

DISGUST WORDS

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

Prompting Events for Feeling Disgust

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

Interpretations of Events That Prompt Feelings of Disgust

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

Biological Changes and Experiences of Disgust

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

Expressions and Actions of Disgust

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

Aftereffects of Disgust

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

(continued on next page)

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)

EMOTION REGULATION HANDOUT 6 (p. 4 of 10)

FEAR WORDS

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

Prompting Events for Feeling Fear

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

Interpretations of Events That Prompt Feelings of Fear

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

Biological Changes and Experiences of Fear

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

Expressions and Actions of Fear

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

Aftereffects of Fear

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

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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
enthrallment	cheerfulness	zaniness	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
cautious
clinging

clutching
defensive
mistrustful

fear of losing someone/
something
possessive

rivalrous
suspicious
self-protective

wary
watchful

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: _____

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EMOTION REGULATION HANDOUT 6 (p. 7 of 10)

LOVE WORDS

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

Prompting Events for Feeling Love

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

Interpretations of Events That Prompt Feelings of Love

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

Biological Changes and Experiences of Love

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

Expressions and Actions of Love

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

Aftereffects of Love

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

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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: _____

(continued on next page)

SHAME WORDS

shame
contrition

culpability
discomposure

embarrassment
humiliation

mortification
self-conscious

shyness

Prompting Events for Feeling Shame

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

Interpretations of Events That Prompt Feelings of Shame

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

Biological Changes and Experiences of Shame

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

Expressions and Actions of Shame

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

Aftereffects of Shame

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

(continued on next page)

GUILT WORDS

guilt culpability remorse apologetic regret sorry

Prompting Events for Feeling Guilt

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

Interpretations of Events That Prompt Feelings of Guilt

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

Biological Changes and Experiences of Guilt

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

Expressions and Actions of Guilt

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

Aftereffects of Guilt

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

Other Important Emotion Words

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

*Handouts for Changing
Emotional Responses*

EMOTION REGULATION HANDOUT 7

(Emotion Regulation Worksheets 5–8; pp. 285–290)

Overview: Changing Emotional Responses

CHECK THE FACTS

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

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

OPPOSITE ACTION

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

PROBLEM SOLVING

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

EMOTION REGULATION HANDOUT 8

(Emotion Regulation Worksheet 5; 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

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

Intensity and duration of an emotion are justified by:

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

EMOTION REGULATION HANDOUT 9

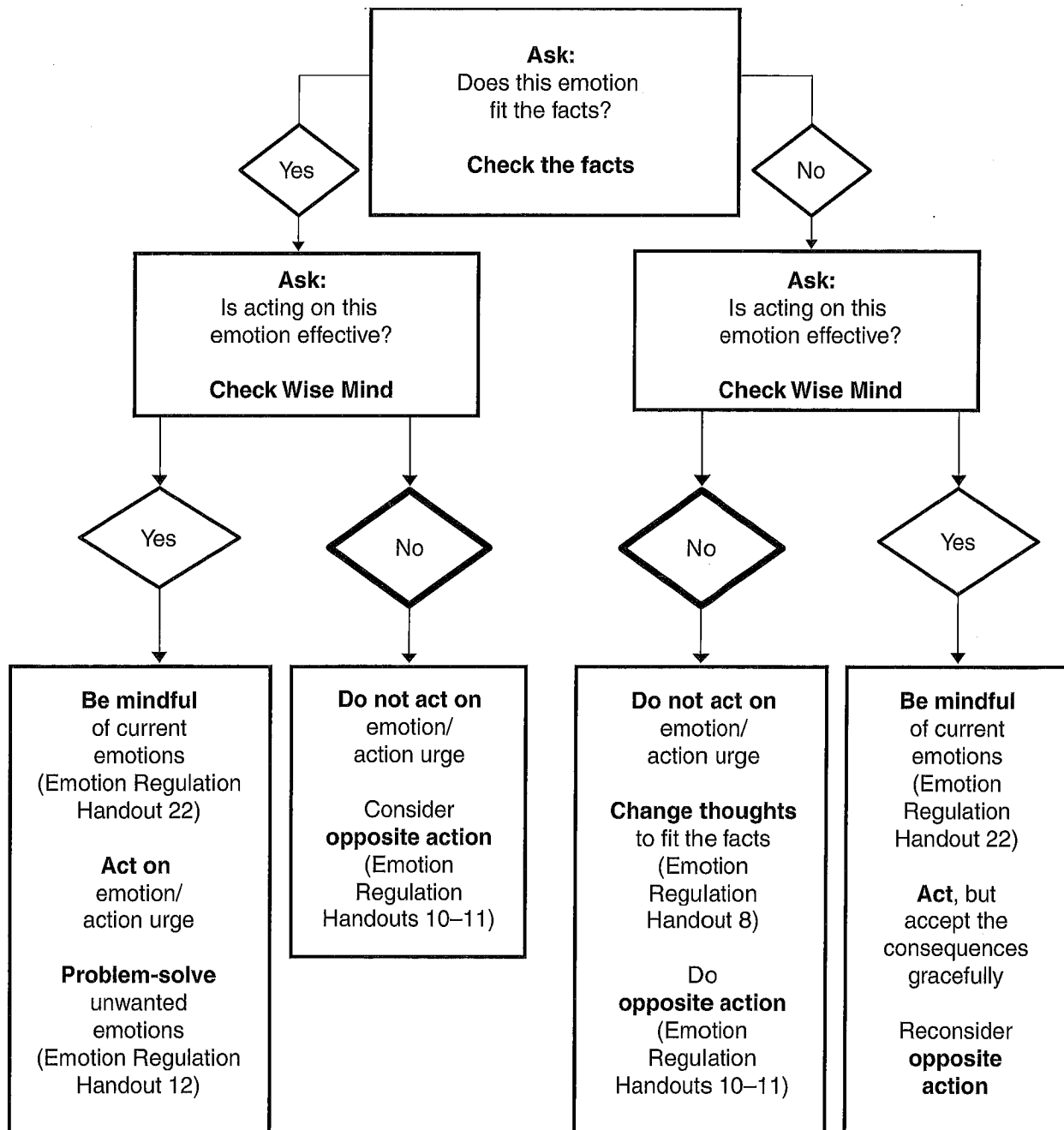
(Emotion Regulation Worksheet 6; p. 287)



Opposite Action and Problem Solving: Deciding Which to Use

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

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



EMOTION REGULATION HANDOUT 10

(Emotion Regulation Worksheet 7; p. 288)



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. REMIND yourself of why love is not justified (rehearse the “cons” of loving) when loving thoughts do arise.

ALL-THE-WAY OPPOSITE ACTIONS for Love

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

(continued on next page)

SADNESS

Sadness FITS THE FACTS of a situation whenever:

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

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

OPPOSITE ACTIONS for Sadness

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

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

ALL-THE-WAY OPPOSITE ACTIONS for Sadness

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

(continued on next page)

SHAME

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

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

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

OPPOSITE ACTIONS for Shame

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

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

ALL-THE-WAY OPPOSITE ACTIONS for Shame

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

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

OPPOSITE ACTIONS for Shame

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

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

ALL-THE-WAY OPPOSITE ACTIONS for Shame

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

(continued on next page)

GUILT

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

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

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

OPPOSITE ACTIONS for Guilt

Do the OPPOSITE of your action urges. For example:

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

ALL-THE-WAY OPPOSITE ACTIONS for Guilt

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

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

OPPOSITE ACTIONS for Guilt

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

ALL-THE-WAY OPPOSITE ACTIONS for Guilt

- 6. VALIDATE YOURSELF.

