she upset me.

7. *Prevention plans:*

Ways to reduce my *vulnerability* in the future:

Make plans for how to cope whenever my boyfriend is out of town.

Ways to prevent *precipitating event* from happening again:

I can't keep the precipitating event from happening, so I need to practice coping ahead and have plans for how to manage when I am at home alone.

8. Plans to *repair*, correct, and overcorrect the harm:

Apologize to my sister and reassure her that she has a perfect right to change her plans. Work with her to plan a new time for a visit. Ask if it would be easier for her if I came to visit her.

GENERAL WORKSHEET 3

(General Handout 8; p. 23)

Missing-Links Analysis

To understand missing effective behavior, do a missing-links analysis.

Due Date: _____ Name: _____ Date: _____

Missing Behavior: _____

Use this sheet to first figure out what got in the way of doing things you needed or hoped to do, or things you agreed to do or others expected you to do. Then use that information to problem-solve, so that you will be more likely to do what is needed, hoped for, or expected next time.

1. Did I know what effective behavior was needed or expected? Yes ____ No ____

IF NO to Question 1, what got in the way of knowing? _____

Describe problem solving: _____

STOP

2. IF YES to Question 1, was I willing to do what was needed? Yes ____ No ____

IF NO to Question 2, what got in the way of wanting to do what was needed? _____

Describe problem solving: _____

STOP

3. IF YES to Question 2, did the thought of doing what was needed or expected ever enter my mind? Yes ____ No ____

IF NO to Question 3, describe problem solving: _____

4. IF YES to Question 3, what got in the way of doing what was needed or expected right away?

STOP

Describe problem solving: _____

STOP

From *DBT Skills Training Handouts and Worksheets, Second Edition*, by Marsha M. Linehan. Copyright 2015 by Marsha M. Linehan. Permission to photocopy or download and print this worksheet is granted to purchasers of this book for personal use or for use with clients.

MINDFULNESS SKILLS

Introduction to Handouts and Worksheets

Mindfulness is the act of consciously focusing the mind in the present moment, without judgment and without attachment to the moment. A person who is mindful is aware in and of the present moment. Mindfulness is the opposite of being on “automatic pilot,” or being lost in habit. Mindfulness has to do with the quality of awareness that a person brings to everyday living. It’s a way of living awake, with eyes wide open. As a set of skills, mindfulness practice is the intentional process of observing, describing, and participating in reality nonjudgmentally, in the moment, and with effectiveness (i.e., using skillful means). We can contrast mindfulness with rigidly clinging to the present moment, as if we could keep a present moment from changing if we cling hard enough. When we are mindful, we are open to the fluidity of each moment as it arises and falls away.

Goals and Definitions

- **Mindfulness Handout 1: Goals of Mindfulness Practice.** The goals of practicing mindfulness skills, for most people, are to reduce suffering, increase happiness, and increase control of the mind. For some, a goal of mindfulness is to experience reality *as it is*. Mindfulness skills require practice, practice, practice.
- **Mindfulness Handout 2: Mindfulness Definitions.** This handout offers basic definitions of mindfulness, mindfulness skills, and mindfulness practice.
- **Mindfulness Worksheet 1: Pros and Cons of Practicing Mindfulness.** This worksheet is designed to help you decide whether you have anything to gain from practicing mindfulness.

Core Mindfulness Skills

The handouts and worksheets for **Core Mindfulness Skills** cover seven skills in three sets: Wise Mind; the “what” skills of observing, describing, and participating; and the “how” skills of practicing nonjudgmentally, one-mindfully, and effectively.

- **Mindfulness Worksheets 2, 2a, 2b, and 2c: Mindfulness Core Skills Practice** offer four variations for recording practice of all seven core mindfulness skills. They can be useful for recording practice after you have learned all of the core skills. **Mindfulness Worksheet 2c: Mindfulness Core Skills Calendar** offers a calendar format for recording practice of all these skills.

WISE MIND

- **Mindfulness Handout 3: Wise Mind: States of Mind.** Wise Mind is the inner wisdom that each one of us has. When we access our inner wisdom, we say we are in Wise Mind. When we enter the state of Wise Mind, we integrate opposites—including our reasonable and emotional states of mind—and we are open to experiencing reality as it is.

- You can record your practice efforts on **Mindfulness Worksheet 3: Wise Mind Practice.** (**Mindfulness Handout 3a: Ideas for Practicing Wise Mind** offers practice ideas.) Worksheet 3 asks you to rate how effective your practice was in accessing your own Wise Mind. Note that the rating is not about whether the practice calmed you or made you feel better.

MINDFULNESS “WHAT” SKILLS

- **Mindfulness Handout 4: Taking Hold of Your Mind: “What” Skills.** “What” skills are what you do when practicing mindfulness—observe, describe, or participate. Do only one of these activities at a time. To observe is to pay attention on purpose to the present moment. To describe is to put into words what you have observed. To participate is to enter into an activity fully and wholly, becoming one with whatever you are doing.

- **Mindfulness Handout 4a: Ideas for Practicing Observing, Mindfulness Handout 4b: Ideas for Practicing Describing, and Mindfulness Handout 4c: Ideas for Practicing Participating** offer ideas for how to practice each of the mindfulness “what” skills. If you are just learning these skills, your skills trainer is likely to assign a specific exercise or two after you first practice each skill in a session.

- **Mindfulness Worksheets 4, 4a, and 4b** offer three different formats for recording practice of mindfulness “what” skills. **Worksheet 4** provides space for practice of the “what” skills only twice between sessions. **Worksheet 4a** gives space for multiple practices for each “what” skill in a checklist format. **Worksheet 4b** is aimed at those who like to write describing their practice.

MINDFULNESS “HOW” SKILLS

- **Mindfulness Handout 5: Taking Hold of Your Mind: “How” Skills.** The “how” skills are how you observe, describe, or participate—nonjudgmentally, one-mindfully, and effectively. Although the “what” skills should only be done one at a time, the “how” skills can be done together.

- **Mindfulness Handout 5a: Ideas for Practicing Nonjudgmentalness, Mindfulness Handout 5b: Ideas for Practicing One-Mindfulness, and Mindfulness Handout 5c: Ideas for Practicing Effectiveness** offer ideas for how to practice each of the mindfulness “how” skills. If you are just learning these skills, your skills trainer is likely to assign a specific exercise or two after you practice each one in a session.

- **Mindfulness Worksheet 5: Mindfulness “How” Skills: Nonjudgmentalness, One-Mindfulness, Effectiveness** provides space for recording only two practices of a “how” skill for the week. **Mindfulness Worksheet 5a: Nonjudgmentalness, One-Mindfulness, Effectiveness Checklist** offers a checklist format for recording “how” skills practice, and **Mindfulness Worksheet 5b: Nonjudgmentalness, One-Mindfulness, Effectiveness Calendar** offers a calendar format for this purpose. **Mindfulness Worksheet 5c: Nonjudgmentalness Calendar** is an advanced worksheet for the single skill of nonjudgmentalness.

