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# EMOTION REGULATION SKILLS

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## **Introduction to Handouts and Worksheets**

The goal of emotion regulation is to reduce emotional suffering. The goal is not to get rid of emotions; emotions have important functions in our lives. Emotion regulation skills help you to change emotions that you (not other people) want to change, or to reduce the intensity of your emotions. Emotion regulation skills can also reduce your vulnerability to becoming extremely or painfully emotional and increase your emotional resilience. Emotion regulation requires use of mindfulness skills, particularly nonjudgmental observation and description of your own current emotions. You have to know what an emotion is and what it does for you before you can effectively regulate it.

There are four sets of handouts and worksheets for emotion regulation skills: **Understanding and Naming Emotions**; **Changing Emotional Responses**; **Reducing Vulnerability to Emotion Mind**; and **Managing Really Difficult Emotions**. There is also one introductory handout–worksheet pair:

- **Emotion Regulation Handout 1: Goals of Emotion Regulation.** This handout briefly outlines the goals of the skills taught in this module. It can be used with **Emotion Regulation Worksheet 1: Pros and Cons of Changing Emotions**.

### ***Understanding and Naming Emotions***

- **Emotion Regulation Handout 2: Overview: Understanding and Naming Emotions.** It is difficult to manage your emotions when you do not understand how emotions work. Knowledge is power. This handout overviews the skills covered in this section.

- **Emotion Regulation Handout 3: What Emotions Do for You.** There are

reasons why humans (and many other animals) have emotions. They have three important functions and we need them. If you have been through the Emotion Regulation module at least once, the following worksheets may be useful. If you are learning emotion regulation skills for the first time, skip these worksheets until later.

- **Emotion Regulation Worksheet 2: Figuring Out What My Emotions Are Doing for Me.** This worksheet can be used with Emotion Regulation Handout 3. **Emotion Regulation Worksheet 2a: Example: Figuring Out What My Emotions Are Doing for Me** is a filled-in example of Worksheet 2.

- **Emotion Regulation Worksheet 2b: Emotion Diary.** This is a worksheet in a different format that can also be used with Handout 3, to identify how your emotions are functioning over time. **Emotion Regulation Worksheet 2c: Example: Emotion Diary** is a filled-in example of Worksheet 2c.

- **Emotion Regulation Handout 4: What Makes It Hard to Regulate Your Emotions.** Regulating emotions is very hard. Biology, lack of skills, reinforcing consequences, moodiness, mental overload, and emotion myths can each make regulating emotions difficult.

- **Emotion Regulation Handout 4a: Myths about Emotions.** Do you believe any of the myths on this handout? Use **Emotion Regulation Worksheet 3: Myths about Emotions** to challenge emotion myths that may be getting in your way.

- **Emotion Regulation Handout 5: A Model for Describing Emotions.** Emotions are complex and consist of several parts that happen at the same time. Changing any part of this emotional response system can change the entire response. Knowing the parts of an emotion can help you change the emotion. This handout shows these parts in some detail.

- **Emotion Regulation Handout 6: Ways to Describe Emotion.** This long handout lists the typical parts for 10 specific emotions: anger, disgust, envy, fear, happiness, jealousy, love, sadness, shame, and guilt. The sections within each emotion on this handout generally match the parts illustrated in Emotion Regulation Handout 5. The emotion features listed in Handout 6 are not necessary to each emotion, and these features may differ from person to person.

Record your practice on either **Emotion Regulation Worksheet 4** or **4a: Observing and Describing Emotions**. These two worksheets differ in format, but ask for exactly the same information. Worksheet 4 is in the same flow chart format as the models for describing emotion (Handout 5). Worksheet 4a is in a list format. Refer to Handout 6 for ideas if you have trouble describing or identifying your emotion. Note that the “Prompting Event” consists of only the few moments immediately before the emotion fires up. The history, or story, leading up to the prompting event goes under “Vulnerability Factors.” Don’t forget to put in physical illness or pain, alcohol and drug use, lack of sleep, over- or undereating, and stressful events in the 24 hours before the prompting event. To rate the intensity of an emotion, use a 0–100 scale in which 0 is no emotion and 100 is the most extreme emotion.

### **Changing Emotional Responses**

- **Emotion Regulation Handout 7: Overview: Changing Emotional Responses.** This handout introduces the three skills for changing emotions: checking the facts, opposite action, and problem solving.

- **Emotion Regulation Handout 8: Checking the Facts.** We often react to our thoughts and interpretations of an event rather than to the facts of the event. Changing our beliefs, assumptions, and interpretations of events to fit the facts can change our emotional reactions. Use **Emotion Regulation Worksheet 5: Checking the Facts** to record practice of this skill. Notice that this worksheet has spaces for you to write down descriptions of the situation (Step 2) and descriptions of the thoughts and interpretations that are likely to be setting off the emotion (Step 3). It then provides additional space in each step for you to check the facts—that is, to consider alternative descriptions, as well as alternative interpretations of the situation. At the top of the worksheet, rate the intensity of your emotion (0 = no emotion, 100 = maximum intensity) before checking the facts and then after checking the facts.

- **Emotion Regulation Handout 8a: Examples of Emotions That Fit the Facts.** When unwanted emotions fit the facts, then checking the facts will not change the emotion. This handout lists emotions together with examples of facts that fit them. To change these emotions, either opposite action or problem solving should be used.

- **Emotion Regulation Handout 9: Opposite Action and Problem Solving: Deciding Which to Use.** When emotions fit the facts, changing the situation through problem solving can be the most effective way to change the emotion. At other times, changing how you feel about the situation through opposite action is the best course of action. The flow chart on this handout can help you figure out what skill to use to change frequent but unwanted emotions. Use **Emotion Regulation Worksheet 6: Figuring Out How to Change Unwanted Emotions** to work out which skill to use. This worksheet has the same flow chart format as Handout 9.

- **Emotion Regulation Handout 10: Opposite Action and Emotion Regulation Handout 11: Figuring Out Opposite Action.** Opposite action is acting opposite to your emotional urge to do or say something. Opposite action is an effective way to change or reduce unwanted emotions. The action urge is one of the parts of an emotion (see Emotion Regulation Handout 5), and each emotion has a typical action urge (see Emotion Regulation Handout 6). Handout 10 lists the steps for how to do opposite action. Handout 11 is a guide for identifying opposite actions for nine specific emotions. The opposite actions on Handout 11 are, however, only suggestions. It's important to identify your own action urges and figure out actions opposite to those urges. To record your practice of opposite action, use **Emotion Regulation Worksheet 7: Opposite Action to Change Emotions**. The “Before” and “After” spaces are for rating the emotion's intensity before practicing opposite action and afterward. When you are analyzing whether the emotion is justified (i.e., whether it fits the facts), focus on the emotion's prompting event.

- **Emotion Regulation Handout 12: Problem Solving.** When an emotion fits the facts of the situation, avoiding or changing the situation may be the best way to change the emotion. Problem solving is the first step in changing difficult situations. The steps of problem solving are listed on this handout. To record your practice of this skill, use **Emotion Regulation Worksheet 8: Problem Solving to Change Emotions**. Filling out this worksheet can be helpful in figuring out the problem and how to solve it, but actually solving the problem (i.e., taking Steps 6 and 7 on the worksheet) is most important to changing emotions. Rate the intensity of the emotion (0–100) both before and after implementing a solution.

- **Emotion Regulation Handout 13: Reviewing Opposite Action and Problem Solving.** It's important to know not only when to use opposite action or problem solving but also to know how these two skills differ in actual practice. In its first column, Handout 13 summarizes “justifying events” (i.e., situations that fit the facts) for each basic emotion. The second column lists examples of opposite actions. This skill is used for unjustified emotions or justified emotions when acting on that emotion would be ineffective. The third column lists examples of acting on the urge of a justified emotion, such as through problem solving or avoidance. Notice that the justifying events on Handout 13 are the same as the prompting events in Emotion Regulation Handout 6: Ways to Describe Emotions. Both justifying events and opposite actions on Handout 13 are shorthand versions of Emotion Regulation Handout 11: Figuring Out Opposite Actions.

### ***Reducing Vulnerability to Emotion Mind***

- **Emotion Regulation Handout 14: Overview: Reducing Vulnerability to Emotion Mind—Building a Live Worth Living.** Emotional distress and anguish can be reduced by decreasing factors that make you vulnerable to negative emotions and moods. This handout is an overview of the skills in this section, which can be remembered with the term ABC PLEASE: Accumulate positive emotions; Build mastery; Cope ahead of time with emotional situations; and take care of your mind by taking care of your body (the PLEASE skills). **Emotion Regulation Worksheet 9: Steps for Reducing Vulnerability to Emotion Mind** is a summary worksheet for all the ABC PLEASE skills and can be used for practicing any or all of the skills.

- **Emotion Regulation Handout 15: Accumulating Positive Emotions: Short Term** and **Emotion Regulation Handout 16: Pleasant Events List.** Handout 15 is an overview of building positive experiences now by increasing pleasant events and experiences. Handout 16 is a list of pleasant events. Which events on this list would you find pleasant? Do as many of these things as you can that would make you happy or joyful, even if they seem only a little effective for this at first. **Emotion Regulation Worksheet 10: Pleasant Events Diary** is designed to be filled out daily. Write out your plans for the week, and then write down what you actually did. Rate how mindful you were to the event (i.e., how focused and in the moment you were, how much you participated). Finally, how unmindful were you of worries, and how



pleasant was the experience? Emotion Regulation Worksheets 9 and 13 also have brief sections for tracking pleasant events, along with other ABC PLEASE skills.

- **Emotion Regulation Handout 17: Accumulating Positive Emotions: Long Term, and Emotion Regulation Handout 18: Values and Priorities List.** It is hard to be happy without a life experienced as worth living. Building such a life requires attention to your own values and life priorities, and it can take time, patience, and persistence. Handout 17 breaks down the process of building a life worth living into seven steps. Handout 18 helps with Step 2, “Identify values that are important to you,” by listing 58 specific values grouped into 13 categories. You can choose a general value, specific values, a combination, or values not on the list.

- **Emotion Regulation Worksheets 11 and 11a: Getting from Values to Specific Action Steps.** Both these worksheets are designed to help you work out what steps are needed to build a life you want to live. Worksheet 11 provides more space and also emphasizes attending to relationships as a value.

- **Emotion Regulation Worksheet 11b: Diary of Daily Actions on Values and Priorities.** This is an advanced worksheet for keeping track of actions taken across different life goals and values. It is intended for those already experienced with DBT skills, rather than those beginning skills training.

- **Emotion Regulation Handout 19: Build Mastery and Cope Ahead.** Feeling competent and adequately prepared for difficult situations reduces vulnerability to negative emotions and increases skillful behavior. This handout covers steps for two skills: build mastery and cope ahead of emotional situations. Use **Emotion Regulation Worksheet 12: Build Mastery and Cope Ahead** to schedule activities to build a sense of accomplishment and then report on what you actually did. There is also space to report on two practices of “cope ahead.”

- **Emotion Regulation Worksheet 13: Putting ABC Skills Together Day by Day.** This worksheet has a brief section for tracking Accumulate positive emotions, Build mastery, and Cope ahead.

- **Emotion Regulation Handout 20: Taking Care of Your Mind by Taking Care of Your Body.** An out-of-balance body increases vulnerability to negative emotions and emotion mind. Taking care of your body increases emotional resilience. The acronym PLEASE covers treating Physical illness, balancing Eating, avoiding mood-Altering substances, balancing Sleep, and getting Exercise. **Emotion Regulation Worksheet 14: Practicing PLEASE Skills** can be used to record practice during the week. There is a row for each day; record how you practiced PLEASE skills that day. At the bottom of each column is a space to check whether the specific skill was helpful over the week.

- **Emotion Regulation Handout 20a: Nightmare Protocol, Step by Step.** Follow the steps on this handout if nightmares disturb your sleep. Fill out **Emotion Regulation Worksheet 14a: Target Nightmare Experience Form** to follow the protocol on Handout 20a. Note that this worksheet consists of three forms: the Target Nightmare Experience Form, the Changed Dream Experience Form, and the Dream

Rehearsal and Relaxation Record. Some people find it easier to start with the second form.