EMOTION REGULATION HANDOUT 12

(Emotion Regulation Worksheet 8; 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)
Fear	<p>A. Your life is in danger.</p> <p>B. Your health is in danger.</p> <p>C. Your well-being is in danger.</p>	<p>1. Do what you are afraid of doing . . . over and over.</p> <p>2. Approach what you are afraid of.</p> <p>3. Do what gives you a sense of control and mastery.</p>	<p>1. Freeze/run if danger is near.</p> <p>2. Remove the threatening event.</p> <p>3. Do what gives you a sense of control and mastery of the fearful event.</p> <p>4. Avoid the threatening event.</p>
Anger	<p>A. An important goal is blocked or a desired activity is interrupted or prevented.</p> <p>B. You or someone you care about is attacked or hurt (physically or emotionally) by others.</p> <p>C. You or someone you care about is insulted, offended, or threatened by others.</p>	<p>1. Gently avoid.</p> <p>2. Take a time out.</p> <p>3. Do something kind.</p> <p>4. Imagine understanding: Step into the other person's shoes.</p> <p>5. Imagine really good reasons for what happened.</p>	<p>1. Fight back when being attacked, if you have nothing to lose by fighting.</p> <p>2. Overcome obstacles to goals.</p> <p>3. Work to stop further attacks, insults, and threats.</p> <p>4. Avoid or walk out on people who are threatening.</p>
Disgust	<p>A. Something you are in contact with could poison or contaminate you.</p> <p>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.</p>	<p>1. Move close. Embrace.</p> <p>2. Be kind; step into the other person's shoes.</p> <p>3. Take in what feels repulsive.</p> <p>4. See the situation from the other person's point of view.</p>	<p>1. Remove/clean up revolting things.</p> <p>2. Influence others to stop harmful actions/stop things that contaminate your community.</p> <p>3. Avoid or push away harmful people or things.</p> <p>4. Imagine understanding a person who has done disgusting things.</p>

(continued on next page)

EMOTION REGULATION HANDOUT 13 (p. 2 of 3)

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

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EMOTION REGULATION HANDOUT 13 (p. 3 of 3)

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

*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

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

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

Step 1. Avoid avoiding.

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

Step 2. Identify values that are important to you.

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

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

Step 3. Identify one value to work on now.

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

Example: Be productive.

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

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

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

Be more active keeping up with important tasks at home.

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

Step 5. Choose one goal to work on now.

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

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

Step 6. Identify small action steps toward your goal.

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

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

Submit applications for jobs at places I want to work.

Write résumé.

Check out benefits at places I might want to work.

Step 7. Take one action step now.

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



Values and Priorities List

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

☐ **A. Attend to relationships.**

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

☐ **B. Be part of a group.**

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

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

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

☐ **D. Achieve things in life.**

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

(continued on next page)

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

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EMOTION REGULATION HANDOUT 18 (p. 2 of 3)

☐ **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)

EMOTION REGULATION HANDOUT 18 (p. 3 of 3)

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

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

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

47. ☐ Care for nature and the environment.

☐ Other: _____

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

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

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

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

51. ☐ Make sacrifices for others.

☐ Other: _____

☐ **M. Work at self-development.**

52. ☐ Develop a personal philosophy of life.

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

☐ Other: _____

☐ **N. Have integrity.**

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

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

56. ☐ Be courageous in facing and living life.

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

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

☐ Other: _____

☐ **O. Other:** _____



Build Mastery and Cope Ahead

Build Mastery

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

Example: _____

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

Cope Ahead of Time with Difficult Situations

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



Taking Care of Your Mind by Taking Care of Your Body

Remember these as **PLEASE** skills.

**P
L**

1. Treat Physical Illness.

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

E

2. Balance Eating.

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

A

3. Avoid Mood-Altering Substances.

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

S

4. Balance Sleep.

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

E

5. Get Exercise.

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

EMOTION REGULATION 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.

.....

*Handouts for Managing Really
Difficult Emotions*

.....

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

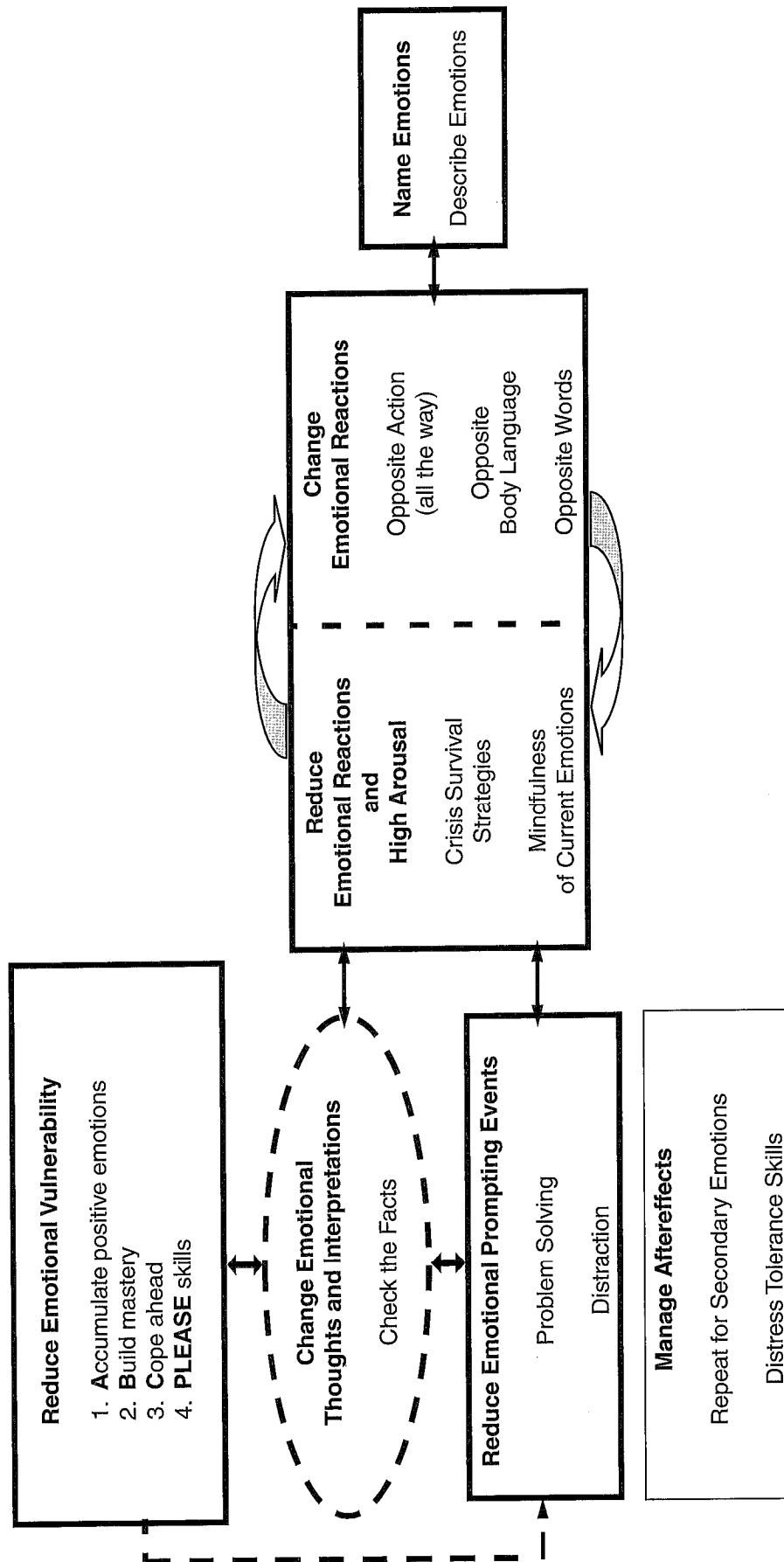
CHECK FOR EMOTION MYTHS GETTING IN THE WAY

- 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



Emotion Regulation Worksheets



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.

Pros	Stay in emotion mind, acting emotionally	Regulate emotions and emotion actions
	_____	_____
	_____	_____
	_____	_____
Cons	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)? _____

*Worksheets for Understanding
and Naming Emotions*

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?

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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?
Emotion name						

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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?
Emotion name	What did my emotion motivate me to do (i.e., what goal did my emotion serve)?					
Fear/anxiety	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)

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.

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.?

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

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*

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 meds

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)

EMOTION REGULATION WORKSHEET 5 (p. 2 of 2)

Step
4

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

CHECK THE FACTS!

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

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

Facts
→

Step
5

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

DESCRIBE WAYS TO COPE if the worst does happen.