Other Perspectives on Mindfulness Skills

There are three sets of handouts and worksheets for **mindfulness skills** that give a different perspective on mindfulness. These are **Mindfulness Practice: A Spiritual Perspective**; **Skillful Means: Balancing Doing Mind and Being Mind**; and **Wise Mind: Walking the Middle Path**. Some DBT skills training programs may include one or more of these sets of skills.

- **Mindfulness Handout 6: Overview: Other Perspectives on Mindfulness.** This handout briefly previews the three supplementary mindfulness skills.

MINDFULNESS PRACTICE: A SPIRITUAL PERSPECTIVE

- **Mindfulness Handout 7: Goals of Mindfulness Practice: A Spiritual Perspective.** Mindfulness can be practiced for psychological reasons or spiritual reasons. A spiritual perspective on mindfulness is included for those for whom spirituality is an important part of their life. Mindfulness practice is very old, arising initially from spiritual practices across many cultures, and it has a modern-day presence in many contemplative prayer and meditation practices.

- **Mindfulness Handout 7a: Wise Mind from a Spiritual Perspective.** This handout outlines different types of spiritual practices and includes some of the many terms used to reference the transcendent. Many spiritual and religious practices share elements in common with mindfulness practices, including silence, quieting the mind, attentiveness, inwardness, and receptivity. These are characteristics of deep spiritual experiences.

- **Mindfulness Handout 8: Practicing Loving Kindness to Increase Love and Compassion.** Anger, hate, hostility, and ill will toward ourselves and toward others can be very painful. The practice of loving kindness is a form of meditation in which specific positive words and phrases are repeatedly recited, to cultivate compassion and loving feelings as an antidote to negativity. Loving kindness is an ancient spiritual meditation practice. In some ways it is similar to praying for the welfare of

ourselves and others. To record practice of loving kindness, use **Mindfulness Worksheet 6: Loving Kindness**, which provides space for describing two occasions of practicing loving kindness.

SKILLFUL MEANS: BALANCING DOING MIND AND BEING MIND

- **Mindfulness Handout 9: Skillful Means: Balancing Doing Mind and Being Mind.** “Skillful means” is a term in Zen that refers to any effective method that aids you to experience reality as it is—or, in DBT terms, to enter fully into Wise Mind. Doing mind and being mind are states of mind that, in their extreme forms, can get in the way of skillful means and of Wise Mind. Doing mind focuses on achieving goals; being mind focuses on experiencing. The polarity between them is similar to that between reasonable mind and emotion mind. In everyday life, wise living requires us to balance working to achieve goals (on the one hand), and at the very same time to let go of attachment to achieving goals (on the other hand).

- **Mindfulness Handout 9a: Ideas for Practicing Balancing Doing Mind and Being Mind.** This handout lists practice exercises. It is useful when you have already gone through mindfulness training several times.

- **Mindfulness Worksheet 7a: Mindfulness of Being and Doing Calendar, Mindfulness Worksheet 8: Mindfulness of Pleasant Events Calendar, and Mindfulness Worksheet 9: Mindfulness of Unpleasant Events Calendar** are all worksheets in calendar format that ask participants to record their mindfulness practice each day. The calendars focus on mindfulness during frazzled moments (Worksheet 7a), pleasant events (Worksheet 8), and unpleasant events (Worksheet 9).

WISE MIND: WALKING THE MIDDLE PATH

- **Mindfulness Handout 10: Walking the Middle Path: Finding the Synthesis between Opposites.** Wise Mind is the middle path between extremes. In Wise Mind, we replace “either–or” with “both–and” thinking in an effort to find a synthesis between oppositions. Ordinarily, when we are at an extreme on any continuum, we are in danger of distorting reality. This handout is useful if you have already gone through mindfulness training one or more times.

- **Mindfulness Worksheet 10: Walking the Middle Path to Wise Mind.** This worksheet lists several polarities that could be out of balance, and provides space for recording practice aimed at balancing them.

- **Mindfulness Worksheet 10a: Analyzing Yourself on the Middle Path.** Use this worksheet to think through whether you are out of balance on each of the polarities listed. “Out of balance” here means a living style that knocks you off your center, out of Wise Mind.

- **Mindfulness Worksheet 10b: Walking the Middle Path Calendar.** This worksheet offers opportunities for recording daily practice in a different format than in Worksheet 10. It can also be used in conjunction with Worksheet 10a.

.....

Mindfulness Handouts

Handouts for Goals and Definitions

.....



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, aikido, and karate), and spiritual dancing. Hiking, horseback riding, and walking can also be ways to practice mindfulness.

.....

Handouts for Core Mindfulness Skills

.....

MINDFULNESS HANDOUT 2

(Mindfulness Worksheets 2–2c, 3; pp. 78–83)

Overview: Core Mindfulness Skills

WISE MIND: STATES OF MIND

“WHAT” SKILLS

(what you do when practicing mindfulness):

Observing, Describing, Participating

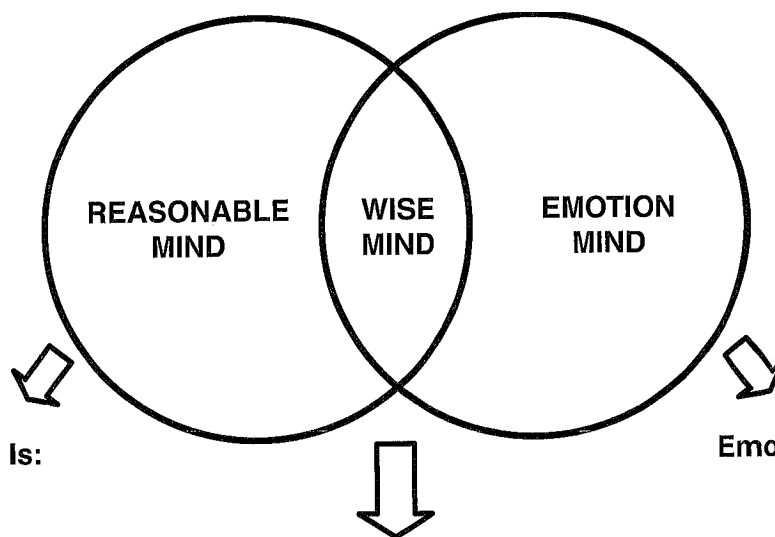
“HOW” SKILLS

(how you practice when practicing mindfulness):

Nonjudgmentally, One-Mindfully, Effectively



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)

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: _____

(continued on next page)

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; pp. 78–82, 84–87)

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; pp. 78–82, 84–87)

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: _____

From *DBT Skills Training Handouts and Worksheets, Second Edition*, by Marsha M. Linehan. Copyright 2015 by Marsha M. Linehan. Permission to photocopy or download and print this handout is granted to purchasers of this book for personal use or for use with clients.