- **Emotion Regulation Handout 20b: Sleep Hygiene Protocol.** When worries keep you from sleeping, try the steps on this handout. Use **Emotion Regulation Worksheet 14b: Sleep Hygiene Practice Sheet** to record your experience.

### ***Managing Really Difficult Emotions***

- **Emotion Regulation Handout 21: Overview: Managing Really Difficult Emotions.** At times the intensity of negative emotions can be so high that special skills are necessary to manage them. This handout is an overview of these skills.

- **Emotion Regulation Handout 22: Mindfulness of Current Emotions: Letting Go of Emotional Suffering.** Mindfulness of current emotions means observing, describing, and “allowing” emotions without judging them or trying to change, block, or distract from them. Avoiding or suppressing emotion increases suffering. Mindfulness of current emotions is the path to emotional freedom. It is a critical skill underpinning many, if not most, skills in DBT. Avoiding emotions interferes with using almost every other skill in this module. To record practice of this skill, use **Emotion Regulation Worksheet 15: Mindfulness of Current Emotions**. It allows you to check off what skills you used. If you have trouble identifying the emotion you are feeling, review **Emotion Regulation Handout 6: Ways to Describe Emotions**. On **Worksheet 15**, remember to rate the intensity of the emotion before and after you practice mindfulness of current emotions.

- **Emotion Regulation Handout 23: Managing Extreme Emotions.** When your emotional arousal is very high, your ability to use your skills breaks down. Knowing your skills breakdown point is important; it signals the need to use crisis survival skills (which are taught in the Distress Tolerance module) first. This handout teaches you how to identify your skills breakdown point.

- **Emotion Regulation Handout 24: Troubleshooting Emotion Regulation Skills.** When one or more of the emotion regulation skills do not seem to work, do not give up on the skills. Instead, troubleshoot how they are being applied. This handout helps you figure out what is interfering with your efforts to manage difficult or ineffective emotions. You can also use **Emotion Regulation Worksheet 16: Troubleshooting Emotion Regulation Skills**, which goes over much of the same information.

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# Emotion Regulation Handouts

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# EMOTION REGULATION HANDOUT 1



(Emotion Regulation Worksheet 1; p. 271)

## Goals of Emotion Regulation

### UNDERSTAND AND NAME YOUR OWN EMOTIONS

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

### DECREASE THE FREQUENCY OF UNWANTED EMOTIONS

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

### DECREASE EMOTIONAL VULNERABILITY

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

### DECREASE EMOTIONAL SUFFERING

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



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*Handouts for Understanding  
and Naming Emotions*

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## **EMOTION REGULATION HANDOUT 2**

(Emotion Regulation Worksheets 2–4a, 16; pp. 275–282, 312)

### **Overview: Understanding and Naming Emotions**

#### **WHAT EMOTIONS DO FOR YOU**

There are reasons why we have emotions.

We need them!

#### **FACTORS THAT MAKE REGULATING EMOTIONS HARD**

Lack of skills, reinforcing consequences, moodiness, rumination/  
worrying, myths about emotions, and biology can interfere  
with changing emotions.

#### **A MODEL FOR DESCRIBING EMOTIONS**

Emotions are complex responses.

Changing any part of the system can change the entire response.

#### **WAYS TO DESCRIBE EMOTIONS**

Learning to observe, describe, and name your emotion  
can help you regulate your emotions.

# EMOTION REGULATION HANDOUT 3



(Emotion Regulation Worksheets 2–2c; pp. 275–278)

## What Emotions Do for You

### EMOTIONS MOTIVATE (AND ORGANIZE) US FOR ACTION

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

### EMOTIONS COMMUNICATE TO (AND INFLUENCE) OTHERS

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

### EMOTIONS COMMUNICATE TO OURSELVES

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

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## EMOTION REGULATION HANDOUT 4

(Emotion Regulation Worksheets 3, 16; pp. 279, 312)



### What Makes It Hard to Regulate Your Emotions

#### BIOLOGY

- ☐ Biological factors can make emotion regulation harder.

#### LACK OF SKILL

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

#### REINFORCEMENT OF EMOTIONAL BEHAVIOR

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

#### MOODINESS

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

#### EMOTIONAL OVERLOAD

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

#### EMOTION MYTHS

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

## EMOTION REGULATION HANDOUT 4A

(Emotion Regulation Worksheet 3; p. 279)

### Myths about Emotions

1. There is a right way to feel in every situation.  
*Challenge:* \_\_\_\_\_
2. Letting others know that I am feeling bad is a weakness.  
*Challenge:* \_\_\_\_\_
3. Negative feelings are bad and destructive.  
*Challenge:* \_\_\_\_\_
4. Being emotional means being out of control.  
*Challenge:* \_\_\_\_\_
5. Some emotions are stupid.  
*Challenge:* \_\_\_\_\_
6. All painful emotions are a result of a bad attitude.  
*Challenge:* \_\_\_\_\_
7. If others don't approve of my feelings, I obviously shouldn't feel the way I do.  
*Challenge:* \_\_\_\_\_
8. Other people are the best judges of how I am feeling.  
*Challenge:* \_\_\_\_\_
9. Painful emotions are not important and should be ignored.  
*Challenge:* \_\_\_\_\_
10. Extreme emotions get you a lot further than trying to regulate your emotions.  
*Challenge:* \_\_\_\_\_
11. Creativity requires intense, often out-of-control emotions.  
*Challenge:* \_\_\_\_\_
12. Drama is cool.  
*Challenge:* \_\_\_\_\_
13. It is inauthentic to try to change my emotions.  
*Challenge:* \_\_\_\_\_
14. Emotional truth is what counts, not factual truth.  
*Challenge:* \_\_\_\_\_
15. People should do whatever they feel like doing.  
*Challenge:* \_\_\_\_\_
16. Acting on your emotions is the mark of a truly free individual.  
*Challenge:* \_\_\_\_\_
17. My emotions are who I am.  
*Challenge:* \_\_\_\_\_
18. My emotions are why people love me.  
*Challenge:* \_\_\_\_\_
19. Emotions can just happen for no reason.  
*Challenge:* \_\_\_\_\_
20. Emotions should always be trusted.  
*Challenge:* \_\_\_\_\_
21. Other myth: \_\_\_\_\_  
*Challenge:* \_\_\_\_\_

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## DISGUST WORDS

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

## Prompting Events for Feeling Disgust

- Seeing/smelling human or animal waste products.
- Having a person or an animal that is dirty, slimy, or unclean come close to you.
- Tasting something or being forced to swallow something you really don't want.
- Seeing or being near a dead body.
- Touching items worn or owned by a stranger, dead person, or disliked person.
- Observing or hearing about a person who grovels or who strips another person of dignity.
- Seeing blood; getting blood drawn.
- Observing or hearing about a person acting with extreme hypocrisy/fawning.
- Observing or hearing about betrayal, child abuse, racism, or other types of cruelty.
- Being forced to watch something that deeply violates your own Wise Mind values.
- Being confronted with someone who is deeply violating your own Wise Mind values.
- Being forced to engage in or watch unwanted sexual contact.
- Other: \_\_\_\_\_

## Interpretations of Events That Prompt Feelings of Disgust

- Believing that:
  - You are swallowing something toxic.
  - Your skin or your mind is being contaminated.
  - Your own body or body parts are ugly.
  - Others are evil or the "scum" of the earth, or that they disrespect authority or the group.
- Disapproving of/feeling morally superior to another.
- Extreme disapproval of yourself or your own feelings, thoughts, or behaviors.
- Judging that a person is deeply immoral or has sinned or violated the natural order of things.
- Judging someone's body as extremely ugly.
- Other: \_\_\_\_\_

## Biological Changes and Experiences of Disgust

- Feelings of nausea; sick feeling.
- Urge to vomit, vomiting, gagging, choking.
- Having a lump in your throat.
- Aversion to drinking or eating.
- Intense urge to destroy or get rid of something.
- Urge to take a shower.
- Urge to run away or push away.
- Feeling contaminated, dirty, unclean.
- Feeling mentally polluted.
- Fainting.
- Other: \_\_\_\_\_

## Expressions and Actions of Disgust

- Vomiting, spitting out.
- Closing your eyes, looking away.
- Washing, scrubbing, taking a bath.
- Changing your clothes; cleaning spaces.
- Avoiding eating or drinking.
- Pushing or kicking away; running away.
- Treating with disdain or disrespect.
- Stepping over; crowding another person out.
- Physically attacking causes of your disgust.
- Using obscenities or cursing.
- Clenching your hands or fists.
- Frowning, or not smiling.
- Mean or unpleasant facial expression.
- Speaking with a sarcastic voice tone.
- Nose and top lip tightened up; smirking.
- Other: \_\_\_\_\_

## Aftereffects of Disgust

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

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## ENVY WORDS

envy  
bitterness  
covetous

craving  
discontented  
disgruntled

displeased  
dissatisfied  
down-hearted

greed  
"green-eyed"  
longing

pettiness  
resentment  
wishful

### Prompting Events for Feeling Envy

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

### Interpretations of Events That Prompt Feelings of Envy

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

### Biological Changes and Experiences of Envy

- Muscles tightening.
- Teeth clamping together, mouth tightening.
- Feeling your face flush or get hot.
- Feeling rigidity in your body.
- Pain in the pit of the stomach.
- Having an urge to get even.
- Hating the other person.
- Wanting to hurt the people you envy.
- Wanting the person or people you envy to lose what they have, to have bad luck, or to be hurt.
- Feeling pleasure when others experience failure or lose what they have.
- Feeling unhappy if another person experiences some good luck.
- Feeling motivated to improve yourself.
- Other: \_\_\_\_\_

### Expressions and Actions of Envy

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

### Aftereffects of Envy

- Narrowing of attention.
- Attending only to what others have that you don't.
- Ruminating when others have had more than you.
- Discounting what you do have; not appreciating things you have or things others do for you.
- Ruminating about what you don't have.
- Making resolutions to change.
- Other: \_\_\_\_\_

(continued on next page)

## FEAR WORDS

fear  
anxiety  
apprehension

dread  
edginess  
fright

horror  
hysteria  
jumpiness

nervousness  
overwhelmed  
panic

shock  
tenseness  
terror

uneasiness  
worry

## Prompting Events for Feeling Fear

- Having your life, your health, or your well-being threatened.
- Being in the same situation (or a similar one) where you have been threatened or gotten hurt in the past, or where painful things have happened.
- Flashbacks.
- Being in situations where you have seen others threatened or be hurt.
- Silence.
- Being in a new or unfamiliar situation.
- Being alone (e.g., walking alone, being home alone, living alone).
- Being in the dark.
- Being in crowds.
- Leaving your home.
- Having to perform in front of others.
- Pursuing your dreams.
- Other: \_\_\_\_\_

## Interpretations of Events That Prompt Feelings of Fear

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

## Biological Changes and Experiences of Fear

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

## Expressions and Actions of Fear

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

## Aftereffects of Fear

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

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## HAPPINESS WORDS

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

### Prompting Events for Feeling Happiness

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

### Interpretations of Events That Prompt Feelings of Happiness

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

### Biological Changes and Experiences of Happiness

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

### Expressions and Actions of Happiness

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

### Aftereffects of Happiness

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

(continued on next page)



### JEALOUSY WORDS

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

### Prompting Events for Feeling Jealous

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

### Interpretations of Events That Prompt Feelings of Jealousy

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

### Biological Changes and Experiences of Jealousy

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

### Expressions and Actions of Jealousy

- Violent behavior or threats of violence toward the person threatening to take something away.
- Attempting to control the freedom of the person you are afraid of losing.
- Verbal accusations of disloyalty or unfaithfulness.
- Spying on the person.
- Interrogating the person; demanding accounting of time or activities.
- Collecting evidence of wrongdoings.
- Clinging; enhanced dependency.
- Increased or excessive demonstrations of love.
- Other: \_\_\_\_\_

### Aftereffects of Jealousy

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

(continued on next page)

## LOVE WORDS

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

## Prompting Events for Feeling Love

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

## Interpretations of Events That Prompt Feelings of Love

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

## Biological Changes and Experiences of Love

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

## Expressions and Actions of Love

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

## Aftereffects of Love

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

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## SADNESS WORDS

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

## Prompting Events for Feeling Sadness

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

## Interpretations of Events That Prompt Feelings of Sadness

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

## Biological Changes and Experiences of Sadness

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

## Expressions and Actions of Sadness

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

## Aftereffects of Sadness

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

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## SHAME WORDS

shame  
contrition

culpability  
discomposure

embarrassment  
humiliation

mortification  
self-conscious

shyness

### Prompting Events for Feeling Shame

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

### Interpretations of Events That Prompt Feelings of Shame

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

### Biological Changes and Experiences of Shame

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

### Expressions and Actions of Shame

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

### Aftereffects of Shame

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

(continued on next page)

**GUILT WORDS**

guilt                      culpability                      remorse                      apologetic                      regret                      sorry

**Prompting Events for Feeling Guilt**

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

**Interpretations of Events That Prompt Feelings of Guilt**

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

**Biological Changes and Experiences of Guilt**

- Hot, red face.
- Jitteriness, nervousness.
- Suffocating.
- Other: \_\_\_\_\_

**Expressions and Actions of Guilt**

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

**Aftereffects of Guilt**

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

**Other Important Emotion Words**

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



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*Handouts for Changing  
Emotional Responses*

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## EMOTION REGULATION HANDOUT 8

(Emotion Regulation Worksheet 5; p. 285)



### Check the Facts

#### FACTS

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

**Event → Thoughts → Emotions**

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

**Event → Emotion → Thoughts**

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

#### HOW TO CHECK THE FACTS

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

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

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

Describe the facts that you observed through your senses.