Step
6

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

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

Describe what you did to check the facts:

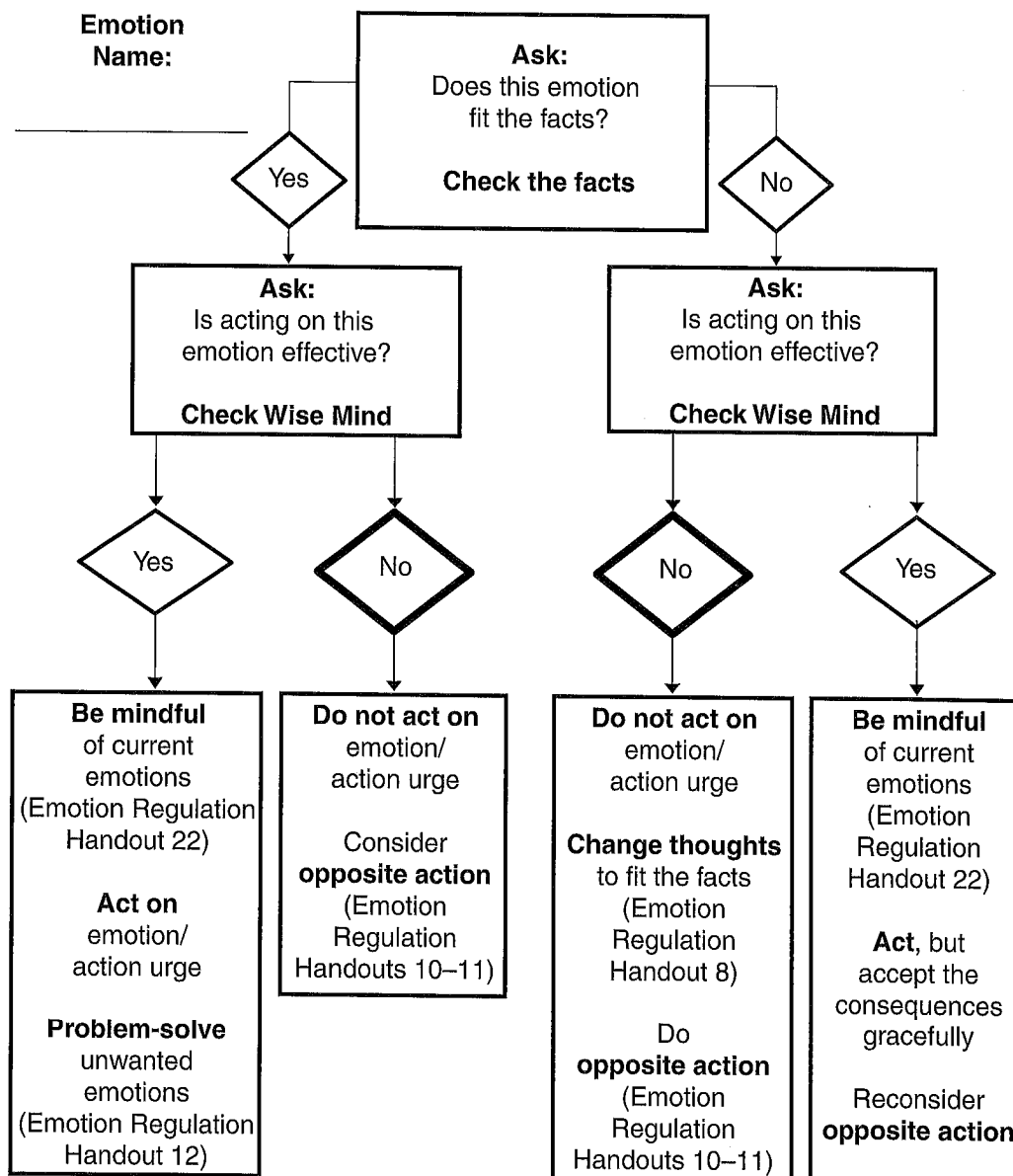
EMOTION REGULATION WORKSHEET 6

(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.)?

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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?

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

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

REWRITE the problem if needed to stick with the facts.

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

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

(continued on next page)

EMOTION REGULATION WORKSHEET 8 (p. 2 of 2)

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

1. _____ 2. _____

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

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

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

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

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

*Worksheets for Reducing
Vulnerability to Emotion Mind*

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

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.

	Importance	Priority
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)

EMOTION REGULATION WORKSHEET 11 (p. 2 of 3)

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.						
Total Number of Activities						

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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>E</u> ating efforts	List mood- <u>A</u> ltering substances used	Hours of <u>S</u> leep (time to bed; time up)	Describe <u>E</u> xercise (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

EMOTION REGULATION WORKSHEET 14A (p. 1 of 3)

(Emotion Regulation Handout 20a; p. 258)

Target Nightmare Experience Forms (Set of 3)

Due Date: _____ Name: _____ Week Starting: _____

In the space provided below, describe the distressing dream in as many details as possible. Include sensory descriptions (sights, smells, sounds, tastes, etc.). Note the feelings, images, and thoughts associated with this dream, including assumptions about yourself. Be as specific as possible. Note when the dream begins and when it ends. (Use the back of this sheet if necessary.)

In my dream, _____

(continued on next page)

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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.)

[illegible]

(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: _____						
	Hrs: _____ Min: _____						

*Worksheets for Managing Really
Difficult Emotions*

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**

DISTRESS TOLERANCE SKILLS

Introduction to Handouts and Worksheets

Distress tolerance is the ability to tolerate and survive crises without making things worse. The ability to tolerate and accept distress is essential for two reasons. First, pain and distress are part of life; they cannot be entirely avoided or removed. The inability to accept this immutable fact increases pain and suffering. Second, distress tolerance, at least over the short run, is part of any attempt to change yourself. Otherwise, efforts to escape pain and distress will interfere with your efforts to establish desired changes. There are two main sets of handouts and worksheets for distress tolerance skills: **Crisis Survival Skills** and **Reality Acceptance Skills**. There is an additional, specialized set of handouts and worksheets for **Skills When the Crisis Is Addiction**. One introductory handout precedes the handouts and worksheets on these skill sets:

- **Distress Tolerance Handout 1: Goals of Distress Tolerance.** The goals of distress tolerance are (1) to survive crisis situations without making them worse, (2) to accept reality as it is in the moment, and (3) to become free.

Crisis Survival Skills

- **Distress Tolerance Handout 2: Overview: Crisis Survival Skills.** The goal of crisis survival skills is to get through crises without making things worse. Crisis situations are, by definition, short-term. Thus these skills are not to be used all the time.

- **Distress Tolerance Worksheets 1, 1a, 1b: Crisis Survival Skills.** These are three different versions of worksheets that can be used with Handout 2 and throughout this portion of the module. Each worksheet covers all of the crisis survival skills.

- **Distress Tolerance Handout 3: When to Use Crisis Survival Skills.** This handout defines what a crisis is, and explains when and when not to use these skills.

- **Distress Tolerance Handout 4: The STOP Skill.** The STOP skill can keep you from acting impulsively on your emotions in ways that make a difficult situation worse. The term STOP is a way to remember how to do the skill: Stop, Take a step back, Observe, and Proceed mindfully. Two different worksheets can be used to track practice of the STOP skill—**Distress Tolerance Worksheets 2 and 2a: Practicing the STOP Skill**. Worksheet 2 provides space for two practices during the week. Worksheet 2a gives space for tracking daily practice.

- **Distress Tolerance Handout 5: Pros and Cons.** Listing pros and cons allows you to compare the advantages and disadvantages of different options. This particular handout asks you to compare the pros and cons of acting on your emotional urges in a crisis situation and of resisting those urges. Figure out and write down your pros and cons when you are *not* in a crisis; then, when a crisis hits, pull out your pros and cons and review them. You can also use **Distress Tolerance Worksheets 3 and 3a: Pros and Cons of Acting on Crisis Urges**. Both worksheets ask for the same information, but they are set up differently. Some people find one format much easier to work with than the other, and vice versa. Whichever one you use, remember to fill out all four quadrants.