MINDFULNESS HANDOUT 5



(Mindfulness Worksheets 2–2c, 5–5c; pp. 79–82, 88–93)

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.**

From *DBT Skills Training Handouts and Worksheets, Second Edition*, by Marsha M. Linehan. Copyright 2015 by Marsha M. Linehan. Permission to photocopy or download and print this handout is granted to purchasers of this book for personal use or for use with clients.

MINDFULNESS HANDOUT 5A

(Mindfulness Worksheets 2–2c, 5–5c; pp. 79–82, 88–93)

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: _____

MINDFULNESS HANDOUT 5B

(Mindfulness Worksheets 2–2c, 5–5c; pp. 79–82, 88–93)

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: _____

Note. Adapted from *The Miracle of Mindfulness* (pp. 84–87) by Thich Nhat Hanh. Copyright 1975, 1976 by Thich Nhat Hanh. Preface and English translation copyright 1975, 1976, 1987 by Mobi Ho. Adapted by permission of Beacon Press, Boston.

From *DBT Skills Training Handouts and Worksheets, Second Edition*, by Marsha M. Linehan. Copyright 2015 by Marsha M. Linehan. Permission to photocopy or download and print this handout is granted to purchasers of this book for personal use or for use with clients.

MINDFULNESS HANDOUT 5C

(Mindfulness Worksheets 2–2c, 5–5c; pp. 79–82, 88–93)

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: _____

*Handouts for Other Perspectives
on Mindfulness Skills*

MINDFULNESS HANDOUT 6

(Mindfulness Worksheets 6–10b; pp. 97–108)

Overview: Other Perspectives on Mindfulness

MINDFULNESS PRACTICE:

A Spiritual Perspective

SKILLFUL MEANS:

**Taking hold of your everyday life by
balancing Doing Mind and Being Mind**

WISE MIND:

Walking the Middle Path

MINDFULNESS HANDOUT 7

(Mindfulness Worksheet 1; p. 77)

Goals of Mindfulness Practice: A Spiritual Perspective

TO EXPERIENCE:

- ☐ Ultimate reality *as it is* which leads to a sense of inner spaciousness and awareness of intimate wholeness with the entire universe, the transcendence of boundaries, and the ground of our being.
- ☐ Other: _____

TO GROW IN WISDOM:

- ☐ Of the heart and of action.
- ☐ Other: _____

TO EXPERIENCE FREEDOM:

- ☐ By letting go of attachments to the demands of your own desires, cravings, and intense emotions, and radically accepting reality as it is.
- ☐ Other: _____

TO INCREASE LOVE AND COMPASSION:

- ☐ Toward yourself.
 - ☐ Toward others.
 - ☐ Other: _____
-
- ☐ Other: _____

Wise Mind from a Spiritual Perspective

<p>Wise Mind as . . .</p> <p>Contemplative practice</p> <p>Mindfulness Meditation Contemplative prayer Contemplative action Centering prayer</p>	<p>Thoughts, attitudes, and actions designed to help us express or experience connection to:</p> <ul style="list-style-type: none"> • The sacred, the divine within, the transcendent. • God, the Great Spirit, the Absolute, Elohim, the nameless one, Brahma, Allah, Parvardigar. • Ultimate reality, the totality, the source, our essential nature, our true self, the core of our being, the ground of being. • No self, emptiness.
<p>Wise Mind experience from a spiritual perspective</p>	<p>Experience where a deeper layer of reality rises to consciousness. A reality that has always been there but has been misperceived. An experience of expansion of consciousness; the experience of unity and oneness within the sacred.</p>
<p>Wise Mind from the perspective of mysticism (seven characteristics of mystical experiences)</p>	<ol style="list-style-type: none"> 1. Direct experience: Experience without words of <i>ultimate reality</i>. 2. Experience of unity: Awareness of oneness and of no distance between oneself, reality, and all other beings. 3. Without words: Experience of reality that cannot be grasped and can only be described with metaphors and stories. 4. Certain: During the experience, certainty of the experience is total, undeniable, clear. 5. Practical: Experience that is concretely beneficial to one's life and well-being. 6. Integrative: Experience that establishes harmony of love, compassion, mercy, kindness; quieting of extreme emotions. 7. Sapiential: Experience that leads to wisdom, enhances capacity for intuitive knowledge.

MINDFULNESS HANDOUT 8

(Mindfulness Worksheet 6; p. 97)

Practicing Loving Kindness to Increase Love and Compassion

WHAT IS LOVING KINDNESS?

Loving kindness is a mindfulness practice designed to increase love and compassion first for ourselves and then for our loved ones, for friends, for those we are angry with, for difficult people, for enemies, and then for all beings.

Loving kindness can protect us from developing and holding on to judgmentalness, ill will, and hostile feelings toward ourselves and others.

PRACTICING LOVING KINDNESS

Practicing loving kindness is like saying a prayer for yourself or someone else. As when you are asking or praying for something for yourself or others, you actively send loving and kind wishes, and recite in your mind words and phrases that express good will toward yourself and others.

LOVING KINDNESS INSTRUCTIONS

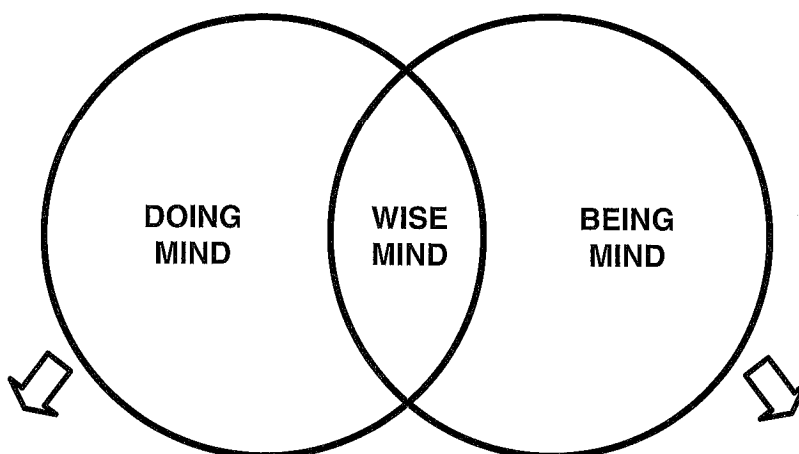
1. Choose a person to send loving kindness toward. Do *not* select a person you do not want to relate to with kindness and compassion. Start with yourself, or, if this is too difficult, with a person you already love.
2. Sitting, standing, or lying down, begin by breathing slowly and deeply. Opening the palms of your hands, gently bring the person to mind.
3. Radiate loving kindness by reciting a set of warm wishes, such as "May I be happy," "May I be at peace," "May I be healthy," "May I be safe," or another set of positive wishes of your own. Repeat the script slowly, and focus on the meaning of each word as you say it in your mind. (If you have distracting thoughts, just notice them as they come and go and gently bring your mind back to your script.) Continue until you feel yourself immersed in loving kindness.
4. Gradually work yourself up through loved ones, friends, those you are angry with, difficult people, enemies, and finally all beings. For example, use a script such as "May John be happy," "May John be at peace," and so on (or "John, may you be happy," "May you be at peace," and so on), as you concentrate on radiating loving kindness to John.
5. Practice each day, starting with yourself and then moving to others.