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

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

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

Think of other possible interpretations.

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

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

**4. Ask: Am I assuming a threat?**

Label the threat.

Assess the probability that the threatening event will really occur.

Think of as many other possible outcomes as you can.

**5. Ask: What's the catastrophe?**

Imagine the catastrophe really occurring.

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

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

Check out facts that fit each emotion.

Ask Wise Mind.

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



## EMOTION REGULATION HANDOUT 8A

(Emotion Regulation Worksheet 5; p. 285)

### Examples of Emotions That Fit the Facts

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

#### Intensity and duration of an emotion are justified by:

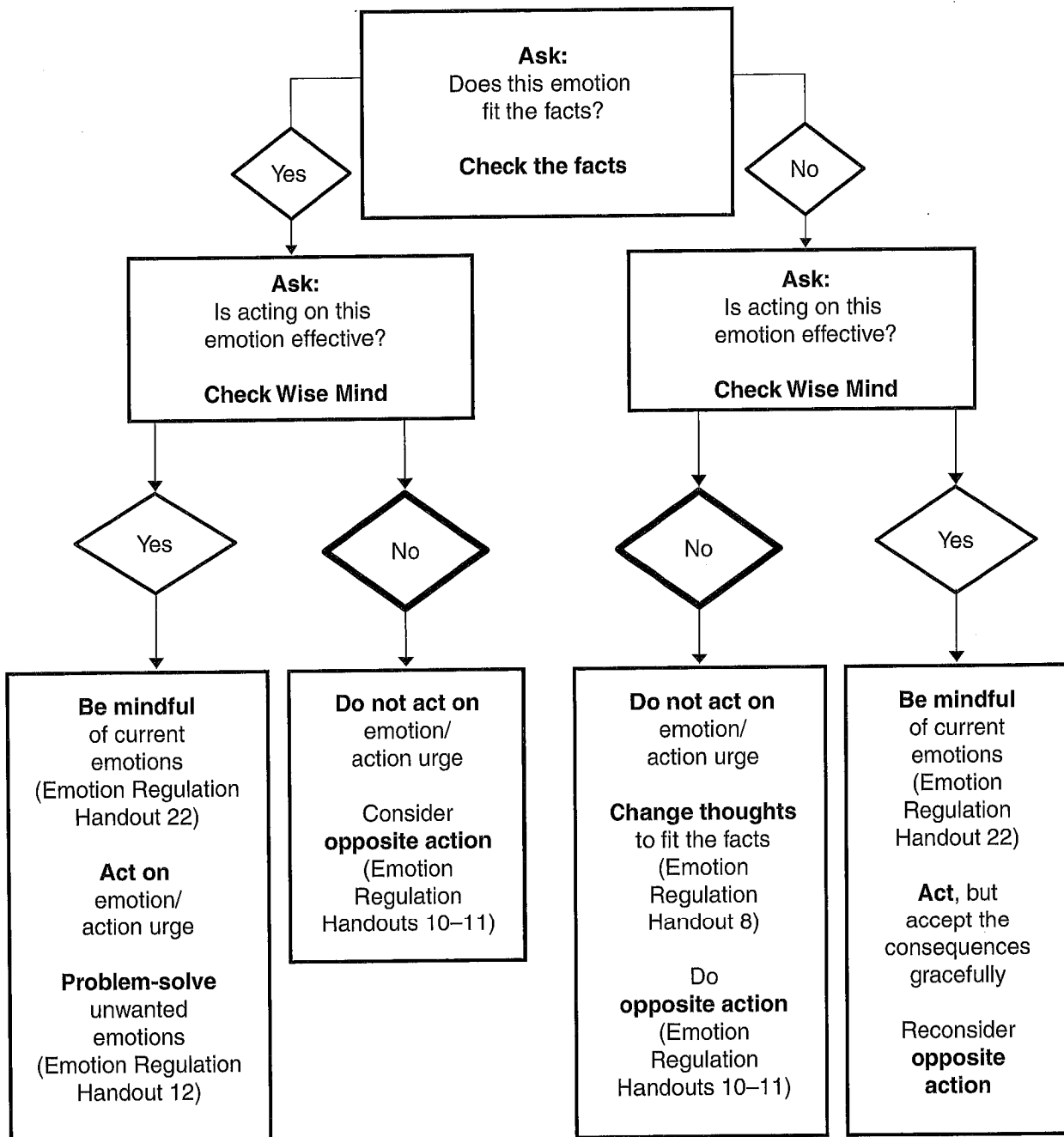
1. How likely it is that the expected outcomes will occur.
2. How great and/or important the outcomes are.
3. How effective the emotion is in your life now.



## Opposite Action and Problem Solving: Deciding Which to Use

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

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





## Opposite Action

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

**EVERY EMOTION HAS AN ACTION URGE.**

**CHANGE THE EMOTION BY ACTING OPPOSITE TO ITS ACTION URGE.**

Consider these examples:

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

### HOW TO DO OPPOSITE ACTION, STEP BY STEP

- Step 1. IDENTIFY AND NAME THE EMOTION** you want to change.
- Step 2. CHECK THE FACTS** to see if your emotion is justified by the facts.  
Check also whether the intensity and duration of the emotion fit the facts.  
(Example: "Irritation" fits the facts when your car is cut in front of; "road rage" does not.)  
An emotion is justified when your emotion fits the facts.
- Step 3. IDENTIFY AND DESCRIBE YOUR ACTION URGES.**
- Step 4. ASK WISE MIND:** Is expression or acting on this emotion effective in this situation?  
*If your emotion does not fit the facts or if acting on your emotion is not effective:*
- Step 5. IDENTIFY OPPOSITE ACTIONS** to your action urges.
- Step 6. ACT OPPOSITE ALL THE WAY** to your action urges.
- Step 7. REPEAT ACTING OPPOSITE** to your action urges until your emotion changes.



## Figuring Out Opposite Actions

### FEAR

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

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

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

### OPPOSITE ACTIONS for Fear

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

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

### ALL-THE-WAY OPPOSITE ACTIONS for Fear

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

*(continued on next page)*

## **ANGER**

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

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

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

### **OPPOSITE ACTIONS for Anger**

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

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

### **ALL-THE-WAY OPPOSITE ACTIONS for Anger**

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

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

Imagine really good reasons for what has happened.

- 5.** CHANGE YOUR POSTURE.

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

Relax chest and stomach muscles.

Unclench teeth.

Relax facial muscles. Half-smile.

- 6.** CHANGE YOUR BODY CHEMISTRY.

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

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

*(continued on next page)*

## **DISGUST**

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

- A.** Something you are in contact with could poison or contaminate you.
- B.** Somebody whom you deeply dislike is touching you or someone you care about.
- C.** You are around a person or group whose behavior or thinking could seriously damage or harmfully influence you or the group you are part of.
- D.** Other example: \_\_\_\_\_

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

### **OPPOSITE ACTIONS for Disgust**

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

- 1. **MOVE CLOSE.** Eat, drink, stand near, or embrace what you found disgusting.
- 2. Be **KIND** to those you feel contempt for; step into the other person's shoes.

### **ALL-THE-WAY OPPOSITE ACTIONS for Disgust**

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

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

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

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

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

- 5. **CHANGE YOUR POSTURE.**

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

Relax chest and stomach muscles.

Unclench teeth.

Relax facial muscles.

Half-smile.

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

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

*(continued on next page)*

**ENVY**

Envy FITS THE FACTS of a situation whenever:

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

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

**OPPOSITE ACTIONS for Envy**

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

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

**ALL-THE-WAY OPPOSITE ACTIONS for Envy**

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

*(continued on next page)*

## **JEALOUSY**

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

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

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

### **OPPOSITE ACTIONS for Jealousy**

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

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

### **ALL-THE-WAY OPPOSITE ACTIONS for Jealousy**

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

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

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

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

- 5. **CHANGE YOUR POSTURE.**

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

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

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

*(continued on next page)*



## **LOVE**

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

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

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

### **OPPOSITE ACTIONS for Love**

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

- 1. **AVOID** the person, animal, or object you love.
- 2. **DISTRACT** yourself from thoughts of the person, animal, or object.
- 3. **REMINDE** yourself of why love is not justified (rehearse the “cons” of loving) when loving thoughts do arise.

### **ALL-THE-WAY OPPOSITE ACTIONS for Love**

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

*(continued on next page)*

## **SADNESS**

Sadness FITS THE FACTS of a situation whenever:

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

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

### **OPPOSITE ACTIONS for Sadness**

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

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

### **ALL-THE-WAY OPPOSITE ACTIONS for Sadness**

- 5. Pay attention to the PRESENT MOMENT!  
Be mindful of your environment—each detail as it unfolds.  
Experience new or positive activities you are engaging in.
- 6. CHANGE YOUR POSTURE (adopt a “bright” body posture, with head up, eyes open, and shoulders back).  
Keep an upbeat voice tone.
- 7. CHANGE YOUR BODY CHEMISTRY.  
For example, increase physical movement (run, jog, walk, or do other active exercise).

*(continued on next page)*

## **SHAME**

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

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

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

### **OPPOSITE ACTIONS for Shame**

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

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

### **ALL-THE-WAY OPPOSITE ACTIONS for Shame**

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

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

### **OPPOSITE ACTIONS for Shame**

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

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

### **ALL-THE-WAY OPPOSITE ACTIONS for Shame**

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

*(continued on next page)*

## GUILT

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

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

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

### OPPOSITE ACTIONS for Guilt

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

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

### ALL-THE-WAY OPPOSITE ACTIONS for Guilt

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

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

### OPPOSITE ACTIONS for Guilt

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

### ALL-THE-WAY OPPOSITE ACTIONS for Guilt

6. **VALIDATE YOURSELF**.

# EMOTION REGULATION HANDOUT 12

(Emotion Regulation Worksheet 8; pp. 289–290)



## Problem Solving

**Step 1. FIGURE OUT and DESCRIBE the problem situation.**

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

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

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

**Step 3. IDENTIFY YOUR GOAL in solving the problem.**

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

**Step 4. BRAINSTORM lots of solutions.**

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

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

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

**Step 6. Put the solution into ACTION.**

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

**Step 7. EVALUATE the results of using the solution.**

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



## Reviewing Opposite Action and Problem Solving

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

(continued on next page)

# EMOTION REGULATION HANDOUT 13 (p. 2 of 3)

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

(continued on next page)

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



.....

*Handouts for Reducing Vulnerability  
to Emotion Mind*

.....



## EMOTION REGULATION HANDOUT 14

(Emotion Regulation Worksheets 9–14b; pp. 293–307)

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

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

#### **ACCUMULATE POSITIVE EMOTIONS**

**A**

**Short Term:** Do pleasant things that are possible now.

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

#### **BUILD MASTERY**

**B**

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

#### **COPE AHEAD OF TIME WITH EMOTIONAL SITUATIONS**

**C**

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

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

**PLEASE**

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

# EMOTION REGULATION HANDOUT 15



(Emotion Regulation Worksheets 9, 10, 13; pp. 293–295, 302)

## Accumulating Positive Emotions: Short Term

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

### BUILD POSITIVE EXPERIENCES NOW

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

### BE MINDFUL OF POSITIVE EXPERIENCES

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

### BE UNMINDFUL OF WORRIES

Such as . . .