- **Distress Tolerance Handout 6: TIP Skills: Changing Your Body Chemistry.** Very high emotion can make it impossible to use most skills. The TIP skills are designed as a quick way to reduce high emotional arousal. The TIP skills are Temperature (cold water), Intense exercise, Paced breathing, and Paired muscle relaxation. (Note that there are two P skills, although there is only one P in TIP.) There are also handouts on individual TIP skills as listed below. **Distress Tolerance Worksheet 4: Changing Body Chemistry with TIP Skills** covers all the TIP skills and can be used to track your practice.

- **Distress Tolerance Handout 6a: Using Cold Water, Step by Step.** This handout goes over how to use cold water to reduce emotional arousal quickly.

- **Distress Tolerance Handout 6b: Paired Muscle Relaxation, Step by Step.** Paired muscle relaxation is the pairing of relaxing your muscles with breathing out. The idea is to practice combining the two enough so that relaxing when highly emotional becomes easier and sometimes even automatic as you breathe out. This handout describes in detail how to practice paired muscle relaxation. To track your practice of this skill, use **Distress Tolerance Worksheet 4a: Paired Muscle Relaxation**.

- **Distress Tolerance Handout 6c: Effective Rethinking and Paired Relaxation.** This is a method of combining rethinking what you are telling yourself with paired relaxation to bring down emotion rapidly in moments of high stress. To track your practice of this skill, you can use **Distress Tolerance Worksheet 4b: Effective Rethinking and Paired Relaxation**.

- **Distress Tolerance Handout 7: Distracting.** Distracting methods work by reducing your contact with whatever set off the distress or its most painful aspects. The methods are listed on this handout and can be remembered with the term “Wise Mind ACCEPTS.” There are three different worksheets for tracking

practice—**Distress Tolerance Worksheets 5, 5a, and 5b: Distracting with Wise Mind ACCEPTS**. Worksheet 5 provides space for two practices between sessions. Worksheet 5a provides space for practicing every ACCEPTS skill twice. Worksheet 5b gives space for multiple practices of each skill.

- **Distress Tolerance Handout 8: Self-Soothing.** Self-soothing means doing things that feel pleasant and comforting, and that provide relief from stress or pain. It is being gentle and mindfully kind to yourself. This handout lists a number of ways to self-soothe through each of your five senses. There are three different worksheets you can use to track your self-soothing practice—**Distress Tolerance Worksheets 6, 6a, and 6b: Self-Soothing**. Each worksheet increases the number of practices, from two practices between sessions (Worksheet 6) to practice of each skill twice between sessions (Worksheet 6a) to multiple daily practices (Worksheet 6b).

- **Distress Tolerance Handout 8a: Body Scan Meditation, Step by Step.** This handout gives instructions for body scan meditation as a special form of self-soothing. Practice of the body scan can be recorded on **Distress Tolerance Worksheet 6c: Body Scan Meditation, Step by Step**.

- **Distress Tolerance Handout 9: Improving the Moment.** This handout lists a number of different strategies that can be used to improve the quality of the present moment, making it easier to survive a crisis without making it worse. The term IMPROVE is a way to remember the strategies. Any of three worksheets—**Distress Tolerance Worksheets 7, 7a, and 7b: IMPROVE the Moment**—can be used to track practice of this skill. Each worksheet increases the number of practices that can be recorded, from two practices during the week (Worksheet 7) to practice of every skill twice (Worksheet 7a) to multiple daily practices (Worksheet 7b).

- **Distress Tolerance Handout 9a: Sensory Awareness, Step by Step.** The R in IMPROVE stands for Relaxing actions, and sensory awareness is a relaxing action you can take to improve the moment. This handout can be used as a guide to this exercise.

Reality Acceptance Skills

- **Distress Tolerance Handout 10: Overview: Reality Acceptance Skills.** The goal of reality acceptance is to reduce suffering and increase a sense of freedom by finding ways to accept the facts of your life. This handout briefly lists the six reality acceptance skills.

- **Distress Tolerance Worksheets 8, 8a, 8b: Reality Acceptance Skills.** These three worksheets cover practice of all the reality acceptance skills. They can be used to track practice of any of the skills in this section. There are also worksheets for specific reality acceptance skills, as mentioned below.

- **Distress Tolerance Handout 11: Radical Acceptance.** Radical acceptance is a complete and total openness to the facts of reality as they are, without fighting the facts or being willful and ineffective. This handout outlines what has to be accepted

and why radical acceptance is better than nonacceptance. It is helpful to use this handout with **Distress Tolerance Worksheet 9: Radical Acceptance** which helps you figure out what you might need to radically accept.

- **Distress Tolerance Handout 11a: Radical Acceptance: Factors That Interfere.** This handout clarifies what radical acceptance is not and outlines factors that interfere with it.

- **Distress Tolerance Handout 11b: Practicing Radical Acceptance, Step by Step.** This handout gives instructions for practicing radical acceptance. Practice can be recorded on Distress Tolerance Worksheet 9 as mentioned above, or on **Distress Tolerance Worksheet 9a: Practicing Radical Acceptance**.

- **Distress Tolerance Handout 12: Turning the Mind.** In order to accept reality that feels unacceptable, you usually have to make an effort more than once. You sometimes have to keep choosing to accept reality over and over for a very long time. Turning the mind is choosing to accept. This handout explains turning the mind and how to do it. Practice of this skill can be tracked on **Distress Tolerance Worksheet 10: Turning the Mind, Willingness, Willfulness**.

- **Distress Tolerance Handout 13: Willingness.** Willingness is the readiness to respond to life's situations wisely, as needed, voluntarily, and without grudge. It is the opposite of willfulness. This handout describes how to practice willingness. As with Handout 12, practice can be recorded on Distress Tolerance Worksheet 10.

- **Distress Tolerance Handout 14: Half-Smiling and Willing Hands.** Half smiling and willing hands are two ways to accept reality with your body. This handout describes how to practice each skill. **Distress Tolerance Handout 14a: Practicing Half-Smiling and Willing Hands** describes several specific ways to practice these skills. Practice of these skills can be tracked on either **Distress Tolerance Worksheet 11: Half-Smiling and Willing Hands** or **11a: Practicing Half-Smiling and Willing Hands**. The two worksheets are similar, but Worksheet 11 requires more writing.

- **Distress Tolerance Handout 15: Mindfulness of Current Thoughts.** Mindfulness of current thoughts is observing thoughts as thoughts, as sensations of the brain, rather than as facts about the world. You simply let thoughts come and go—noticing them, but not trying to control or change them. Observing thoughts is similar to observing any other behavior. Handout 15 describes this skill. **Distress Tolerance Handout 15a: Practicing Mindfulness of Thoughts** lists examples of how to practice this skill. To record practice, you can use either of two worksheets—**Distress Tolerance Worksheet 12: Mindfulness of Current Thoughts** or **Distress Tolerance Worksheet 12a: Practicing Mindfulness of Thoughts**.

Skills When the Crisis Is Addiction

- **Distress Tolerance Handout 16: Overview: When the Crisis Is Addiction.** The skills in this special part of the module are specifically designed for dealing with

various addictions. This handout lists these skills. **Distress Tolerance Worksheet 13: Skills When the Crisis Is Addiction** covers all these skills and can be used instead of worksheets for the specific skills mentioned below.

- **Distress Tolerance Handout 16a: Common Addictions.** This handout defines addiction and lists common behaviors that can become addictions when you are unable to stop them, despite your best efforts to stop and despite negative consequences.

- **Distress Tolerance Handout 17: Dialectical Abstinence.** Dialectical abstinence is the synthesis of absolute abstinence (total commitment to abstinence) and harm reduction (planning for slips into the addictive behavior so they don't become relapses).

- **Distress Tolerance Handout 17a: Planning for Dialectical Abstinence.** This handout lists ways to plan for both abstinence and harm reduction. The items under "Plan for Abstinence" are shorthand for the skills described on Distress Tolerance Handouts 18–21. To track your practice of dialectical abstinence, use **Distress Tolerance Worksheet 14: Planning for Dialectical Abstinence**.

- **Distress Tolerance Handout 18: Clear Mind.** "Clear mind" is the middle ground between the extremes of "addict mind" (when you are governed by your addiction) and "clean mind" (when you think your problems are behind you and you don't need to be careful of a potential relapse). Clear mind is the safest place to be, since it involves not engaging in the addictive behavior while remaining vigilant of the temptation to do so.