From *DBT Skills Training Handouts and Worksheets, Second Edition*, by Marsha M. Linehan. Copyright 2015 by Marsha M. Linehan. Permission to photocopy or download and print this handout is granted to purchasers of this book for personal use or for use with clients.

MINDFULNESS HANDOUT 9

(Mindfulness Worksheets 7, 8, 9; pp. 98–104)

Skillful Means: Balancing Doing Mind and Being Mind



Doing Mind Is:

- Discriminating Mind
- Ambitious Mind
- Goal-Oriented

When in *doing mind*, you view your thoughts as facts about the world. You are focused on problem solving and achieving goals.

Being Mind Is:

- Curious Mind
- Nothing-to-Do Mind
- Present-Oriented

When in *being mind*, you view your thoughts as sensations of the mind. You are focused on the uniqueness of each moment, letting go of focusing on goals.

Wise Mind Is:

- A balance of doing and being
- The middle path

When in Wise Mind, you:

Use skillful means.

Let go of having to achieve goals—and throw your entire self into working toward these same goals.

Enhance awareness while engaging in activities.

Note. The terms “doing mind,” “being mind,” and “nothing-to-do mind” were first used by Jon Kabat-Zinn in *Full Catastrophe Living* (1990, 2013).

From *DBT Skills Training Handouts and Worksheets, Second Edition*, by Marsha M. Linehan. Copyright 2015 by Marsha M. Linehan. Permission to photocopy or download and print this handout is granted to purchasers of this book for personal use or for use with clients.

Ideas for Practicing Balancing Doing Mind and Being Mind

The mindfulness skills require a lot of practice. The practice ideas below are to help you act skillfully in everyday life, bringing together doing activities of everyday life with being mind.

1. ☐ **Wise Mind reading.** To increase your desire for mindfulness, find readings or quotations that have the effect of making you actually want to practice mindfulness in your everyday life. Put these quotations at strategic spots in your life (e.g., near the coffee maker), and then while you are waiting for other things, read the inspirational messages.
2. ☐ **Wise Mind reminders.** Set an alarm at home, at work, or (if possible) on your cell phone or watch to go off randomly or at set times. Use the alarm as a reminder to be mindful of your current activities. (See www.mindfulnessdc.org/bell/index.html or a similar Internet site for a free mindfulness clock to download onto your computer.) Set up automatic text messages or Twitter messages to remind yourself. Write out mindfulness quotations that you like, and tape them in strategic places where you will see them as reminders to practice mindfulness.
3. ☐ **Wise Mind in the routine of daily life.** Choose one routine activity in your daily life (such as brushing your teeth, getting dressed, making coffee or tea, working on a task). Make a deliberate effort to bring moment-to-moment awareness to that activity.
4. ☐ **“Just this one moment” Wise Mind.** When you begin to feel overwhelmed or frazzled, say, “Just this one moment, just this one task,” to remind yourself that your only requirement at the moment is to do one thing in the moment—wash one dish, take one step, move one set of muscles. In this moment, let the next moment go until you get there.

(continued on next page)

Note. Exercises 3 and 4 are from Segal, Z. V., Williams, J. M. G., & Teasdale, J. D. (2013). *Mindfulness-based cognitive therapy for depression: A new approach to preventing relapse* (2nd ed.). New York: Guilford Press. Copyright 2013 by The Guilford Press. Adapted by permission. All other exercises are adapted from Kabat-Zinn, J. (1990). *Full catastrophe living: Using the wisdom of your body and mind to face stress, pain, and illness*. New York: Delacorte Press. Copyright 1990 by Jon Kabat-Zinn. Adapted by permission of Random House.

From *DBT Skills Training Handouts and Worksheets, Second Edition*, by Marsha M. Linehan. Copyright 2015 by Marsha M. Linehan. Permission to photocopy or download and print this handout is granted to purchasers of this book for personal use or for use with clients.

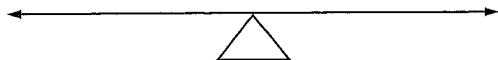
5. ☐ **Wise Mind awareness of events.** Notice events in your everyday life (both pleasant and unpleasant), even if they are only very small (such as warm water on your hands when washing, the taste of something you eat, the feel of wind on your face, the fact that your car is running out of gas or that you are tired).
6. ☐ **Wise Mind awareness of what needs to be done.** When relaxing after a hard day's work or at a break during the day, stay aware of what needs to be done and focus on doing what is needed.
7. ☐ **Wise Mind willingness.** Practice willingness to do what is needed when you are asked, or when you see that something needs to be done. Do what is needed with a balance of being and doing, focusing the mind, immersing yourself in the task.
8. ☐ **Three-minute WISE MIND: Slowing down "doing mind" in your everyday life**
- Bring yourself into the present moment by adopting a "wide-awake" posture, and then, in Wise Mind, ask, "What is my experience right now? What thoughts and images are going through my mind?" Notice them as mental events, as neural firing in your brain. Next ask, "What are my feelings and sensations in my body?" Notice these as they come into your awareness. Then say, "OK, this is how it is right now."
 - Settle into Wise Mind and focus your entire attention on your breath as it goes in and as it goes out, one breath after another. Gather yourself all together, and focus on the movements of your chest and abdomen, the rise and fall of your breath, moment by moment, breath by breath as best you can. Let your breath become an anchor to bring you into the present moment.
 - Once you have gathered yourself to some extent, allow your awareness to expand. As well as being aware of the breath, include also a sense of the body as a whole, your posture, your facial expression, your hands. Follow the breath as if your whole body is breathing. When you are ready, step back into your activities, acting from Wise Mind of your whole body in the present moment.
9. ☐ **Other Wise Mind practice ideas:** _____

MINDFULNESS HANDOUT 10

(Mindfulness Worksheets 10, 10a, 10b; pp. 105–108)

Walking the Middle Path: Finding the Synthesis between Opposites

Reasonable
mind



Emotion
mind

Both regulate actions and make decisions based on reason,
And
take into account values and experience even strong emotions as they come and go.

Doing
mind



Nothing-to-do
mind

Both do what is needed in the moment (including reviewing the past or planning for the future),
And
experience fully the uniqueness of each moment in the moment.

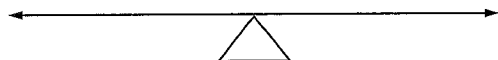
Intense desire
for change
of the moment



Radical
acceptance
of the moment

Both allow yourself to have an intense desire to have something else than what is now,
And
be willing to radically accept what you have in your life in the present moment.