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



## Pleasant Events List

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

(continued on next page)

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

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## EMOTION REGULATION HANDOUT 16 (p. 2 of 3)

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

(continued on next page)

## EMOTION REGULATION HANDOUT 16 (p. 3 of 3)

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

Other: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## EMOTION REGULATION HANDOUT 17



(Emotion Regulation Worksheets 9, 11–11b, 13; pp. 293–294, 296–300, 302)

### Accumulating Positive Emotions: Long Term

**A**ccumulate positive emotions in the long term  
to build a “life worth living.”

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

#### Step 1. Avoid avoiding.

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

#### Step 2. Identify values that are important to you.

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

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

#### Step 3. Identify one value to work on now.

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

*Example:* Be productive.

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

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

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

Be more active keeping up with important tasks at home.

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

#### Step 5. Choose one goal to work on now.

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

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

#### Step 6. Identify small action steps toward your goal.

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

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

Submit applications for jobs at places I want to work.

Write résumé.

Check out benefits at places I might want to work.

#### Step 7. Take one action step now.

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





## Values and Priorities List

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

☐ **A. Attend to relationships.**

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

☐ **B. Be part of a group.**

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

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

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

☐ **D. Achieve things in life.**

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

*(continued on next page)*

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

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

- 22. ☐ Have a good time.
- 23. ☐ Seek fun and things that give pleasure.
- 24. ☐ Have free time.
- 25. ☐ Enjoy the work I do.
- ☐ Other: \_\_\_\_\_

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

- 26. ☐ Try new and different things in life.
- 27. ☐ Be daring and seek adventures.
- 28. ☐ Have an exciting life.
- ☐ Other: \_\_\_\_\_

☐ **G. Behave respectfully.**

- 29. ☐ Be humble and modest; do not draw attention to myself.
- 30. ☐ Follow traditions and customs; behave properly.
- 31. ☐ Do what I am told and follow rules.
- 32. ☐ Treat others well.
- ☐ Other: \_\_\_\_\_

☐ **H. Be self-directed.**

- 33. ☐ Follow my own path in life.
- 34. ☐ Be innovative, think of new ideas, and be creative.
- 35. ☐ Make my own decisions and be free.
- 36. ☐ Be independent; take care of myself and those I am responsible for.
- 37. ☐ Have freedom of thought and action; be able to act in terms of my own priorities.
- ☐ Other: \_\_\_\_\_

☐ **I. Be a spiritual person.**

- 38. ☐ Make room in life for spirituality; live life according to spiritual principles.
- 39. ☐ Practice a religion or faith.
- 40. ☐ Grow in understanding of myself, my personal calling, and life's real purpose.
- 41. ☐ Discern and do the will of God (or a higher power) and find lasting meaning in life.
- ☐ Other: \_\_\_\_\_

☐ **J. Be secure.**

- 42. ☐ Live in secure and safe surroundings.
- 43. ☐ Be physically healthy and fit.
- 44. ☐ Have a steady income that meets my own and my family's basic needs.
- ☐ Other: \_\_\_\_\_

*(continued on next page)*

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

45. ☐ Be fair, treat people equally, and provide equal opportunities.

46. ☐ Understand different people; be open-minded.

47. ☐ Care for nature and the environment.

☐ Other: \_\_\_\_\_

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

48. ☐ Help people and those in need; care for others' well-being; improve society.

49. ☐ Be loyal to friends and devoted to close people; be committed to a group that shares my beliefs, values, and ethical principles.

50. ☐ Be committed to a cause or to a group that has a larger purpose beyond my own.

51. ☐ Make sacrifices for others.

☐ Other: \_\_\_\_\_

☐ **M. Work at self-development.**

52. ☐ Develop a personal philosophy of life.

53. ☐ Learn and do challenging things that help me grow and mature as a human being.

☐ Other: \_\_\_\_\_

☐ **N. Have integrity.**

54. ☐ Be honest, and acknowledge and stand up for my personal beliefs.

55. ☐ Be a responsible person; keep my word to others.

56. ☐ Be courageous in facing and living life.

57. ☐ Be a person who pays debts to others and repairs damage I have caused.

58. ☐ Be accepting of myself, others, and life as it is; live without resentment.

☐ Other: \_\_\_\_\_

☐ **O. Other:** \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



## Build Mastery and Cope Ahead

### **B**uild Mastery

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

Example: \_\_\_\_\_

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

### **C**ope Ahead of Time with Difficult Situations

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



## Taking Care of Your Mind by Taking Care of Your Body

Remember these as **PLEASE** skills.

**P  
L**

**1. Treat Physical Illness.**

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

**E**

**2. Balance Eating.**

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

**A**

**3. Avoid Mood-Altering Substances.**

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

**S**

**4. Balance Sleep.**

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

**E**

**5. Get Exercise.**

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

## EMOTION REGULATION HANDOUT 20A

(Emotion Regulation Worksheet 14a; pp. 304–306)

### Nightmare Protocol, Step by Step

When Nightmares Keep You from Sleeping

**1. Practice relaxation, pleasant imagery, and coping skills first, to be sure you are ready to work on changing your nightmares.**

Do progressive relaxation, paced breathing, and/or Wise Mind exercises; listen to music or guided imagery; review the distress tolerance crisis survival skills.

**2. Choose a recurring nightmare you would like to work on.**

This will be your target nightmare. Select a nightmare you can manage now. Put off trauma nightmares until you are ready to work with them—or, if you target a trauma nightmare, skip Step 3.

**3. Write down your target nightmare.**

Include sensory descriptions (sights, smells, sounds, tastes, etc.). Also include any thoughts, feelings, and assumptions about yourself during the dream.

**4. Choose a changed outcome for the nightmare.**

The change should occur BEFORE anything traumatic or bad happens to you or others in the nightmare. Essentially, you want to come up with a change that will prevent the bad outcome of the usual nightmare from occurring. Write an ending that will give you a sense of peace when you wake up.

*Note: Changes in the nightmare can be very unusual and out of the ordinary (e.g., you might become a person with superhuman powers who is able to escape to safety or fight off attackers). Changed outcomes can include changed thoughts, feelings, or assumptions about yourself.*

**5. Write down the full nightmare with the changes.**

**6. REHEARSE and RELAX each night before going to sleep.**

Rehearse the *changed* nightmare by visualizing the entire dream with the changes each night, *before* practicing relaxation techniques.

**7. REHEARSE and RELAX during the day.**

Visualize the entire dream with the change, and practice relaxation as often as possible during the day.

## EMOTION REGULATION HANDOUT 20B

(Emotion Regulation Worksheet 14b; p. 307)

### Sleep Hygiene Protocol

When You Can't Sleep, What to Do Instead of Ruminating

#### **TO INCREASE THE LIKELIHOOD OF RESTFULNESS/SLEEP:**

1. **Develop and follow a consistent sleep schedule even on weekends.** Go to bed and get up at the same times each day, and avoid anything longer than a 10-minute nap during the day.
2. **Do not use your bed in the daytime** for things like watching TV, talking on the phone, or reading.
3. **Avoid** caffeine, nicotine, alcohol, heavy meals, and exercise late in the day before going to sleep.
4. **When prepared to sleep, turn off the light, and keep the room quiet and the temperature comfortable and relatively cool.** Try an electric blanket if you are cold; putting your feet outside of the blanket or turning on a fan directed toward your bed if you are hot; or wearing a sleeping mask, using earplugs, or turning on a "white noise" machine if needed.
5. **Give yourself half an hour to at most an hour to fall asleep.** If it doesn't work, evaluate whether you are calm, or anxious (even if only "background anxiety"), or ruminating.
6. **DO NOT CATASTROPHIZE.** Remind yourself that you need rest, and aim for reverie (i.e., dreaminess) and resting your brain. Sell yourself on the idea that staying awake is not a catastrophe. Do not decide to give up on sleeping for the night and get up for the "day."

#### **IF YOU ARE CALM BUT WIDE AWAKE:**

7. **Get out of bed; go to another room and read a book** or do some other activity that will not wake you up further. As you begin to get tired and/or sleepy, go back to bed.
8. **Try a light snack** (e.g., an apple).

#### **IF YOU ARE ANXIOUS OR RUMINATING**

9. **Use the cold water TIP skill. Get right back in bed and do the paced breathing TIP skill.**

(See *Distress Tolerance Handout 6: TIP Skills: Changing Your Body Chemistry*.)

Remember, if you have any medical condition, get medical approval before using cold water.

10. **Try the 9–0 meditation practice.** Breathe in deeply and breathe out slowly, saying in your mind the number 9. On the next breath out, say 8; then say 7; and so on until you breathe out saying 0. Then start over, but this time start with 8 (instead of 9) as you breathe out, followed by 7, and so on until you reach 0. Next start with 6 as you breathe out, and so on to 0. Then start with 5, then with 4, and so on until you have gone all the way down to starting with 1. (If you get lost, start over with the last number you remember.) Continue until you fall asleep.
11. **Focus on the bodily sensation** of the rumination (rumination is often escape from difficult emotional sensations).
12. **Reassure yourself** that worries in the middle of the night are just "middle-of-the-night-thinking," and that in the morning you will think and feel differently.
13. **Read an emotionally engrossing novel** for a few minutes until you feel somewhat tired. Then stop reading, close your eyes, and try to continue the novel in your head.
14. **If rumination doesn't stop**, follow these guidelines: "If it's solvable, solve it. If it is insolvable, go deep into the worry all the way to the "catastrophe"—the very worst outcome you can imagine—and then imagine coping ahead with the catastrophe.

(See *Emotion Regulation Handout 19: Build Mastery and Cope Ahead*.)

**If nothing else works, with eyes closed, listen to public radio (BBC, NPR, etc.)** at low volume (use headphones if necessary). Public radio is a good choice for this, because there is little fluctuation in voice tone or volume.





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*Handouts for Managing Really  
Difficult Emotions*

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## **EMOTION REGULATION HANDOUT 21**

(Emotion Regulation Worksheets 15, 16; pp. 311–312)

### **Overview: Managing Really Difficult Emotions**

#### **MINDFULNESS OF CURRENT EMOTIONS**

Suppressing emotion increases suffering.

Mindfulness of current emotions is the path to emotional freedom.

#### **MANAGING EXTREME EMOTIONS**

Sometimes emotional arousal is so high that you can't use any skills, particularly if the skills are complicated or take any thought on your part.

This is a skills breakdown point.

Crisis survival skills are needed.

#### **TROUBLESHOOTING AND REVIEW**

There are many ways to change emotions.

It can be helpful to have a list of the important skills to look at when you can't remember the skills you need to regulate your emotions.



### Mindfulness of Current Emotions: Letting Go of Emotional Suffering

#### OBSERVE YOUR EMOTION

- Step back and just notice your emotion.
- Experience your emotion as a WAVE, coming and going.
- Now imagine surfing the emotion wave.
- Try not to BLOCK or SUPPRESS the emotion.
- Don't try to GET RID of or PUSH away the emotion.
- Don't try to KEEP the emotion around.
- Don't HOLD ON to it.
- Don't AMPLIFY it.

#### PRACTICE MINDFULNESS OF BODY SENSATIONS

- Notice WHERE in your body you are feeling emotional sensations.
- Experience the SENSATIONS as fully as you can.
- Observe how LONG it takes before the emotion goes down.

#### REMEMBER: YOU ARE NOT YOUR EMOTION

- Do not necessarily ACT on your emotion.
- Remember times when you have felt DIFFERENT.

#### PRACTICE LOVING YOUR EMOTION

- RESPECT your emotion.
- Do not JUDGE your emotion.
- Practice WILLINGNESS.
- Radically ACCEPT your emotion.

### Managing Extreme Emotions

Follow these suggestions when emotional arousal is very **HIGH**—so extreme that your ability to use your skills breaks down.

First, observe and describe that you are at your **SKILLS BREAKDOWN POINT**:

- ☐ Your distress is extreme.
- ☐ You are overwhelmed.
- ☐ You cannot focus your mind on anything but the emotion itself.
- ☐ Your mind shuts down; your brain stops processing information.
- ☐ You cannot solve problems or use complicated skills.