- **Distress Tolerance Handout 18a: Behavior Patterns Characteristic of Addict Mind and of Clean Mind.** This handout lists typical behaviors of addict mind and clean mind and can help you identify when you are in one or the other. In particular, check the behaviors you engage in while you are in clean mind. Use **Distress Tolerance Worksheet 15: From Clean Mind to Clear Mind** to practice replacing clean mind behaviors you've marked on Handout 18a with clear mind behaviors.

- **Distress Tolerance Handout 19: Community Reinforcement.** Community reinforcement means restructuring your environment so that it will reinforce abstinence instead of addiction. This handout explains why this is important and lists steps you can take to make it happen. Use **Distress Tolerance Worksheet 16: Reinforcing Nonaddictive Behaviors** to track your practice of community reinforcement.

- **Distress Tolerance Handout 20: Burning Bridges and Building New Ones.** "Burning bridges" here means actively eliminating from your life any and every connection to potential triggers for addictive behaviors. "Building new bridges" means creating new visual images and smells in your mind to compete with addiction urges. Use **Distress Tolerance Worksheet 17: Burning Bridges and Building New Ones** to track your practice of this skill.

- **Distress Tolerance Handout 21: Alternate Rebellion and Adaptive Denial.** When addiction functions as rebellion, you can use some type of alternate rebellion to satisfy your wish to rebel without destroying yourself or blocking your way to

achieving important goals. Adaptive denial consists of convincing yourself that you actually don't crave the addictive behavior (denial). The first half of this handout lists possible forms of alternate rebellion. The second half of the handout describes steps for adaptive denial. Use **Distress Tolerance Worksheet 18: Practicing Alternate Rebellion and Adaptive Denial** to track your practice of these skills.

Distress Tolerance Handouts



Goals of Distress Tolerance

SURVIVE CRISIS SITUATIONS

Without Making Them Worse

ACCEPT REALITY

**Replace Suffering and Being “Stuck”
with Ordinary Pain and the Possibility of Moving Forward**

BECOME FREE

**Of Having to Satisfy
the Demands of Your Own
Desires, Urges, and Intense Emotions**

OTHER: _____

Handouts for Crisis Survival Skills

DISTRESS TOLERANCE HANDOUT 2

(Distress Tolerance Worksheets 1–7b; pp. 369–388)

Overview: Crisis Survival Skills

These are skills for tolerating painful events, urges, and emotions when you cannot make things better right away.

The STOP Skill

Pros and Cons

TIP Your Body Chemistry

Distract with Wise Mind ACCEPTS

Self-Soothe with the Five Senses

Improve the Moment



When to Use Crisis Survival Skills

YOU ARE IN A CRISIS when the situation is:

- Highly stressful.
- Short-term (that is, it won't last a long time).
- Creates intense pressure to resolve the crisis *now*.

USE CRISIS SURVIVAL SKILLS when:

1. You have intense pain that cannot be helped quickly.
2. You want to act on your emotions, but it will only make things worse.
3. Emotion mind threatens to overwhelm you, and you need to stay skillful.
4. You are overwhelmed, yet demands must be met.
5. Arousal is extreme, but problems can't be solved immediately.

DON'T USE CRISIS SURVIVAL SKILLS for:

- Everyday problems.
- Solving all your life problems.
- Making your life worth living.

DISTRESS TOLERANCE HANDOUT 4

(Distress Tolerance Worksheets 2, 2a; pp. 372–373)



STOP Skill



S_{top}

Do not just react. Stop! Freeze! Do not move a muscle! Your emotions may try to make you act without thinking. Stay in control!

T

ake a step back

Take a step back from the situation. Take a break. Let go. Take a deep breath. Do not let your feelings make you act impulsively.

O

bserve

Notice what is going on inside and outside you. What is the situation? What are your thoughts and feelings? What are others saying or doing?

P

roceed mindfully

Act with awareness. In deciding what to do, consider your thoughts and feelings, the situation, and other people's thoughts and feelings. Think about your goals. Ask Wise Mind: Which actions will make it better or worse?

Note. Adapted from an unpublished worksheet by Francheska Pereplechikova and Seth Axelrod, with their permission.

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DISTRESS TOLERANCE HANDOUT 5



(Distress Tolerance Worksheets 3, 3a; pp. 374–375)

Pros and Cons

Use pros and cons any time you have to decide between two courses of action.

- ☐ An urge is a crisis when it is very strong and when acting on the urge will make things *worse* in the long term.
- ☐ Make a list of the pros *and* cons of acting on your crisis urges. These might be to engage in dangerous, addictive, or harmful behaviors, or they might be to give in, give up, or avoid doing what is necessary to build a life you want to live.
- ☐ Make another list of the pros and cons of resisting crisis urges—that is, tolerating the distress and not giving in to the urges.
- ☐ Use the grid below to evaluate both sets of pros and cons (this type of grid is also used in Distress Tolerance Worksheet 3). Or you can use the type of grid seen in Distress Tolerance Worksheet 3a and in the pros-and-cons worksheets for other modules.

	PROS	CONS
Acting on crisis urges	<p>Pros of acting on impulsive urges, giving in, giving up, or avoiding what needs to be done.</p> <hr/> <hr/> <hr/> <hr/>	<p>Cons of acting on impulsive urges, giving in, giving up, or avoiding what needs to be done.</p> <hr/> <hr/> <hr/> <hr/>
Resisting crisis urges	<p>Pros of resisting impulsive urges, doing what needs to be done, and not giving up.</p> <hr/> <hr/> <hr/> <hr/>	<p>Cons of resisting impulsive urges, doing what needs to be done, and not giving up.</p> <hr/> <hr/> <hr/> <hr/>

Before an overwhelming crisis urge hits:

Write out your pros and cons; carry them with you.
Rehearse your pros and cons over and over.

When an overwhelming crisis urge hits:

- Review your pros and cons. Get out your list and read it over again.
- Imagine the positive consequences of resisting the urge.
 - Think of the negative consequences of giving in to crisis behaviors.
 - Remember past consequences when you have acted on crisis urges.

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DISTRESS TOLERANCE HANDOUT 6

(Distress Tolerance Worksheet 4; p. 376)



TIP Skills: Changing Your Body Chemistry

To reduce extreme emotion mind *fast*.

Remember these as **TIP** skills:

T

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

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

I

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

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

P

PACED BREATHING (pace your breathing by slowing it down)

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

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

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

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

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DISTRESS TOLERANCE HANDOUT 6A

(Distress Tolerance Worksheet 4; p. 376)

Using Cold Water, Step by Step

COLD WATER CAN WORK WONDERS*

When you put your full face into cold water . . . **or** you put a zip-lock bag with cold water on your eyes and upper cheeks, and **hold your breath**, it tells your brain you are diving underwater.

This causes the “**dive response**” to occur. (It may take 15–30 seconds to start.)

Your heart slows down, blood flow to nonessential organs is reduced, and blood flow is redirected to the brain and heart.

This response can actually help **regulate your emotions**.

This will be useful as a **distress tolerance strategy** when you are having a very **strong, distressing emotion**, or when you are having very **strong urges to engage in dangerous behaviors**.

(This strategy works best when you are sitting quietly—activity and distraction may make it less effective.)

TRY IT OUT!

***Caution:** Very cold water decreases your heart rate. If you have any heart or medical condition, have a lowered base heart rate due to medications, or are on a beta-blocker, consult your health care provider before using these skills. Avoid ice water if you are allergic to the cold.

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DISTRESS TOLERANCE HANDOUT 6B

(Distress Tolerance Worksheet 4a; p. 377)

Paired Muscle Relaxation, Step by Step

If you have decided to practice **paired muscle relaxation**, it can be very helpful to practice relaxing each of your muscles first.

When you are starting, practice in a quiet place to reduce distractions, and make sure that you have enough time. As you improve with practice, you will want to practice in many different kinds of places, so that you can relax effectively when you most need to.