Self-denial



Self-indulgence

Both practice moderation,
And
satisfy the senses.

Other:



Mindfulness Worksheets

*Worksheets for Core
Mindfulness Skills*

MINDFULNESS WORKSHEET 1

(Mindfulness Handouts 1, 7; pp. 45, 68)

Pros and Cons of Practicing Mindfulness

Due Date: _____ Name: _____ Week Starting: _____

Make a list of the pros and cons of practicing mindfulness skills.

Make another list of the pros and cons of *not* practicing mindfulness skills.

Check the facts to be sure that you are correct in your assessment of advantages and disadvantages.

Rate Willingness to Practice (0 = None; 100 = Very High) **Before:** _____ **After:** _____

Fill this worksheet out when you are:

- Trying to decide whether to work on becoming more mindful of the moments in your life.
- Feeling willful; saying no to letting go of emotion mind or extreme reasonable mind.
- Resisting observing the present moment, rather than escaping it or trying to control it.
- Resisting giving up your interpretations of others or yourself, rather than just describing.
- Resisting throwing yourself into the flow of the moment; wanting to stand on the outside.
- Feeling threatened whenever you think of letting go of judgments.
- Not in the mood for being effective instead of proving you are right.

When you are filling out this worksheet, think about these questions:

- Is a mindless life in your best interest (i.e., effective), or not in your best interest (i.e., ineffective)?
- Will refusing to go into Wise Mind solve a problem, or make a new problem for you?
- Is observing the moment without reacting to it immediately likely to increase your freedom, or decrease it?
- Is being attached to your thoughts instead of the facts you can describe useful, or not?
- Is staying judgmental helping you change the things you want to change, or getting in the way?
- Is it more important to be effective, or to be right?

PROS	Stay Mindless, Judgmental, Ineffective	Practice Mindfulness
	_____	_____
	_____	_____
	_____	_____
	_____	_____
CONS	Stay Mindless, Judgmental, Ineffective	Practice Mindfulness
	_____	_____
	_____	_____
	_____	_____
	_____	_____

What did you decide to do? _____

Is this the best decision (in Wise Mind)? _____

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

From *DBT Skills Training Handouts and Worksheets, Second Edition*, by Marsha M. Linehan. Copyright 2015 by Marsha M. Linehan. Permission to photocopy or download and print this worksheet is granted to purchasers of this book for personal use or for use with clients.

MINDFULNESS WORKSHEET 2

(Mindfulness Handouts 2–5c; pp. 49–63)

Mindfulness Core Skills Practice

Due Date: _____ Name: _____ Week Starting: _____

Describe the situations that prompted you to practice mindfulness.

SITUATION 1

Situation (who, what, when, where):

- ☐ Wise Mind
- ☐ Observe
- ☐ Describe
- ☐ Participate
- ☐ Nonjudgmentally
- ☐ One-mindfully
- ☐ Effectively

At left, check the skills you used, and describe your use of them here.

Describe experience of using the skill:

Check if practicing this mindfulness skill has influenced any of the following, *even a little bit*:

- | | | |
|---|---|---|
| <input type="checkbox"/> Reduced suffering | <input type="checkbox"/> Increased happiness | <input type="checkbox"/> Increased ability to focus |
| <input type="checkbox"/> Decreased reactivity | <input type="checkbox"/> Increased wisdom | <input type="checkbox"/> Increased experiencing the |
| <input type="checkbox"/> Increased connection | <input type="checkbox"/> Increased sense of personal validity | present |

SITUATION 2

Situation (who, what, when, where):

- ☐ Wise Mind
- ☐ Observe
- ☐ Describe
- ☐ Participate
- ☐ Nonjudgmentally
- ☐ One-mindfully
- ☐ Effectively

At left, check the skills you used, and describe your use of them here.

Describe experience of using the skill:

Check if practicing this mindfulness skill has influenced any of the following, *even a little bit*:

- | | | |
|---|---|---|
| <input type="checkbox"/> Reduced suffering | <input type="checkbox"/> Increased happiness | <input type="checkbox"/> Increased ability to focus |
| <input type="checkbox"/> Decreased reactivity | <input type="checkbox"/> Increased wisdom | <input type="checkbox"/> Increased experiencing the |
| <input type="checkbox"/> Increased connection | <input type="checkbox"/> Increased sense of personal validity | present |

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

From *DBT Skills Training Handouts and Worksheets, Second Edition*, by Marsha M. Linehan. Copyright 2015 by Marsha M. Linehan. Permission to photocopy or download and print this worksheet is granted to purchasers of this book for personal use or for use with clients.

MINDFULNESS WORKSHEET 2A

(Mindfulness Handouts 2–5c; pp. 49–63)

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. _____

From *DBT Skills Training Handouts and Worksheets, Second Edition*, by Marsha M. Linehan. Copyright 2015 by Marsha M. Linehan. Permission to photocopy or download and print this worksheet is granted to purchasers of this book for personal use or for use with clients.

MINDFULNESS WORKSHEET 2B

(Mindfulness Handouts 2–5c; pp. 49–63)

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.

From *DBT Skills Training Handouts and Worksheets, Second Edition*, by Marsha M. Linehan. Copyright 2015 by Marsha M. Linehan. Permission to photocopy or download and print this worksheet is granted to purchasers of this book for personal use or for use with clients.

MINDFULNESS WORKSHEET 2C (p. 1 of 2)

(Mindfulness Handouts 2–5c; pp. 49–63)

Mindfulness Core Skills Calendar

Due Date: _____ Name: _____ Week Starting: _____

Check off skills to practice this week:

____ Wise Mind ____ Observing ____ Describing ____ Participating ____ Nonjudgmentally ____ One-mindfully ____ Effectively

While you are practicing skills, stay as aware and mindful as you can. Write it down later.

Name(s) of skill(s)	How did you practice the skill?	Describe your experience, including body sensations, emotions, and thoughts while practicing the skill	What is your experience now, after using the skill?
Example: Participating	<i>I went to a party and joined in conversations with other people.</i>	<i>I felt a tight knot in my stomach, shallow breathing, dry mouth, anxiety that other people would not like me; later I enjoyed the conversation, smiled, noticed other people around me, and ended up having a good time.</i>	<i>I feel amazed that I managed to do this and felt good about myself. I am thinking I may be able to do this again.</i>
Monday:			
Tuesday:			
Wednesday:			

From *DBT Skills Training Handouts and Worksheets, Second Edition*, by Marsha M. Linehan. Copyright 2015 by Marsha M. Linehan. Permission to photocopy or download and print this worksheet is granted to purchasers of this book for personal use or for use with clients. **(continued on next page)**

MINDFULNESS WORKSHEET 2C (p. 2 of 2)

Name(s) of skill(s)	How did you practice the skill?	Describe your experience, including body sensations, emotions, and thoughts while practicing the skill	What is your experience now, after using the skill?
Thursday:			
Friday:			
Saturday:			
Sunday:			

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



MINDFULNESS WORKSHEET 3

(Mindfulness Handouts 3, 3a; pp. 50–51)

Wise Mind Practice

Due Date: _____ Name: _____ Week Starting: _____

Wise Mind Practice Exercise: Check off an exercise each time you do one.