**Now check the facts.** Are you really “falling apart” at this level of distress?

If no, **USE YOUR SKILLS.**

If yes, go to Step 1: You are at your **SKILLS BREAKDOWN POINT.**

**Step 1.** Use crisis survival skills to bring down your arousal:

*(See Distress Tolerance Handouts 6–9a.)*

- TIP your body chemistry.
- DISTRACT yourself from the emotional events.
- SELF-SOOTHE through the five senses.
- IMPROVE the moment you are in.

**Step 2.** Return to mindfulness of current emotions.

*(See Emotion Regulation Handout 22.)*

**Step 3.** Try other emotion regulation skills (if needed).



## Troubleshooting Emotion Regulation Skills: When What You Are Doing Isn't Working

**1**

### CHECK YOUR BIOLOGICAL SENSITIVITY

- **ASK:** Am I biologically more vulnerable?  
Do I have untreated physical illness or distress?  
Am I out of balance on eating, use of drugs, sleep, exercise?  
Have I taken medications as prescribed?
- **WORK** on your PLEASE skills.
  1. Take care of physical illness and distress.
  2. Take medications as prescribed. Check if others are needed.
  3. Try again.

**2**

### CHECK YOUR SKILLS

- **REVIEW** what you have tried.  
Did you try a skill likely to be effective?  
Did you follow the skill instructions to the letter?
- **WORK** on your skills.
  1. Review and try other skills.
  2. Get coaching if you need it.
  3. Try again.

**3**

### CHECK FOR REINFORCERS

- **ASK:** Do my emotions . . .  
**COMMUNICATE** an important message or influence people to do things?  
**MOTIVATE** me to do things I think are important?  
**VALIDATE** my beliefs or my identity?  
**FEEL GOOD?**
- **IF YES:**
  1. Practice interpersonal effectiveness skills to communicate.
  2. Work to find new reinforcers to motivate yourself.
  3. Practice self-validation.
  4. Do **PROS AND CONS** for changing emotions.  
(See *Emotion Regulation Worksheet 1.*)

*(continued on next page)*

**4**

**CHECK YOUR MOOD**

- ASK: Am I putting in the time and effort that solving my problem will take?
- IF NO:
  1. Do PROS AND CONS for working hard on skills.
  2. Practice RADICAL ACCEPTANCE and WILLINGNESS skills.
  3. Practice the mindfulness skills of PARTICIPATING and EFFECTIVENESS  
(See *Mindfulness Handouts 4 and 5.*)

**5**

**CHECK FOR EMOTIONAL OVERLOAD**

- ASK: Am I too upset to use complicated skills?
- IF YES, ask: Can the problems I am worrying about be easily solved now?
  - IF YES, do PROBLEM SOLVING.  
(See *Emotion Regulation Handouts 9, 12.*)
  - IF NO, practice mindfulness of CURRENT EMOTIONS.  
(See *Emotion Regulation Handout 22.*)
- IF your emotions are too high for you to think straight:
  - Go to TIP skills.  
(See *Distress Tolerance Handout 5.*)

**6**

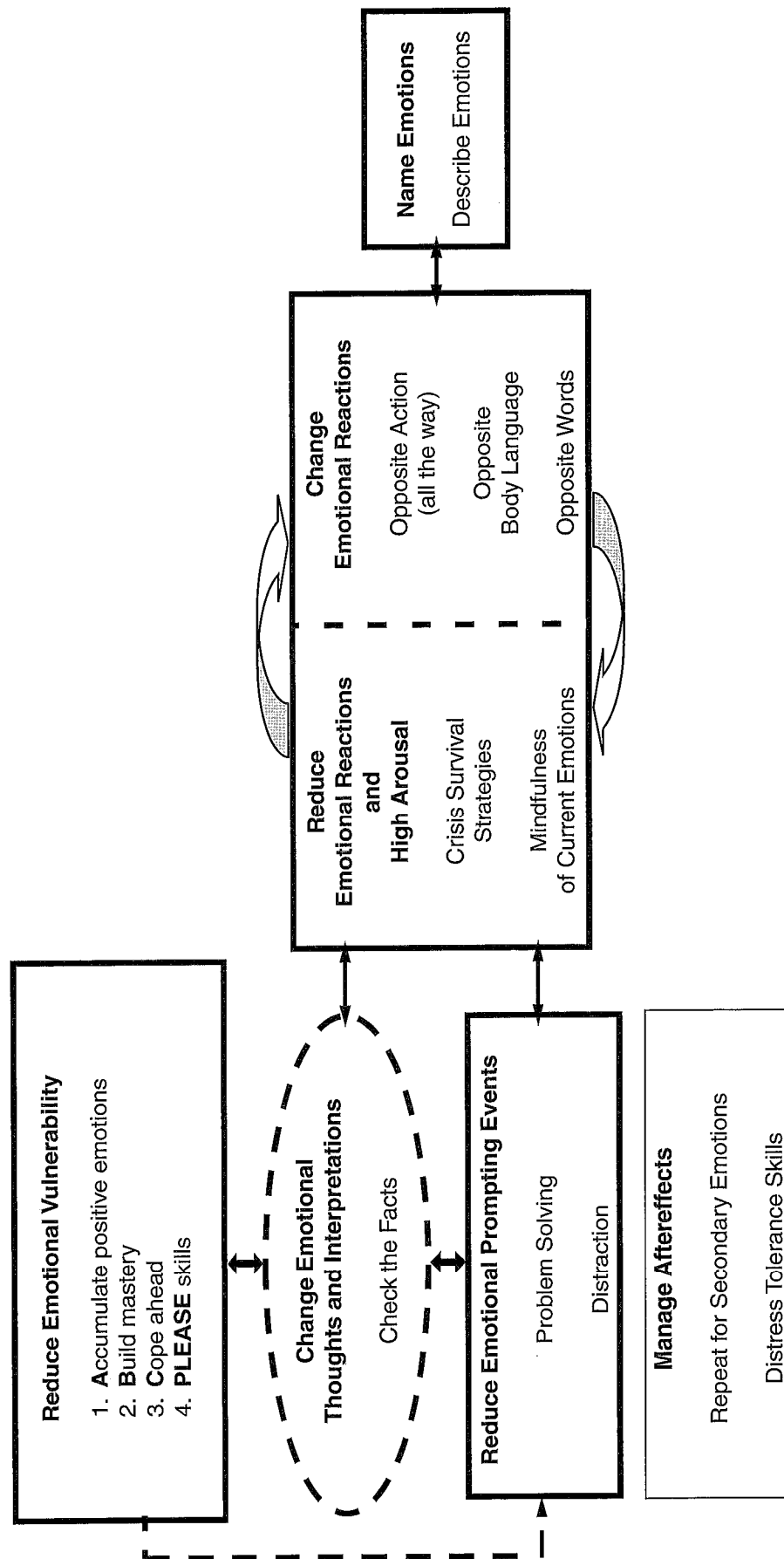
**CHECK FOR EMOTION MYTHS GETTING IN THE WAY**

- CHECK FOR:

Judgmental myths about emotions (e.g., "Some emotions are stupid," "There is a right way to feel in every situation")?

Beliefs that emotions and identity are the same (e.g., "My emotions are who I am")?
- IF YES:
  1. Check the facts.
  2. Challenge myths.
  3. Practice thinking nonjudgmentally.

## Review of Skills for Emotion Regulation





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# Emotion Regulation Worksheets

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# EMOTION REGULATION WORKSHEET 1

(Emotion Regulation Handout 1; p. 205)

## Pros and Cons of Changing Emotions

Due Date: \_\_\_\_\_ Name: \_\_\_\_\_ Week Starting: \_\_\_\_\_

EMOTION NAME: \_\_\_\_\_ INTENSITY (0–100) Before: \_\_\_\_\_ After: \_\_\_\_\_

Fill this worksheet out when you are experiencing difficulties with:

- Trying to decide whether to work on changing ineffective emotions.
- Feeling willful/saying no to letting go of emotion mind.
- Deciding whether to work on reducing your emotional reactions to specific events.
- Feeling threatened whenever you think of letting go of emotions.
- Not in the mood for being effective.

When filling out this worksheet, think about these questions:

- Is living in emotion mind in your best interest (i.e., effective) or not in your best interest (i.e., ineffective)?
- Will refusing to regulate your own emotions create a new problem for you?
- Is reducing immediate high emotions likely to increase your freedom or decrease it?
- Is being attached to your emotions about a situation useful or not?
- Is working to reduce your emotion really too much work?

Make a list of the pros and cons of changing the emotion you are having difficulty with.

Make another list of the pros and cons of *not changing* your emotion.

<b>Pros</b>	Stay in emotion mind, acting emotionally	Regulate emotions and emotion actions
	_____	_____
	_____	_____
	_____	_____
<b>Cons</b>	Stay in emotion mind, acting emotionally	Regulate emotions and emotion actions
	_____	_____
	_____	_____
	_____	_____

What did you decide to do about your emotion? \_\_\_\_\_

Is this the best decision (in Wise Mind)? \_\_\_\_\_



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*Worksheets for Understanding  
and Naming Emotions*

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## EMOTION REGULATION WORKSHEET 2

(Emotion Regulation Handout 3; p. 210)

### Figuring Out What My Emotions Are Doing for Me

Due Date: \_\_\_\_\_ Name: \_\_\_\_\_ Week Starting: \_\_\_\_\_

Select a current or recent emotional reaction and fill out as much of this sheet as you can. If the prompting event for the emotion you are working on is another emotion that occurred first (for example, feeling afraid prompted getting angry at yourself), then fill out a second worksheet for that first emotion. Write on the back of the sheet if you need more room. Remember to use your describe skills for each question.

EMOTION NAME: \_\_\_\_\_ INTENSITY (0–100): \_\_\_\_\_

#### Describe Prompting Event

What happened to prompt this emotion?

#### Describe Motivation to Action

What action was my emotion motivating and preparing me to do? (Was there a problem my emotion was getting me to solve, overcome, or avoid?) What function or goal did my emotion serve?

#### Describe Communication to Others

What was my facial expression? Posture? Gestures? Words? Actions?

What message did my emotion send to others (even if I didn't intend to send the message)?

How did my emotion influence others (even if I didn't intend to influence them)? What did others do or say as a result of my emotional expression or actions?

#### Describe Communication to Myself

What did my emotion say to me?

What facts could I check out to be sure the message my emotions were sending to me was correct?

What facts did I check out?

## EMOTION REGULATION WORKSHEET 2A

(Emotion Regulation Handout 3; p. 210)

### Example: Figuring Out What My Emotions Are Doing for Me

Due Date: \_\_\_\_\_ Name: \_\_\_\_\_ Week Starting: \_\_\_\_\_

Select a current or recent emotional reaction and fill out as much of this sheet as you can. If the prompting event for the emotion you are working on is another emotion that occurred first (for example, feeling afraid prompted getting angry at yourself), then fill out a second worksheet for that first emotion. Use the back of the sheet if necessary. Use describe skills for each question.

**EMOTION NAME:** Shame and Guilt **INTENSITY (0–100):** 80

#### Prompting Event

What happened to prompt this emotion?

*I left my roommate's pot on the burner and forgot about it. I destroyed it. I then threw the pot away without telling my roommate.*

#### Motivation to Action

What action was my emotion motivating and preparing me to do? (Was there a problem my emotion was getting me to solve, overcome, or avoid?) What function or goal did my emotion serve?

*My emotion was motivating me to shrink away from my friend, to hide myself. It's possible that the function was to get me to change that behavior. The emotion was also functioning to get me to try to hide that I destroyed the pot.*

*To influence my friend to stop being mad at me.*

#### Communication to Others

What was my facial expression? Posture? Gestures? Words? Actions?

*My eyes were looking down. My lips were turned down. I was slouched slightly and turned slightly away from my friend. I did not say anything. I put my hands on my forehead.*

What message did my emotion send to others (even if I didn't intend to send the message)?

*I think my friend realized that I felt bad.*

How did my emotion influence others (even if I didn't intend to influence them)? What did others do or say as a result of my emotional expression or actions?

*My friend tried to get me to talk. I think it influenced her to stop yelling at me and be more kind.*

#### Communication to Myself

What did my emotion say to me?