Remember that effectiveness improves with practice. If judgments arise, observe them, let them go, and return to your practice. If you become anxious, try focusing on breathing *in* to the count of 5 and *out* to the count of 7 (or the counts you have already determined for paced breathing), breathing all the while into your belly until you can return to relaxation exercises.

Now that you are ready to begin . . .

1. Get your body into a comfortable position in which you can relax. Loosen tight clothing. Lie or sit down, with all body parts uncrossed and no body part supporting any others.
2. For each area of the body listed below, gather tension by tightening muscles. Focus on the sensation of tightness in and around that area. Hold the tension as you inhale for 5–6 seconds, then release and breathe out.
3. As you release, say in your mind very slowly the word “Relax.”
4. Observe the changes in sensations as you relax for 10–15 seconds then move on to the next muscle.

Start first with each of the 16 muscle groups.

Once you can do that, practice with medium groups of muscles and then large groups.

Once you are good at that, practice tensing your entire body at once.

When you tense your entire body, you are like a robot—stiff, nothing moving.

When you relax your entire body, you are like a rag doll—all muscles drooping down.

Once you can relax all your muscles, practice three or four times a day until you can routinely relax your entire body rapidly.

By practicing pairing exhaling and the word “Relax” with relaxing your muscles, you will eventually be able to relax just by letting go and saying the word “Relax.”

Large
Medium
Small

- | | |
|---|--|
| { | 1. Hands and wrists: Make fists with both hands and pull fists up on the wrists. |
| | 2. Lower and upper arms: Make fists and bend both arms up to touch your shoulders. |
| | 3. Shoulders: Pull both shoulders up to your ears. |
| { | 4. Forehead: Pull eyebrows close together, wrinkling forehead. |
| | 5. Eyes: Shut eyes tightly. |
| | 6. Nose and upper cheeks: Scrunch up nose; bring upper lips and cheeks up toward eyes. |
| { | 7. Lips and lower face: Press lips together; bring edges of lips back toward ears. |
| | 8. Tongue and mouth: Teeth together; tongue pushing on upper mouth. |
| { | 9. Neck: Push head back into chair, floor, or bed, or push chin down to chest. |
| | 10. Chest: Take deep breath and hold it. |
| { | 11. Back: Arch back, bringing shoulder blades together. |
| | 12. Stomach: Hold stomach in tightly. |
| { | 13. Buttocks: Squeeze buttocks together. |
| | 14. Upper legs and thighs: Legs out; tense thighs. |
| { | 15. Calves: Legs out; point toes down. |
| | 16. Ankles: Legs out; point toes together, heels out, toes curled under. |

Remember, paired relaxation is a skill. It takes time to develop. With practice, you will notice the benefits.

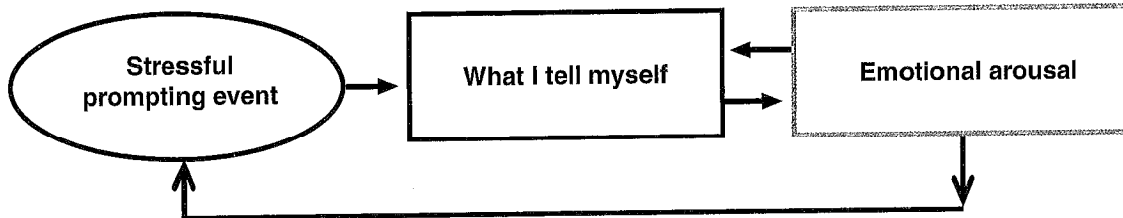
Note. Adapted from Smith, R. E. (1980). Development of an integrated coping response through cognitive–affective stress management training. In I. G. Sarason & C. D. Spielberger (Eds.), *Stress and anxiety* (Vol. 7, pp. 265–280). Washington, DC: Hemisphere. Copyright 1980 by Hemisphere Publishing Corporation. Adapted by permission.

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DISTRESS TOLERANCE HANDOUT 6C

(Distress Tolerance Worksheet 4b; p. 378)

Effective Rethinking and Paired Relaxation, Step by Step



Step 1. Write down the **prompting event** that is often related to distressing emotions and that you want to work on reducing your emotional reactions to.

Step 2. Ask: "What must I be telling myself (that is, what are my **interpretations and thoughts**) about the event that causes such distress and arousal?" Write these down. Examples:

"He hates me," "I can't stand this!" "I can't do this," "I'll never make it," "I'm out of control!"

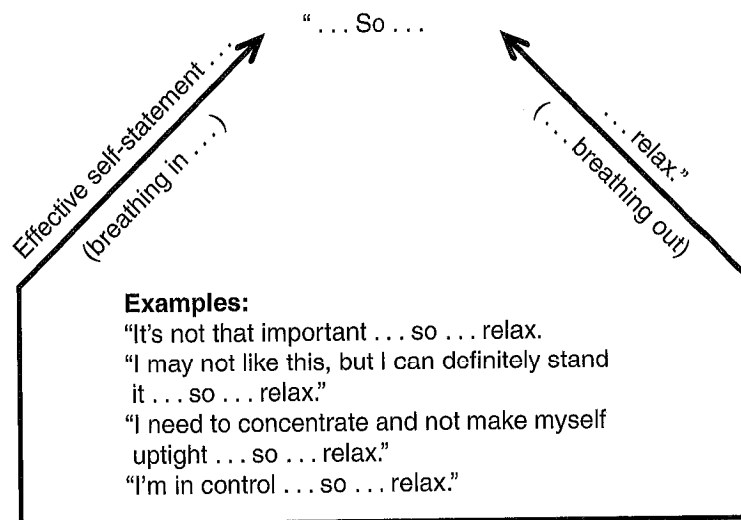
Step 3. Rethink the situation and its meaning in a way that counteracts the thoughts and interpretations producing stress and distressing emotions. As you rethink the situation, write down as many **effective thoughts** as you can to replace the stressful thoughts.

Step 4. When you are *not* in the stressful prompting event, **practice imagining** the stressful event:

- At the same time, while **breathing in**, say to yourself an effective self-statement.
- When **breathing out**, say "Relax" while intentionally relaxing all your muscles.

Step 5. Keep practicing every chance you get until you have mastered the strategy.

Step 6. When a stressful situation occurs, practice effective rethinking and paired relaxation.



Note. Adapted from Smith, R. E. (1980). Development of an integrated coping response through cognitive-affective stress management training. In I. G. Sarason & C. D. Spielberger (Eds.), *Stress and anxiety* (Vol. 7, pp. 265-280). Washington, DC: Hemisphere. Copyright 1980 by Hemisphere Publishing Corporation. Adapted by permission.

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DISTRESS TOLERANCE HANDOUT 7

(Distress Tolerance Worksheets 5–5b; pp. 379–381)



Distracting

A way to remember these skills is the phrase “**Wise Mind ACCEPTS.**”

With Activities:

- | | |
|--|--|
| <input type="checkbox"/> Focus attention on a task you need to get done. | <input type="checkbox"/> Go out for a meal or eat a favorite food. |
| <input type="checkbox"/> Rent movies; watch TV. | <input type="checkbox"/> Call or go out with a friend. |
| <input type="checkbox"/> Clean a room in your house. | <input type="checkbox"/> Listen to your iPod; download music. |
| <input type="checkbox"/> Find an event to go to. | <input type="checkbox"/> Build something. |
| <input type="checkbox"/> Play computer games. | <input type="checkbox"/> Spend time with your children. |
| <input type="checkbox"/> Go walking. Exercise. | <input type="checkbox"/> Play cards. |
| <input type="checkbox"/> Surf the Internet. Write e-mails. | <input type="checkbox"/> Read magazines, books, comics. |
| <input type="checkbox"/> Play sports. | <input type="checkbox"/> Do crossword puzzles or Sudoku. |
| | <input type="checkbox"/> Other: _____ |

With Contributing:

- | | |
|---|---|
| <input type="checkbox"/> Find volunteer work to do. | <input type="checkbox"/> Call or send an instant message encouraging someone or just saying hi. |
| <input type="checkbox"/> Help a friend or family member. | <input type="checkbox"/> Make something nice for someone else. |
| <input type="checkbox"/> Surprise someone with something nice (a card, a favor, a hug). | <input type="checkbox"/> Do something thoughtful. |
| <input type="checkbox"/> Give away things you don't need. | <input type="checkbox"/> Other: _____ |