- ☐☐☐☐ 1. Attended to my breath coming in and out, letting my attention settle into my center.
- ☐☐☐☐ 2. Imagined being a flake of stone on the lake.
- ☐☐☐☐ 3. Imagined walking down an inner spiral stairs.
- ☐☐☐☐ 4. Dropped into the pauses between inhaling and exhaling.
- ☐☐☐☐ 5. Breathed “wise” in, “mind” out.
- ☐☐☐☐ 6. Asked Wise Mind a question (breathing in) and listened for the answer (breathing out).
- ☐☐☐☐ 7. Asked myself, “Is this Wise Mind?”
- ☐☐☐☐ 8. Other (describe): _____
- ☐☐☐☐ 9. Other (describe): _____

Describe the situation and how you practiced Wise Mind:

How effective was the practice in helping you become centered in your Wise Mind?

*Not effective:
I couldn't do the skill
for even 1 minute. I got
distracted or quit.*

1

2

*Somewhat effective:
I was able to practice Wise Mind
and became somewhat centered
in my Wise Mind.*

3

4

*Very effective:
I became centered in Wise
Mind, and was free to do
what needed to be done.*

5

Describe the situation and how you practiced Wise Mind:

How effective was the practice in helping you become centered in your Wise Mind?

*Not effective:
I couldn't do the skill
for even 1 minute. I got
distracted or quit.*

1

2

*Somewhat effective:
I was able to practice Wise Mind
and became somewhat centered
in my Wise Mind.*

3

4

*Very effective:
I became centered in Wise
Mind, and was free to do
what needed to be done.*

5

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

MINDFULNESS WORKSHEET 4

(Mindfulness Handouts 4–4c; pp. 53–59)

Mindfulness “What” Skills: Observing, Describing, Participating

Due Date: _____ Name: _____ Week Starting: _____

Check off the mindfulness skills you practiced this week. Write out descriptions of two different times when you practiced a mindfulness skill. Use back of sheet for more examples.

___ Observing ___ Describing ___ Participating

Describe the situation and how you practiced the skill:

Check if practicing this mindfulness skill has improved any of the following, *even a little bit*:

___ Reduced suffering ___ Increased happiness ___ Increased ability to focus
___ Decreased reactivity ___ Increased wisdom ___ Increased experiencing the present
___ Increased connection ___ Increased sense of personal validity

Describe how the skill helped or did not help you become more mindful: _____

Check if practicing this mindfulness skill has improved any of the following, *even a little bit*:

___ Reduced suffering ___ Increased happiness ___ Increased ability to focus
___ Decreased reactivity ___ Increased wisdom ___ Increased experiencing the present
___ Increased connection ___ Increased sense of personal validity

Describe how the skill helped or did not help you become more mindful: _____

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

From *DBT Skills Training Handouts and Worksheets, Second Edition*, by Marsha M. Linehan. Copyright 2015 by Marsha M. Linehan. Permission to photocopy or download and print this worksheet is granted to purchasers of this book for personal use or for use with clients.

MINDFULNESS WORKSHEET 4A

(Mindfulness Handouts 4–4c; pp. 53–59)

Observing, Describing, Participating Checklist

Due Date: _____ Name: _____ Week Starting: _____

Check off mindfulness skills that you use when you use them. You can check each skill up to four times. If you practice a skill more than four times, extend your checks toward the edge of the page, or use the back of the page if needed.

Practice observing: Check off an exercise each time you do one.

- ☐☐☐☐ 1. What you see: _____ Watch without following what you see.
- ☐☐☐☐ 2. Sounds: _____ Sounds around you, _____ pitch and sound of someone's voice, _____ music.
- ☐☐☐☐ 3. Smells around you: _____ Aroma of food, _____ soap, _____ air as you walk.
- ☐☐☐☐ 4. The taste of what you eat and the act of eating.
- ☐☐☐☐ 5. Urges to do something: _____ Urge-surf, _____ notice urge to avoid, _____ notice where in body urge is.
- ☐☐☐☐ 6. Body sensations: _____ Body scan, _____ sensation of walking, _____ body touching something.
- ☐☐☐☐ 7. Thoughts coming in and out of your mind: _____ Imagine your mind as a river, _____ as a conveyor belt.
- ☐☐☐☐ 8. Your breath: _____ Movement of stomach, _____ sensations of air in and out nose.
- ☐☐☐☐ 9. By expanding awareness: _____ To your entire body, _____ to space around you, _____ to hugging a tree.
- ☐☐☐☐ 10. By opening the mind: _____ To each sensation arising, not attaching, letting go of each.
- ☐☐☐☐ 11. Other (describe): _____

Practice describing: Check off an exercise each time you do one.

- ☐☐☐☐ 12. What you see outside of your body.
- ☐☐☐☐ 13. Thoughts, feelings, and body sensations inside yourself.
- ☐☐☐☐ 14. Your breathing.
- ☐☐☐☐ 15. Other (describe): _____

Practice participating: Check off an exercise each time you do one.

- ☐☐☐☐ 16. Dance to music.
- ☐☐☐☐ 17. Sing along with music you are listening to.
- ☐☐☐☐ 18. Sing in the shower.
- ☐☐☐☐ 19. Sing and dance while watching TV.
- ☐☐☐☐ 20. Jump out of bed and dance or sing before getting dressed.
- ☐☐☐☐ 21. Go to a church that sings and join in the singing.
- ☐☐☐☐ 22. Play karaoke with friends or at a karaoke club or bar.
- ☐☐☐☐ 23. Throw yourself into what another person is saying.
- ☐☐☐☐ 24. Go running, riding, skating, walking; become one with the activity.
- ☐☐☐☐ 25. Play a sport and throw yourself into playing.
- ☐☐☐☐ 26. Become the count of your breath, becoming only “one” when you count 1, becoming only “two” when you count 2, and so on.
- ☐☐☐☐ 27. Become a word as you slowly say the word over and over and over.
- ☐☐☐☐ 28. Throw caution to the wind, and throw yourself into a social or work activity.
- ☐☐☐☐ 29. Other (describe): _____

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

From *DBT Skills Training Handouts and Worksheets, Second Edition*, by Marsha M. Linehan. Copyright 2015 by Marsha M. Linehan. Permission to photocopy or download and print this worksheet is granted to purchasers of this book for personal use or for use with clients.