*It was wrong to do what I did. I feel badly about it because I disappointed my friend. I have really messed this up and now she will never trust or like me.*

What facts could I check out to be sure the message my emotions were sending to me was correct?

*I could ask myself if what I did would get me kicked out of my house/friendship. I could try to figure out if what I did crossed my own wise/clear mind, moral code, values. I could ask her: Have I destroyed the relationship? Is she going to kick me out? Stop spending time with me? I could also ask what I can do that would help her to trust me again.*

What facts did I check out?

*I felt bad about burning the pot—but it wasn't a moral code or values issue yet until I tried to hide that I had done it. That behavior did go against my Wise Mind. I asked my roommate if she hated me now and she said no. I asked if there was anything I could do to fix the situation, and she asked me to buy a new pot, and I did.*



## EMOTION REGULATION WORKSHEET 2B

(Emotion Regulation Handout 3; p. 210)

### Emotion Diary

Name: \_\_\_\_\_ Week Starting: \_\_\_\_\_

Record an emotion (either the strongest emotion of the day, the longest-lasting one, or the one that was the most painful or gave you the most trouble). Analyze that emotion. Fill out an Observing and Describing Emotions worksheet (Emotion Regulation Worksheet 4 or 4a) if necessary, plus this diary sheet.

Emotions	Motivate What did my emotion motivate me to do (i.e., what goal did my emotion serve)?	Communicate to others			Communicate to me	
		How was my emotion expressed to others (my nonverbal appearance, my words, my actions)?	What message did my emotion express to others?	What was the effect of my emotion on others?	What was my emotion saying to me?	How did I check the facts?

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# EMOTION REGULATION WORKSHEET 2C

(Emotion Regulation Handout 3; p. 210)

## Example: Emotion Diary

Due Date: \_\_\_\_\_ Name: \_\_\_\_\_ Week Starting: \_\_\_\_\_

Record an emotion (either the strongest emotion of the day, the longest-lasting one, or the one that was the most painful or gave you the most trouble). Analyze that emotion. Fill out an Observing and Describing Emotions worksheet (Emotion Regulation Worksheet 4 or 4a) if necessary, plus this diary sheet.

Emotions	Motivate	Communicate to others			Communicate to me	
		How was my emotion expressed to others (my nonverbal appearance, my words, my actions)?	What message did my emotion express to others?	What was the effect of my emotion on others?	What was my emotion saying to me?	How did I check the facts?
Fear/ anxiety	What did my emotion motivate me to do (i.e., what goal did my emotion serve)?  Not to go to skills training group.	I did not go to group.	That group was not important to me.	(1) They called to encourage me to come. (2) They wonder if I am committed. (3) They might be concerned.	That group is unsafe.	I didn't. I could have evaluated if my life, health, or well-being was in danger. I could have done pros and cons of going to group.
Shame	To keep to myself, to not draw attention to myself. I wanted to go home from the office party at work.	I didn't make much eye contact, I didn't say much or initiate conversation, or do anything to attract attention.	There are several possibilities: (1) I want to be left alone. (2) I am feeling bad.	Most everyone at work left me alone. One person tried to talk to me but gave up.	That I was uninteresting, a failure with nothing to contribute.	I tried to recall times when people have listened to me. I tried to talk to others and notice if they seemed interested.
Sadness	Withdraw. Isolate. Cry.	My expression was downcast. My mouth turned down. I was tearful. I told someone I was sad.	That I was sad.	(1) My boyfriend approached me, and soothed me, and invited me to sit with him. (2) Some people avoided me.	I am so sad. I am alone. No one cares.	I reached out and noticed if someone responded. I thought about a time when I did not feel sad.

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## EMOTION REGULATION WORKSHEET 3 (p. 1 of 2)

(Emotion Regulation Handout 4a; p. 212)

### Myths about Emotions

Due Date: \_\_\_\_\_ Name: \_\_\_\_\_ Week Starting: \_\_\_\_\_

For each myth, write down a challenge that makes sense to you. Although the one already written may make a lot of sense, try to come up with another one or rewrite the one there in your own words.

1. There is a right way to feel in every situation.

*Challenge: Every person responds differently to a situation. There is no correct or right way.*

*My challenge:* \_\_\_\_\_

2. Letting others know that I am feeling bad is a weakness.

*Challenge: Letting others know that I am feeling bad is a healthy form of communication.*

*My challenge:* \_\_\_\_\_

3. Negative feelings are bad and destructive.

*Challenge: Negative feelings are natural responses. They help me to create a better understanding of the situation.*

*My challenge:* \_\_\_\_\_

4. Being emotional means being out of control.

*Challenge: Being emotional means being a normal human being.*

*My challenge:* \_\_\_\_\_

5. Some emotions are stupid.

*Challenge: Every emotion indicates how I am feeling in a certain situation. All emotions are useful to help me understand what I am experiencing.*

*My challenge:* \_\_\_\_\_

6. All painful emotions are a result of a bad attitude.

*Challenge: All painful emotions are natural responses to something.*

*My challenge:* \_\_\_\_\_

7. If others don't approve of my feelings, I obviously shouldn't feel the way I do.

*Challenge: I have every right to feel the way I do, regardless of what other people think.*

*My challenge:* \_\_\_\_\_

8. Other people are the best judges of how I am feeling.

*Challenge: I am the best judge of how I feel. Other people can only guess how I feel.*

*My challenge:* \_\_\_\_\_

9. Painful emotions are not important and should be ignored.

*Challenge: Painful emotions can be warning signs telling me that a situation I am in is not good.*

*My challenge:* \_\_\_\_\_

10. Extreme emotions get you a lot further than trying to regulate your emotions.

*Challenge: Extreme emotions can often cause trouble for me and for other people. If an emotion is not effective, emotion regulation is a good idea.*

*My challenge:* \_\_\_\_\_

(continued on next page)

## EMOTION REGULATION WORKSHEET 3 (p. 2 of 2)

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11. Creativity requires intense, often out-of-control emotions.

*Challenge: I can be in control of my emotions and be creative.*

*My challenge:* \_\_\_\_\_

12. Drama is cool.

*Challenge: I can be dramatic and regulate my emotions.*

*My challenge:* \_\_\_\_\_

13. It is inauthentic to try to change my emotions.

*Challenge: Change is itself authentic; it is part of life.*

*My challenge:* \_\_\_\_\_

14. Emotional truth is what counts, not factual truth.

*Challenge: Both emotional feeling and facts matter.*

*My challenge:* \_\_\_\_\_

15. People should do whatever they feel like doing.

*Challenge: Doing what I feel like doing can be ineffective.*

*My challenge:* \_\_\_\_\_

16. Acting on your emotions is the mark of a truly free individual.

*Challenge: The truly free person can regulate emotions.*

*My challenge:* \_\_\_\_\_

17. My emotions are who I am.

*Challenge: Emotions are partly but not completely who I am.*

*My challenge:* \_\_\_\_\_

18. My emotions are why people love me.

*Challenge: People will still love me if I regulate my emotions.*

*My challenge:* \_\_\_\_\_

19. Emotions can just happen for no reason.

*Challenge: All things in the universe are caused.*

*My challenge:* \_\_\_\_\_

20. Emotions should always be trusted.

*Challenge: Emotions should sometimes be trusted.*

*My challenge:* \_\_\_\_\_

21. Other myth: \_\_\_\_\_

*Challenge:*

*My challenge:* \_\_\_\_\_

# EMOTION REGULATION WORKSHEET 4

(Emotion Regulation Handouts 5, 6; pp. 213–223)

## Observing and Describing Emotions

Due Date: \_\_\_\_\_ Name: \_\_\_\_\_ Week Starting: \_\_\_\_\_

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

**Vulnerability Factors:** What happened before to make me vulnerable to the prompting event? Tell the story up to the event.

**Biological Changes**  
**Face and Body Changes and Experiences:**  
What am I or was I feeling in my face and body?

**Action Urges**  
What do I or did I feel like doing? What do I or did I want to say?

**Expressions**  
**Face and Body Language:**  
What is or was my facial expression? Posture? Gestures?

**Expression with Words:**  
What I SAID

**Actions:** What I DID

**Interpretation of Event:**  
Thoughts, beliefs, assumptions, appraisals?

**Prompting Event:** What set off the emotion? What happened in the few minutes right before the emotion started? Just the facts!

**Aftereffects:** Emotions, behavior, thoughts, etc.?

**Emotion Name:**

**Intensity (0–100)**

## EMOTION REGULATION WORKSHEET 4A

(Emotion Regulation Handouts 5, 6; pp. 213–223)

### Observing and Describing Emotions

Due Date: \_\_\_\_\_ Name: \_\_\_\_\_ Week Starting: \_\_\_\_\_

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

**EMOTION NAME:** \_\_\_\_\_ **INTENSITY (0–100):** \_\_\_\_\_

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

\_\_\_\_\_  
\_\_\_\_\_

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

\_\_\_\_\_  
\_\_\_\_\_

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

\_\_\_\_\_  
\_\_\_\_\_

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

\_\_\_\_\_  
\_\_\_\_\_

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

\_\_\_\_\_  
\_\_\_\_\_

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

\_\_\_\_\_  
\_\_\_\_\_

**What I SAID** in the situation (be specific):

\_\_\_\_\_  
\_\_\_\_\_

**What I DID** in the situation (be specific):

\_\_\_\_\_  
\_\_\_\_\_

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

\_\_\_\_\_  
\_\_\_\_\_

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*Worksheets for Changing  
Emotional Responses*

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# EMOTION REGULATION WORKSHEET 5 (p. 1 of 2)

(Emotion Regulation Handouts 8, 8a; pp. 228–229)

## Check the Facts

Due Date: \_\_\_\_\_ Name: \_\_\_\_\_ Week Starting: \_\_\_\_\_

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

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

**EMOTION NAME:** INSECURE **INTENSITY (0–100) Before:** 75 **After:** 30

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

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

Being in class and missing my needs

### CHECK THE FACTS!

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

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

**Facts**  
→

People laugh with me in class, and I have made a lot of friends in class

**Step 3** { **Ask: What are my INTERPRETATIONS (thoughts, beliefs, etc.) about the facts?**  
What am I assuming? Am I adding my own interpretations to the description of the prompting event?

People deal with me in class

### CHECK THE FACTS!

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

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

**Facts**  
→

(continued on next page)

**Step  
4**

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

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## CHECK THE FACTS!

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

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

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**Facts  
→**

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**Step  
5**

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

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**DESCRIBE WAYS TO COPE** if the worst does happen.