With Comparisons:

- | | |
|---|---|
| <input type="checkbox"/> Compare how you are feeling now to a time when you felt different. | <input type="checkbox"/> Compare yourself to those less fortunate. |
| <input type="checkbox"/> Think about people coping the same as you or less well than you. | <input type="checkbox"/> Watch reality shows about others' troubles; read about disasters, others' suffering. |
| | <input type="checkbox"/> Other: _____ |

With different Emotions:

- | | |
|--|---|
| <input type="checkbox"/> Read emotional books or stories, old letters. | <i>Ideas:</i> Scary movies, joke books, comedies, funny records, religious music, soothing music or music that fires you up, going to a store and reading funny greeting cards. |
| <input type="checkbox"/> Watch emotional TV shows; go to emotional movies. | |
| <input type="checkbox"/> Listen to emotional music.
(Be sure the event creates different emotions.) | |
| | <input type="checkbox"/> Other: _____ |

With Pushing away:

- | | |
|--|--|
| <input type="checkbox"/> Push the situation away by leaving it for a while. | <input type="checkbox"/> Notice ruminating: Yell “No!” |
| <input type="checkbox"/> Leave the situation mentally. | <input type="checkbox"/> Refuse to think about the painful situations. |
| <input type="checkbox"/> Build an imaginary wall between yourself and the situation. | <input type="checkbox"/> Put the pain on a shelf. Box it up and put it away for a while. |
| <input type="checkbox"/> Block thoughts and images from your mind. | <input type="checkbox"/> Deny the problem for the moment. |
| | <input type="checkbox"/> Other: _____ |

With other Thoughts:

- | | |
|---|--|
| <input type="checkbox"/> Count to 10; count colors in a painting or poster or out the window; count anything. | <input type="checkbox"/> Work puzzles. |
| <input type="checkbox"/> Repeat words to a song in your mind. | <input type="checkbox"/> Watch TV or read. |
| | <input type="checkbox"/> Other: _____ |

With other Sensations:

- | | |
|---|--|
| <input type="checkbox"/> Squeeze a rubber ball very hard. | <input type="checkbox"/> Go out in the rain or snow. |
| <input type="checkbox"/> Listen to very loud music. | <input type="checkbox"/> Take a hot or cold shower. |
| <input type="checkbox"/> Hold ice in your hand or mouth. | <input type="checkbox"/> Other: _____ |

DISTRESS TOLERANCE HANDOUT 8

(Distress Tolerance Worksheet 6–6b; pp. 382–384)



Self-Soothing

A way to remember these skills is to think of soothing each of your **FIVE SENSES**.

With Vision:

- ☐ Look at the stars at night.
- ☐ Look at pictures you like in a book.
- ☐ Buy one beautiful flower.
- ☐ Make one space in a room pleasing to look at.
- ☐ Light a candle and watch the flame.
- ☐ Set a pretty place at the table using your best things.
- ☐ Go people-watching or window-shopping.
- ☐ Go to a museum or poster shop with beautiful art.
- ☐ Sit in the lobby of a beautiful old hotel.
- ☐ Look at nature around you.
- ☐ Walk in a pretty part of town.
- ☐ Watch a sunrise or a sunset.
- ☐ Go to a dance performance, or watch it on TV.
- ☐ Be mindful of each sight that passes in front of you.
- ☐ Take a walk in a park or a scenic hike.
- ☐ Browse through stores looking at things.
- ☐ Other: _____

With Hearing:

- ☐ Listen to soothing or invigorating music.
- ☐ Pay attention to sounds of nature (waves, birds, rainfall, leaves rustling).
- ☐ Pay attention to the sounds of the city (traffic, horns, city music).
- ☐ Sing to your favorite songs.
- ☐ Hum a soothing tune.
- ☐ Learn to play an instrument.
- ☐ Burn a CD or make an iPod mix with music that will get you through tough times. Turn it on.
- ☐ Be mindful of any sounds that come your way, letting them go in one ear and out the other.
- ☐ Turn on the radio.
- ☐ Other: _____

With Smell:

- ☐ Use your favorite soap, shampoo, aftershave, cologne, or lotions, or try them on in the store.
- ☐ Burn incense or light a scented candle.
- ☐ Open a package of coffee and inhale the aroma.
- ☐ Put lemon oil on your furniture.
- ☐ Put potpourri or eucalyptus oil in a bowl in your room.
- ☐ Sit in a new car and breathe the aroma.
- ☐ Boil cinnamon. Make cookies, bread, or popcorn.
- ☐ Smell the roses.
- ☐ Walk in a wooded area and mindfully breathe in the fresh smells of nature.
- ☐ Open the window and smell the air.
- ☐ Other: _____

With Taste:

- ☐ Eat some of your favorite foods.
- ☐ Drink your favorite soothing drink, such as herbal tea, hot chocolate, a latté, or a smoothie.
- ☐ Treat yourself to a dessert.
- ☐ Eat macaroni and cheese or another favorite childhood food.
- ☐ Sample flavors in an ice cream store.
- ☐ Suck on a piece of peppermint candy.
- ☐ Chew your favorite gum.
- ☐ Get a little bit of a special food you don't usually spend the money on, such as fresh-squeezed orange juice or your favorite candy.
- ☐ Really taste the food you eat. Eat one thing mindfully.
- ☐ Other: _____

With Touch:

- ☐ Take a long hot bath or shower.
- ☐ Pet your dog or cat.
- ☐ Have a massage. Soak your feet.
- ☐ Put creamy lotion on your whole body.
- ☐ Put a cold compress on your forehead.
- ☐ Sink into a comfortable chair in your home.
- ☐ Put on a blouse or shirt that has a pleasant feel.
- ☐ Take a drive with the car windows rolled down.
- ☐ Run your hand along smooth wood or leather.
- ☐ Hug someone.
- ☐ Put clean sheets on the bed.
- ☐ Wrap up in a blanket.
- ☐ Notice touch that is soothing.
- ☐ Other: _____

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DISTRESS TOLERANCE HANDOUT 8A

(Distress Tolerance Worksheet 6c; p. 385)

Body Scan Meditation Step by Step

Sit on a chair, or lie on your back on the floor with legs uncrossed. Put your arms in a comfortable position by your side, on your abdomen, or (if sitting) put them on your thighs palms up. Open your eyes partially to let light in. If you are lying on the floor, put a cushion under your knees if needed. Imagine your breath flowing to each part of your body as your attention gently moves up your body. Adopt a mind of curiosity and interest as you focus on each part of your body.

Focus on your breathing. Notice how the air moves in and out of your body.

- Take several deep breaths until you begin to feel comfortable and relaxed.
- Direct your attention to the *toes* of your left foot.
- Notice the sensations in that part of your body while remaining aware of your breathing.
- Imagine each breath flowing to your *toes*.
- Looking with curiosity, ask, "What am I feeling in this part of my body?"
- Focus on your left *toes* for several minutes.
- Then move your focus to the *arch* and *heel* of your left foot, and hold it there for a minute or two while continuing to pay attention to your breathing.
- Notice the sensations on your skin of warmth or coldness; notice the weight of your foot on the floor.
- Imagine your breath flowing to the *arch* and *heel* of your left foot.
- Ask, "What are the feelings in the *arch* and *heel* of my left foot?"
- Follow the same procedure as you move to your left *ankle, calf, knee, upper legs, and thigh*.
- Repeat with the right leg, starting with your toes.
- Then move through your *pelvis, and lower back, and around to your stomach*.
- Focus on the rising and falling of your belly as your breath goes in and out.
- Then go on to your *chest; left hand, arm, and shoulder; right hand, arm, and shoulder; neck, chin, tongue, mouth, lips, and lower face; and nose*.
- Notice your breath as it comes in and out of your nostrils.
- Then focus on your upper cheeks, eyes, forehead, and scalp.
- Finally, focus on the very top of your hair.
- Then let go of your body altogether.