MINDFULNESS WORKSHEET 4B (p. 1 of 2)
(Mindfulness Handouts 4–4c; pp. 53–59)

Observing, Describing, Participating Calendar

Due Date: _____ Name: _____ Week Starting: _____

Check off at least two skills to practice this week: _____ Observing _____ Describing _____ Participating _____

While you are practicing skills, stay as aware and mindful as you can. Write it down later.

Name(s) of skill(s)	How did you practice the skill?	Describe your experience, including body sensations, emotions, and thoughts while practicing the skill	What is your experience now, after using the skill?
Example: Observing	I took a walk in the park and observed the trees I encountered.	I felt calm, my shoulders relaxed. I felt curiosity toward the trees I was observing, a sense of detachment from my own worries; I thought the leaves of the trees were very green and refreshing.	I feel somewhat relaxed; I think I should go for walks more often. I am anxious that next time I might not be able to pay attention to the practice.
Monday:			
Tuesday:			
Wednesday:			

(continued on next page)

From *DBT Skills Training Handouts and Worksheets, Second Edition*, by Marsha M. Linehan. Copyright 2015 by Marsha M. Linehan. Permission to photocopy or download and print this worksheet is granted to purchasers of this book for personal use or for use with clients.



MINDFULNESS WORKSHEET 4B (p. 2 of 2)

Name(s) of skill(s)	How did you practice the skill?	Describe your experience, including body sensations, emotions, and thoughts while practicing the skill	What is your experience now, after using the skill?
Thursday:			
Friday:			
Saturday:			
Sunday:			

List any and all wise things you did this week:

MINDFULNESS WORKSHEET 5

(Mindfulness Handouts 5–5c; pp. 60–63)

Mindfulness “How” Skills: Nonjudgmentalness, One-Mindfulness, Effectiveness

Due Date: _____ Name: _____ Week Starting: _____

Check off the mindfulness skills you practiced this week. Write out descriptions of two different times when you practiced a mindfulness skill. Use back of sheet for more examples.

___ Nonjudgmentalness ___ One-mindfulness ___ Effectiveness

Describe the situation and how you practiced the skill:

Check if practicing this mindfulness skill has improved any of the following, *even a little bit*:

___ Reduced suffering ___ Increased happiness ___ Increased ability to focus
___ Decreased reactivity ___ Increased wisdom ___ Increased experiencing the present
___ Increased connection ___ Increased sense of personal validity

Describe how the skill helped or did not help you become more mindful: _____

Describe the situation and how you practiced the skill:

Check if practicing this mindfulness skill has improved any of the following, *even a little bit*:

___ Reduced suffering ___ Increased happiness ___ Increased ability to focus
___ Decreased reactivity ___ Increased wisdom ___ Increased experiencing the present
___ Increased connection ___ Increased sense of personal validity

Describe how the skill helped or did not help you become more mindful: _____

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

From *DBT Skills Training Handouts and Worksheets, Second Edition*, by Marsha M. Linehan. Copyright 2015 by Marsha M. Linehan. Permission to photocopy or download and print this worksheet is granted to purchasers of this book for personal use or for use with clients.

MINDFULNESS WORKSHEET 5A

(Mindfulness Handouts 5–5c; pp. 60–63)

Nonjudgmentalness, One-Mindfulness, Effectiveness Checklist

Due Date: _____ Name: _____ Week Starting: _____

Practice nonjudgmentalness: Check off an exercise each time you do one.

- ☐ ☐ ☐ ☐ 1. Say in your mind, “A judgmental thought arose in my mind.”
- ☐ ☐ ☐ ☐ 2. Count judgmental thoughts.
- ☐ ☐ ☐ ☐ 3. Replace judgmental thoughts and statements with nonjudgmental thoughts and statements.
- ☐ ☐ ☐ ☐ 4. Observe your judgmental facial expressions, postures, voice tones.
- ☐ ☐ ☐ ☐ 5. Change judgmental expressions, postures, voice tones.
- ☐ ☐ ☐ ☐ 6. Stay very concrete and describe your day nonjudgmentally.
- ☐ ☐ ☐ ☐ 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.
- ☐ ☐ ☐ ☐ 9. Imagine a person you are angry with. Imagine understanding that person.
- ☐ ☐ ☐ ☐ 10. When you feel judgmental, practice half-smiling and/or willing hands.

Describe the situation and how you practiced nonjudgmentalness:

Practice one-mindfulness: Check off an exercise each time you do one.

- ☐ ☐ ☐ ☐ 11. Awareness while making tea or coffee.
- ☐ ☐ ☐ ☐ 12. Awareness while washing the dishes.
- ☐ ☐ ☐ ☐ 13. Awareness while hand-washing clothes.
- ☐ ☐ ☐ ☐ 14. Awareness while cleaning house.
- ☐ ☐ ☐ ☐ 15. Awareness while taking a slow-motion bath.
- ☐ ☐ ☐ ☐ 16. Awareness with meditation.

Describe the situation and how you practiced one-mindfulness:

Practice effectiveness: Check off an exercise each time you do one.

- ☐ ☐ ☐ ☐ 17. Give up being right
- ☐ ☐ ☐ ☐ 18. Drop willfulness
- ☐ ☐ ☐ ☐ 19. Doing what is effective

Describe the situation and how you practiced effectiveness:

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

MINDFULNESS WORKSHEET 5B (p. 1 of 2)
(Mindfulness Handouts 5–5c; pp. 60–63)

Nonjudgmentalness, One-Mindfulness, Effectiveness Calendar

Due Date: _____ Name: _____ Week Starting: _____

Check off at least two skills to practice this week: _____ Nonjudgmentally _____ One-mindfully _____ Effectively _____

While you are practicing skills, stay as aware and mindful as you can. Write it down later.

Name(s) of skill(s)	How did you practice the skill?	Describe your experience, including body sensations, emotions, and thoughts while practicing the skill	What is your experience now, after using the skill?
Example: One-mindfully	I dusted my house and focused only on that task while doing it.	I experienced the softness of the cloth on my hands; I felt content I was able to do something useful; I started to think about all the other cleaning I needed to do afterward, but I brought my focus back to just doing the dusting.	I remember it felt good my husband noticed I cleaned up the house; I feel content I did my practice; I think I could have practiced better if my mind had drifted away less.
Monday:			
Tuesday:			
Wednesday:			

From *DBT Skills Training Handouts and Worksheets, Second Edition*, by Marsha M. Linehan. Copyright 2015 by Marsha M. Linehan. Permission to photocopy or download and print this worksheet is granted to purchasers of this book for personal use or for use with clients. **(continued on next page)**

MINDFULNESS WORKSHEET 5B (p. 2 of 2)

Name(s) of skill(s)	How did you practice the skill?	Describe your experience, including body sensations, emotions, and thoughts while practicing the skill	What is your experience now, after using the skill?
Thursday:			
Friday:			
Saturday:			
Sunday:			

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

MINDFULNESS WORKSHEET 5C (p. 1 of 2)

(Mindfulness Handouts 5–5c; pp. 60–63)

Nonjudgmentalness Calendar

Due Date: _____ Name: _____ Week Starting: _____

Be aware of nonjudgmental thoughts and expressions when they happen. Use the following questions to focus your awareness on the details of the experience as it is happening. Write it down later.