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**Step  
6**

**ASK: Does my emotion (or its intensity or duration) FIT THE FACTS?**

(0 = not at all to 5 = I am certain): \_\_\_\_\_

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

**Describe what you did to check the facts:**

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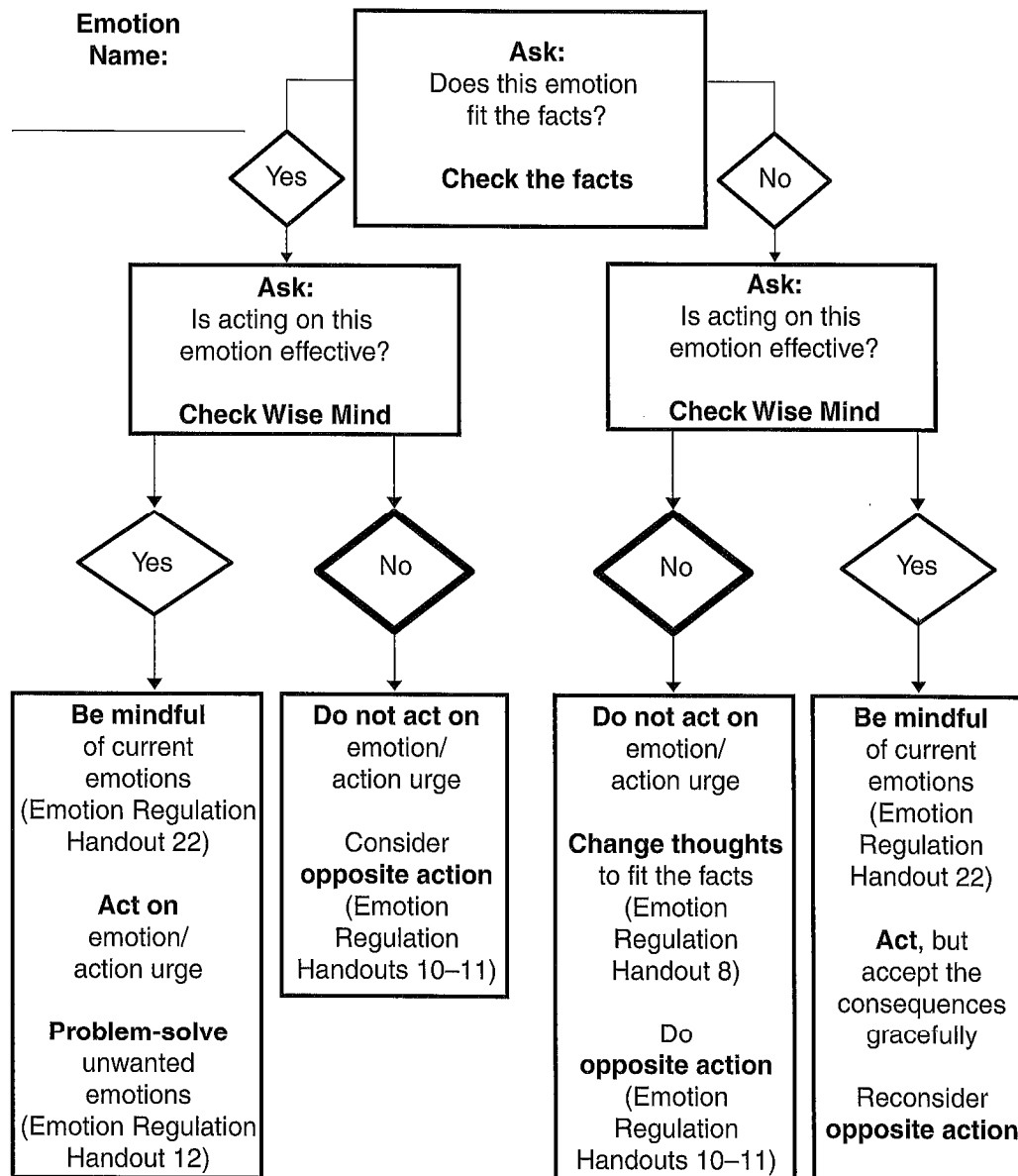
# EMOTION REGULATION WORKSHEET 6

(Emotion Regulation Handout 9; p. 230)

## Figuring Out How to Change Unwanted Emotions

Due Date: \_\_\_\_\_ Name: \_\_\_\_\_ Week Starting: \_\_\_\_\_

Once you have checked the facts, use this worksheet to help you figure out what to do next. Before you can figure out what to change, you have to decide whether acting on your emotion is effective in the situation you are in (and whether the emotion is one you actually want to change). (If you are not sure whether you want to change it or not, go back to Emotion Regulation Worksheet 1 and do pros and cons.) In the flow chart below, circle Yes or No at each level, and then select the skill that fits your situation best.



Describe what you did to manage the emotion:

# EMOTION REGULATION WORKSHEET 7

(Emotion Regulation Handouts 10, 11; pp. 231–240)

## Opposite Action to Change Emotions

Due Date: \_\_\_\_\_ Name: \_\_\_\_\_ Week Starting: \_\_\_\_\_

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

EMOTION NAME: \_\_\_\_\_ INTENSITY (0–100) Before: \_\_\_\_\_ After: \_\_\_\_\_

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

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

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

Justified	Not justified
_____	_____
_____	_____

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

☐ **NOT JUSTIFIED: Continue**

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

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

**WHAT I did:** Describe in detail.

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

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

## EMOTION REGULATION WORKSHEET 8 (p. 1 of 2)

(Emotion Regulation Handout 12; p. 241)

### Problem Solving to Change Emotions

Due Date: \_\_\_\_\_ Name: \_\_\_\_\_ Week Starting: \_\_\_\_\_

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

**EMOTION NAME:** \_\_\_\_\_ **INTENSITY (0–100) Before:** \_\_\_\_\_ **After:** \_\_\_\_\_

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

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

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

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**REWRITE the problem** if needed to stick with the facts.

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

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

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*(continued on next page)*

## EMOTION REGULATION WORKSHEET 8 (p. 2 of 2)

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

1. \_\_\_\_\_ 2. \_\_\_\_\_

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

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

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

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

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

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*Worksheets for Reducing  
Vulnerability to Emotion Mind*

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## EMOTION REGULATION WORKSHEET 9 (p. 1 of 2)

(Emotion Regulation Handouts 14–20; pp. 247–257)

### Steps for Reducing Vulnerability to Emotion Mind

Due Date: \_\_\_\_\_ Name: \_\_\_\_\_ Week Starting: \_\_\_\_\_

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

#### **ACCUMULATE POSITIVE EMOTIONS: SHORT TERM**

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

Describe: \_\_\_\_\_

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

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

LONG-TERM GOALS worked on (describe):

AVOIDED AVOIDING (describe):

#### **MINDFULNESS OF POSITIVE EXPERIENCES WHEN THEY OCCURRED**

Focused (and refocused) attention on positive experiences: \_\_\_\_\_

Distracted from worries if they showed up: \_\_\_\_\_

#### **BUILD MASTERY**

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

Describe: \_\_\_\_\_

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

Describe: \_\_\_\_\_

#### **COPE AHEAD**

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

Way that I imagined coping effectively (describe):

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

(continued on next page)

# PLEASE

Skills

Have I . . .

Treated Physical illness? \_\_\_\_\_

Balanced Eating? \_\_\_\_\_

Avoided mood-Altering substances? \_\_\_\_\_

Balanced Sleep? \_\_\_\_\_

Exercised? \_\_\_\_\_

## EMOTION REGULATION WORKSHEET 10

(Emotion Regulation Handouts 15, 16; pp. 248–249)

### Pleasant Events Diary

Due Date: \_\_\_\_\_ Name: \_\_\_\_\_ Week Starting: \_\_\_\_\_

Accumulating pleasant events can take planning. For each day of the week, write down at least one pleasant activity or event that is possible for you. In the next column, write down for each day the pleasant event or activity that you actually engaged in. Fill out an Observing and Describing Emotions worksheet (Emotion Regulation Worksheet 4 or 4a) if necessary, plus this diary sheet.

Day of week	Pleasant event(s) planned	Pleasant event(s) I actually did	Mindfulness of pleasant event (0–5)	Letting go of worries (0–5)	Pleasant experience (0–100)	Comments

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# EMOTION REGULATION WORKSHEET 11 (p. 1 of 3)

(Emotion Regulation Handouts 17, 18; pp. 252–255)

## Getting from Values to Specific Action Steps

Due Date: \_\_\_\_\_ Name: \_\_\_\_\_ Week Starting: \_\_\_\_\_

**STEP 1. AVOID AVOIDING.** Rate degree you have avoided working on building a life worth living:

In the past (\_\_\_\_) Now (\_\_\_\_) (0 = no avoidance, 100 = avoided completely even thinking about it)

Check reasons for avoiding: ☐ Hopelessness ☐ Willfulness ☐ Too hard ☐ Other: \_\_\_\_\_

Use your cope-ahead skills, and write out a plan for getting yourself to avoid avoiding.

**STEP 2. IDENTIFY VALUES THAT ARE IMPORTANT TO YOU.** What is most important to you? Review Emotion Regulation Handout 18 for ideas. Make a list of several of your most important values.

**MY IMPORTANT VALUES:** \_\_\_\_\_

**STEP 3. IDENTIFY ONE IMPORTANT LIFE VALUE OR PRIORITY TO WORK ON NOW.**

Long-term goals depend on Wise Mind values and priorities. What values in your life need more work now?

Make a list of two of the **most important** values in your life that are important things for you to work on right now.

	<u>Importance</u>	<u>Priority</u>
VALUE: _____	( )	( )
VALUE: _____	( )	( )

Rate the importance of each value for a “life worth living” to you (1 = a little important, 5 = extremely important). Then rate how important it is to work on this value NOW (1 = low priority, 5 = very high priority).

**REFINE YOUR CHOICES.** Review your list and ratings above and the value you have chosen to work on now. **CHECK THE FACTS.** Make sure that what you think are values and priorities are in fact YOUR values and priorities—not the values others have, the values others think you should have, or old internal “tapes” of values you learned but no longer really believe in. Rewrite your list if you need to.

**CHOOSE A VALUE TO WORK ON NOW.** Pick the value that is either the most important to you or is your highest priority to work on right now. (If you have more than one value that is a high priority to work on right now, fill out another worksheet for that value.)

VALUE TO WORK ON NOW: \_\_\_\_\_

(continued on next page)

### STEP 4. IDENTIFY A FEW GOALS RELATED TO THIS VALUE.

List two or three **different goals** related to this value. Be specific. What can you do to make this value a part of your life? (If you have trouble thinking of goals, brainstorm as many goals as you can think of that might be related, and then choose those most related to your values.)

GOAL: \_\_\_\_\_

GOAL: \_\_\_\_\_

GOAL: \_\_\_\_\_

### STEP 5. CHOOSE ONE GOAL TO WORK ON NOW.

Select one goal that is reasonable to work on *now*. If one goal has to be accomplished before other goals can be worked on, choose that one as your working-on goal. Be specific. If you want to work on more than one goal at a time, fill out two worksheets.

Goal to work on: \_\_\_\_\_

### STEP 6. IDENTIFY SMALL ACTION STEPS TOWARD YOUR GOAL.

Break down the goal into lots of small steps that you can do. Each small step is a subgoal on the way to your overall goal. List action steps that will get you closer to your goal. If you can't think of any steps, try brainstorming ideas. Write down whatever comes to your mind.

If you start to feel *overwhelmed* because a step looks too big, erase it and break it down into smaller steps you think you can actually do. Rewrite your list if you need to so that the steps you think you can do are included. Put in the order that you think you should do them. If you start to feel *overwhelmed* because there are too many steps, stop writing new steps and focus on just one step.

Action Step 1: \_\_\_\_\_

Action Step 2: \_\_\_\_\_

Action Step 3: \_\_\_\_\_

Action Step 4: \_\_\_\_\_

### STEP 7. TAKE ONE ACTION STEP NOW. Describe what you did: \_\_\_\_\_

\_\_\_\_\_

Describe what happened next: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

(continued on next page)

## EMOTION REGULATION WORKSHEET 11 (p. 3 of 3)

### REMEMBER: ATTEND TO RELATIONSHIPS

Attending to relationships (Group A on Emotion Regulation Handout 18) and being part of a group (Group B) are important to just about everyone. If you did not choose a value from one of these groups, review them to see if one of these first 10 values is an important one for you to work on. If you choose one, write it down and then, after working on it, fill out the rest of the worksheet.

Describe the relationship or relationship problem you want to work on: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

What goal can you work on now? \_\_\_\_\_

\_\_\_\_\_

What small action steps will help you reach your goal?

**Action Step 1:** \_\_\_\_\_

**Action Step 2:** \_\_\_\_\_

**Action Step 3:** \_\_\_\_\_

**Action Step 4:** \_\_\_\_\_

**TAKE ONE ACTION STEP NOW.** Describe what you did: \_\_\_\_\_

\_\_\_\_\_

Describe what happened next: \_\_\_\_\_

\_\_\_\_\_

# EMOTION REGULATION WORKSHEET 11A

(Emotion Regulation Handouts 17, 18; pp. 252–255)

## Getting from Values to Specific Action Steps

Due Date: \_\_\_\_\_ Name: \_\_\_\_\_ Week Starting: \_\_\_\_\_

Once you have figured out your values, the next step is to decide on specific things you can do or achieve (goals) that will make your life more in line with your values. Once you have goals, you can figure out what action steps are necessary to achieve the goal.

**Example: VALUE:** Be part of a group.

Possible **GOALS:**

- Reconnect with old friends.
- Get a more social job.
- Join a club.

Pick one **GOAL** to work on right now.

- Join a club.

Figure out a few **ACTION STEPS** that will move me toward my goal.

- Look for clubs on craigslist.
- Go to the bookstore by my house and ask about book groups.
- Join an interactive online game or chat room.