Did you practice observing judgmental thoughts?	Did you count judgmental thoughts? If so, how many?	If you replaced a judgmental thought or assumption, what was the judgmental thought or assumption?	What was the replacement thought or assumption?	If you replaced judgmental with nonjudgmental facial or other physical expressions, please describe.	Describe any change after practicing.
Example: Yes	21	My boyfriend is such a jerk because he should have remembered to pick me up.	He did forget to pick me up! I wish he had not forgotten to pick me up.	I half-smiled and unclenched my fists.	
Monday:					
Tuesday:					
Wednesday:					

(continued on next page)

From *DBT Skills Training Handouts and Worksheets, Second Edition*, by Marsha M. Linehan. Copyright 2015 by Marsha M. Linehan. Permission to photocopy or download and print this worksheet is granted to purchasers of this book for personal use or for use with clients.

MINDFULNESS WORKSHEET 5C (p. 2 of 2)

Did you practice observing judgmental thoughts?	Did you count judgmental thoughts? If so, how many?	If you replaced a judgmental thought or assumption, what was the judgmental thought or assumption?	What was the replacement thought or assumption?	If you replaced judgmental with nonjudgmental facial expressions, please describe.	Describe any change after practicing.
Thursday:					
Friday:					
Saturday:					
Sunday:					

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

*Worksheets for Other Perspectives
on Mindfulness Skills*

MINDFULNESS WORKSHEET 6

(Mindfulness Handout 8; p. 70)

Loving Kindness

Due Date: _____ Name: _____ Week Starting: _____

Check off the types of loving kindness mindfulness practices you did this week. Write out descriptions of two different times when you practiced loving kindness. Use the back of this worksheet if more space is needed.

____ To myself ____ To a loved one ____ To a friend ____ To someone I was angry with
____ To a difficult person ____ To an enemy ____ To all beings ____ Other: _____

Describe the script you used (i.e., the warm wishes you sent):

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

Check if practicing loving kindness has increased any of the following, *even a little bit* toward this person: ____ Feelings of warmth or caring ____ Love ____ Compassion
____ Feelings of connection ____ Wisdom ____ Happiness ____ Sense of personal validity

Describe how the skill helped or did not help you become more compassionate: _____

____ To myself ____ To a loved one ____ To a friend ____ To someone I was angry with
____ To a difficult person ____ To an enemy ____ To all beings ____ Other: _____

Describe the script you used (i.e., the warm wishes you sent): ____ Same as above (check if correct).

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

Check if practicing loving kindness has increased any of the following, *even a little bit* toward this person: ____ Feelings of warmth or caring ____ Love ____ Compassion
____ Feelings of connection ____ Wisdom ____ Happiness ____ Sense of personal validity

Describe how the skill helped or did not help you become more compassionate: _____

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

MINDFULNESS WORKSHEET 7

(Mindfulness Handouts 9, 9a; pp. 71–73)

Balancing Being Mind with Doing Mind

Due Date: _____ Name: _____ Week Starting: _____

Everyday Wise Mind practice: Check off Wise Mind practice exercises each time you do one.

- ☐ ☐ ☐ ☐ 1. Wrote out and then read an inspirational writing on mindfulness.
- ☐ ☐ ☐ ☐ 2. Set Wise Mind reminders to remind me to practice mindfulness.
- ☐ ☐ ☐ ☐ 3. Put written reminders to practice mindfulness in strategic places.
- ☐ ☐ ☐ ☐ 4. Made a deliberate effort to bring moment-to-moment awareness to an everyday activity.
- ☐ ☐ ☐ ☐ 5. Focused on just “this one moment” when I was overwhelmed, frazzled, or scattered.
- ☐ ☐ ☐ ☐ 6. Focused awareness on events in my everyday life.
- ☐ ☐ ☐ ☐ 7. Focused awareness on what needs to be done in my everyday life.
- ☐ ☐ ☐ ☐ 8. Acted willingly and did what was needed.
- ☐ ☐ ☐ ☐ 9. Did 3-minute Wise Mind to slow down “doing mind” in my everyday life.
- ☐ ☐ ☐ ☐ 10. Other (describe): _____

Describe one or more situations where you balanced being with doing mind:

How effective was the practice in helping you find Wise Mind in your everyday life?

*Not effective:
I couldn't do the skill
for even 1 minute. I got
distracted or quit.*

1

2

*Somewhat effective:
I was able to practice Wise
Mind and became somewhat
centered in my Wise Mind.*

3

4

*Very effective:
I became centered in Wise
Mind, and was free to do
what needed to be done.*

5

Describe one or more situations where you balanced being with doing mind:

How effective was the practice in helping you find Wise Mind in your everyday life?

*Not effective:
I couldn't do the skill
for even 1 minute. I got
distracted or quit.*

1

2

*Somewhat effective:
I was able to practice Wise
Mind and became somewhat
centered in my Wise Mind.*

3

4

*Very effective:
I became centered in Wise
Mind, and was free to do
what needed to be done.*

5

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

From *DBT Skills Training Handouts and Worksheets, Second Edition*, by Marsha M. Linehan. Copyright 2015 by Marsha M. Linehan. Permission to photocopy or download and print this worksheet is granted to purchasers of this book for personal use or for use with clients.

MINDFULNESS WORKSHEET 7A

(p. 1 of 2)

(Mindfulness Handouts 9, 9a; pp. 71–73)

Mindfulness of Being and Doing Calendar

Due Date: _____ Name: _____ Week Starting: _____

Be aware of a moment when you feel frazzled, overwhelmed, or scattered at the time it is happening. Pay attention to your experience at that time. Try to bring your focus back to “just this one moment,” not the next moment and not the past moment. Use the following questions to focus your awareness on the details of the experience as it is happening. Write it down later.

What was the experience?	What was the one activity in just one moment that you could bring your attention to?	How did your body feel doing one thing at a time?	Describe your experience of practicing the skill.	What is your experience now, after using the skill?
Example: <i>Feeling overwhelmed at the number of dishes I had to wash before going to bed.</i>	<i>Washing just one dish.</i>	<i>Arms relaxed, hands felt warm and sudsy, back relaxed.</i>	<i>Relief, “Oh, only one dish,” tension flowing out.</i>	<i>This was not so hard, but what about next time? I’ll have to practice this.</i>
Monday:				
Tuesday:				
Wednesday:				

MINDFULNESS WORKSHEET 7A (p. 2 of 2)

What was the experience?	What was the one activity in just one moment that you could bring your attention to?	How did your body feel doing one thing at a time?	Describe your experience of practicing the skill.	What is your experience now, after using the skill?
Thursday:				
Friday:				
Saturday:				
Sunday:				

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