1. Pick one of your **VALUES:**

\_\_\_\_\_

2. Identify three **GOALS:**

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

3. Circle one **GOAL** to work on right now.

4. Identify **ACTION STEPS** you can take right now to move closer to this **GOAL**.

\_\_\_\_\_

\_\_\_\_\_

5. Take one **ACTION STEP** now. Describe what you did:

\_\_\_\_\_

\_\_\_\_\_

Describe what happened next: \_\_\_\_\_

\_\_\_\_\_

## EMOTION REGULATION WORKSHEET 11B

(Emotion Regulation Handouts 17, 18; pp. 252–255)

### Diary of Daily Actions on Values and Priorities

Due Date: \_\_\_\_\_ Name: \_\_\_\_\_ Week Starting: \_\_\_\_\_

This diary is for tracking your progress in reaching your goals and living according to your own values. You can either fill out one page for each value or goal you are working on, or you can fill it out every day no matter what goal you are working on that day. Remember to be very specific. Check Emotion Regulation Worksheet 11 or 11a for your list of important values and goals.

Day	Value	Goal	Value and Priority Actions Today	Next Step
	What value am I working on?	What is my goal related to this value?	What action did I do today to achieve this goal? (Be specific.)	What will my next action be to achieve this goal? (Be specific.)

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## EMOTION REGULATION WORKSHEET 12

(Emotion Regulation Handout 19; p. 256)

### Build Mastery and Cope Ahead

Due Date: \_\_\_\_\_ Name: \_\_\_\_\_ Week Starting: \_\_\_\_\_

In the far left column, put down the days of the week. Then write plans for practicing mastery in the first column under "Build Mastery." At the end of the day, write in the second column what you actually did to increase your sense of mastery. Under "Cope Ahead," describe a problem situation in the first column, and then describe in the second column how you imagined coping skillfully. Also, check whether it helped.

Day	Build Mastery		Cope Ahead		Helpful? <input type="checkbox"/> YES <input type="checkbox"/> NO
	Activities planned for building mastery	Activities I actually did for building mastery	Future problem situation	How I imagined coping effectively (describe)	
			1.		Helpful? <input type="checkbox"/> YES <input type="checkbox"/> NO
			2.		Helpful? <input type="checkbox"/> YES <input type="checkbox"/> NO

# EMOTION REGULATION WORKSHEET 13

(Emotion Regulation Handout 19; p. 256)

## Putting ABC Skills Together Day by Day

Due Date: \_\_\_\_\_ Name: \_\_\_\_\_ Week Starting: \_\_\_\_\_

This worksheet is for tracking your planned ABC tasks throughout each day. At night or first thing in the morning, write down what you plan to do that day; as you go or at the end of the day, write down what you actually did. Over time, you will find that you can do more and more of what you plan, and as you do that you will find your vulnerability to negative emotions going down.

Rate your negative mood or emotions at start of day (0–100): \_\_\_\_\_ And negative mood or emotions at end of day (0–100): \_\_\_\_\_

Daytime Hours	PLANNED ACTIVITIES			WHAT I ACTUALLY DID		
	Accumulate Positive Emotions	Action to Build Mastery	Cope-Ahead Task	Accumulate Positive Emotions	Action to Build Mastery	Cope-Ahead Task
Before 8 A.M.						
8 A.M. to 12 noon						
12 noon to 4 P.M.						
4 P.M. to 8 P.M.						
After 8 P.M.						
<b>Total Number of Activities</b>						

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## EMOTION REGULATION WORKSHEET 14

(Emotion Regulation Handout 20; p. 257)

### Practicing PLEASE Skills

Due Date: \_\_\_\_\_ Name: \_\_\_\_\_ Week Starting: \_\_\_\_\_

In the left column, put down the days of the week. Then write down what you did to practice each of the PLEASE skills. At the bottom of each column, check whether practicing this skill was helpful during the week.

Day	Describe treating <u>Physical</u> illness	Describe balanced <u>Eating</u> efforts	List mood- <u>Altering</u> substances used	Hours of <u>Sleep</u> (time to bed; time up)	Describe <u>Exercise</u> (hours and/or minutes)
	Helpful? <input type="checkbox"/> YES <input type="checkbox"/> NO	Helpful? <input type="checkbox"/> YES <input type="checkbox"/> NO	Helpful? <input type="checkbox"/> YES <input type="checkbox"/> NO	Helpful? <input type="checkbox"/> YES <input type="checkbox"/> NO	Helpful? <input type="checkbox"/> YES <input type="checkbox"/> NO

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## Changed Dream Experience Form

Due Date: \_\_\_\_\_ Name: \_\_\_\_\_ Week Starting: \_\_\_\_\_

In the space provided below, describe the changed dream in as many details as possible. Include sensory descriptions (sights, smells, sounds, tastes, etc.). Please note the feelings, images, and thoughts associated with this dream, including assumptions about yourself. Be as specific as possible. Be sure the change you put in occurs *before* anything traumatic or bad happens to you or others in the nightmare. Note when the dream begins and when it ends. (Use the back of this sheet if necessary.)

In my dream, \_\_\_\_\_

*(continued on next page)*

# EMOTION REGULATION WORKSHEET 14A (p. 3 of 3)

## Dream Rehearsal and Relaxation Record

Due Date: \_\_\_\_\_ Name: \_\_\_\_\_ Week Starting: \_\_\_\_\_

In the left column, put down the days of the week. Then write down what you did to practice dream rehearsal and relaxation during the week. In the morning write down the intensity of your nightmare. (Put a 0 if you did not have the nightmare.) Continue practicing until you do not have the nightmare again.

Day	Describe daytime visual rehearsal and relaxation	Negative emotion intensity (0–100)	Describe daytime visual rehearsal and relaxation	Negative emotion intensity (0–100)	Describe daytime visual rehearsal and relaxation	Nightmare intensity (0–100)
		Start: _____ End: _____		Start: _____ End: _____		
		Start: _____ End: _____		Start: _____ End: _____		
		Start: _____ End: _____		Start: _____ End: _____		
		Start: _____ End: _____		Start: _____ End: _____		
		Start: _____ End: _____		Start: _____ End: _____		
		Start: _____ End: _____		Start: _____ End: _____		
		Start: _____ End: _____		Start: _____ End: _____		
		Start: _____ End: _____		Start: _____ End: _____		

## EMOTION REGULATION WORKSHEET 14B

### Sleep Hygiene Practice Sheet

Due Date: \_\_\_\_\_ Name: \_\_\_\_\_ Week Starting: \_\_\_\_\_

In the far left column, put down the days of the week. Then put times/hours in bed, and what you did in the 4 hours before bed, in the next three columns. Along with describing the strategies you used, please rate your degree of rumination before and after using skills. Write in 0 if you had no rumination. Finally, rate the overall usefulness of your strategies.

Day	Time to bed/ time up	Hours/ minutes in bed during the day	Food, drink, exercise within 4 hours of bed	Starting emotion/ rumination intensity (0–100)	Describe strategies used to get to sleep (or back to sleep)	Ending emotion/ rumination intensity (0–100)	Usefulness of strategies (0–100)
	Hrs: _____ Min: _____						
	Hrs: _____ Min: _____						
	Hrs: _____ Min: _____						
	Hrs: _____ Min: _____						
	Hrs: _____ Min: _____						
	Hrs: _____ Min: _____						
	Hrs: _____ Min: _____						





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*Worksheets for Managing Really  
Difficult Emotions*

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## EMOTION REGULATION WORKSHEET 15

(Emotion Regulation Handouts 21, 22; pp. 263–264)

### Mindfulness of Current Emotions

Due Date: \_\_\_\_\_ Name: \_\_\_\_\_ Week Starting: \_\_\_\_\_

**EMOTION NAME:** \_\_\_\_\_ **INTENSITY (0–100) Before:** \_\_\_\_\_ **After:** \_\_\_\_\_

Describe situation that prompts emotion. (Fill out Steps 1 and 2 on Emotion Regulation Worksheet 5, if necessary.)

When emotional intensity is extreme, go to **CRISIS SURVIVAL SKILLS first** and fill out Distress Tolerance Worksheets 2–6. With any emotion, high or low, practice radical acceptance with **MINDFULNESS OF CURRENT EMOTIONS**.

Check off any of the following that you did:

- ☐ Stepped back and just noticed the emotions I was experiencing.
- ☐ Experienced the emotion as waves, coming and going on the beach.
- ☐ Let go of judgments about my emotions.
- ☐ Noticed where in my body I was feeling the emotional sensations.
  
- ☐ Paid attention to the physical sensations of the emotions as much as I could.
- ☐ Observed how long it took the emotion to go away.
- ☐ Reminded myself that being critical of emotions does not work.
- ☐ Practiced willingness to have unwelcome emotions.
- ☐ Imagined my emotions as clouds in the sky, coming and going.
- ☐ Just noticed the action urge that went with my emotion.
  
- ☐ Got myself to avoid acting on my emotion.
- ☐ Reminded myself of times when I have felt different.
- ☐ Practiced radically accepting my emotion.
- ☐ Tried to love my emotions.

Other: \_\_\_\_\_

Comments and descriptions of experiences:

# EMOTION REGULATION WORKSHEET 16

(Emotion Regulation Handout 24; pp. 266–267)

## Troubleshooting Emotion Regulation Skills

Due Date: \_\_\_\_\_ Name: \_\_\_\_\_ Week Starting: \_\_\_\_\_

When you just can't get your skills to work, try doing this worksheet to see if you can figure out what is going wrong. Check off each box in order, follow the directions and keep going until you find a solution.

EMOTION NAME: \_\_\_\_\_ INTENSITY (0–100) Before: \_\_\_\_\_ After: \_\_\_\_\_

List the skill you were trying to use that did not seem to help: \_\_\_\_\_

### 1. Am I biologically more vulnerable?

- ☐ **NO:** Go to next question.
- ☐ **NOT SURE:** Review the PLEASE skills. (See Emotion Regulation Handout 20.)
- ☐ **YES:** Work on PLEASE skills. (See Emotion Regulation Worksheet 14.) Consider medication.  
*Did this help?* ☐ **No** (Go to next question) ☐ **Yes (Fabulous)** ☐ **Didn't do it**

### 2. Did I use the skill correctly? Check out the instructions.

- ☐ **YES:** Go to next question.
- ☐ **NOT SURE:** Reread the instructions or get coaching. TRY AGAIN.  
*Did this help?* ☐ **No** (Go to next question) ☐ **Yes (Fabulous)** ☐ **Didn't do it**

### 3. Are my emotions being reinforced (and maybe I don't really want to change them)?

- ☐ **NO:** Go to next question.
- ☐ **NOT SURE:** Review Emotion Regulation Handout 3/Worksheets 2, 2a.
- ☐ **YES:** Do a PROS and CONS for changing emotions. (See Emotion Regulation Worksheet 1.)  
*Did this help?* ☐ **No** (Go to next question) ☐ **Yes (Fabulous)** ☐ **Didn't do it**

### 4. Am I putting in the time and effort that emotion regulation takes?

- ☐ **YES:** Continue practicing.
- ☐ **NO:** Practice radical acceptance and willingness. (See Distress Tolerance Handouts 11b and 13.)  
Practice participating and effectiveness. (See Mindfulness Handouts 4 and 5.)  
Use problem solving to find the time to work on skills. (See Emotion Regulation Worksheet 8.)  
*Did this help?* ☐ **No** (Go to next question) ☐ **Yes (Fabulous)** ☐ **Didn't do it**

### 5. Are my emotions too extreme right now for skills? Am I going around in so many circles that I have fallen into the emotional sea of dyscontrol?

- ☐ **NO:** Go to next question.
- ☐ **YES:** If possible *now*, solve the problem. (See Emotion Regulation Handout 12, Worksheet 9.)  
If not possible, *attend to physical sensations*. (See Emotion Regulation Handout 22.)  
If too extreme for skills, go to TIP skills. (See Distress Tolerance Handout 5.)  
*Did this help?* ☐ **No** (Go to next question) ☐ **Yes (Fabulous)** ☐ **Didn't do it**

### 6. Are myths about emotions and emotion regulation getting in my way?

- ☐ **NO.**
- ☐ **YES:** Practice nonjudgmentalness. Check the facts and challenge the myths.  
*Did this help?* ☐ **No** ☐ **Yes (Fabulous)** ☐ **Didn't do it**