Don't worry if you notice that thoughts, sounds, or other sensations come into your awareness. Just notice them and then gently refocus your mind. Don't worry if your mind has been drawn away from the object of your attention and you find yourself thinking about something else (it nearly always happens). Just calmly, gently, but with resolution, turn your mind back to the part of the body you've reached. You may need to bring your attention back over and over. You are not alone in this. It is this bringing of your attention back over and over and over, without judgment or harshness, that is the essential element of the meditation.

DISTRESS TOLERANCE HANDOUT 9



(Distress Tolerance Worksheets 7, 7a, 7b; pp. 386–388)

Improving the Moment

A way to remember these skills is the word **IMPROVE**.

With Imagery:

- ☐ Imagine very relaxing scenes.
- ☐ Imagine a secret room within yourself. Furnish it the way you like. Close and lock the door on anything that can hurt you.
- ☐ Imagine everything going well.
- ☐ Make up a calming fantasy world.
- ☐ Imagine hurtful emotions draining out of you like water out of a pipe.
- ☐ Remember a happy time and imagine yourself in it again; play out the time in your mind again.
- ☐ Other: _____

With Meaning:

- ☐ Find purpose or meaning in a painful situation.
- ☐ Focus on whatever positive aspects of a painful situation you can find.
- ☐ Repeat these positive aspects in your mind.
- ☐ Remember, listen to, or read about spiritual values.
- ☐ Other: _____

With Prayer:

- ☐ Open your heart to a supreme being, God, or your own Wise Mind.
- ☐ Ask for strength to bear the pain.
- ☐ Turn things over to God or a higher being.
- ☐ Other: _____

With Relaxing actions:

- ☐ Take a hot bath or sit in a hot tub.
- ☐ Drink hot milk.
- ☐ Massage your neck and scalp.
- ☐ Practice yoga or other stretching.
- ☐ Breathe deeply.
- ☐ Change your facial expression.
- ☐ Other: _____

With One thing in the moment:

- ☐ Focus your entire attention on just what you are doing.
- ☐ Keep yourself in the moment.
- ☐ Put your mind in the present.
- ☐ Focus your entire attention on the physical
- ☐ Listen to a sensory awareness recording (or use Distress Tolerance Handout 9a)
- ☐ Other: _____

With a brief Vacation:

- ☐ Give yourself a brief vacation.
- ☐ Get in bed; pull the covers up over your head.
- ☐ Go to the beach or the woods for the day.
- ☐ Get a magazine and read it with chocolates.
- ☐ Turn off your phone for a day.
- ☐ Take a blanket to the park and sit on it for a whole afternoon.
- ☐ Take a 1-hour breather from hard work.
- ☐ Take a brief vacation from responsibility.
- ☐ Other: _____

With self-Encouragement and rethinking the situation:

- ☐ Cheerlead yourself: "You go, girl!" "You da man!"
- ☐ "I will make it out of this."
- ☐ "I'm doing the best I can."
- ☐ Repeat over and over: "I can stand it."
- ☐ "This too shall pass."
- ☐ "I will be OK."
- ☐ "It won't last forever."
- ☐ Other: _____

List (and then practice) rethoughts that are particularly important in your crisis situations (e.g., "The fact that he did not pick me up doesn't mean he doesn't love me"):

- ☐ _____
- ☐ _____

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Sensory Awareness, Step by Step

Find a comfortable position. Staying in this position, listen to the questions below, listening for your response after each question. If you do not have a recording of these questions, you can make one for yourself (or ask a friend to make one), recording each question with about 5 seconds between each question.

1. Can you feel your hair touching your head?
2. Can you feel your belly rising and falling as you breathe?
3. Can you feel the space between your eyes?
4. Can you feel the distance between your ears?
5. Can you feel your breath touching the back of your eyes while you inhale?
6. Can you picture something far away?
7. Can you notice your arms touching your body?
8. Can you feel the bottoms of your feet?
9. Can you imagine a beautiful day at the beach?
10. Can you notice the space within your mouth?
11. Can you notice the position of your tongue in your mouth?
12. Can you feel a breeze against your cheek?
13. Can you feel how one arm is heavier than the other?
14. Can you feel a tingling or numbness in one hand?
15. Can you feel how one arm is more relaxed than the other?
16. Can you feel a change in the temperature in the air around you?
17. Can you feel how your left arm is warmer than the right?
18. Can you imagine how it would feel to be a rag doll?
19. Can you notice any tightness in your left forearm?
20. Can you imagine something very pleasant?
21. Can you imagine what it would feel like to float on a cloud?
22. Can you imagine what it would feel like to be stuck in molasses?
23. Can you picture something far away?
24. Can you feel a heaviness in your legs?
25. Can you imagine floating in warm water?
26. Can you notice your body hanging on your bones?
27. Can you allow yourself to drift lazily?
28. Can you feel your face getting soft?
29. Can you imagine a beautiful flower?
30. Can you feel how one arm and leg are heavier than the other?

Note. Items 29 and 30 are adapted from Goldfried, M. R., & Davison, G. C. (1976). *Clinical behavior therapy*. New York: Holt, Rinehart & Winston. Copyright 1976 by Marvin R. Goldfried and Gerald C. Davison. Adapted by permission of the authors.

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*Handouts for Reality
Acceptance Skills*

DISTRESS TOLERANCE HANDOUT 10

(Distress Tolerance Worksheets 8–12a; pp. 391–400)



Overview: Reality Acceptance Skills

These are skills for how to live a life that is not the life you want.

RADICAL ACCEPTANCE

TURNING THE MIND

WILLINGNESS

HALF-SMILING AND WILLING HANDS

**ALLOWING THE MIND:
MINDFULNESS OF CURRENT THOUGHTS**

DISTRESS TOLERANCE HANDOUT 11

(Distress Tolerance Worksheets 8–9a; pp. 391–395)



Radical Acceptance

(When you cannot keep painful events and emotions from coming your way.)

WHAT IS RADICAL ACCEPTANCE?

1. Radical means *all the way*, complete and total.
2. It is accepting in your mind, your heart, and your body.
3. It's when you stop fighting reality, stop throwing tantrums because reality is not the way you want it, and let go of bitterness.

WHAT HAS TO BE ACCEPTED?

1. Reality is as it is (the facts about the past and the present are the facts, even if you don't like them).
2. There are limitations on the future for everyone (but only realistic limitations need to be accepted).
3. Everything has a cause (including events and situations that cause you pain and suffering).
4. Life can be worth living even with painful events in it.

WHY ACCEPT REALITY?

1. Rejecting reality does not change reality.
2. Changing reality requires first accepting reality.
3. Pain can't be avoided; it is nature's way of signaling that something is wrong.
4. Rejecting reality turns pain into suffering.
5. Refusing to accept reality can keep you stuck in unhappiness, bitterness, anger, sadness, shame, or other painful emotions.
6. Acceptance may lead to sadness, but deep calmness usually follows.
7. The path out of hell is through misery. By refusing to accept the misery that is part of climbing out of hell, you fall back into hell.

Radical Acceptance: Factors That Interfere

RADICAL ACCEPTANCE IS NOT:

Approval, compassion, love, passivity, or against change.

FACTORS THAT INTERFERE WITH ACCEPTANCE

- ☐ 1. You don't have the skills for acceptance; you do not know how to accept really painful events and facts.
- ☐ 2. You believe that if you accept a painful event, you are making light of it or are approving of the facts, and that nothing will be done to change or prevent future painful events.
- ☐ 3. Emotions get in the way (unbearable sadness; anger at the person or group that caused the painful event; rage at the injustice of the world; overwhelming shame about who you are; guilt about your own behavior).
- ☐ Other: _____

DISTRESS TOLERANCE HANDOUT 11B

(Distress Tolerance Worksheets 9, 9a; pp. 394–395)

Practicing Radical Acceptance Step by Step

- ☐ Observe that you are questioning or fighting reality (“It shouldn’t be this way”).
- ☐ Remind yourself that the unpleasant reality is just as it is and cannot be changed (“This is what happened”).
- ☐ Remind yourself that there are causes for the reality. Acknowledge that some sort of history led up to this very moment. Consider how people’s lives have been shaped by a series of factors. Notice that given these causal factors and how history led up to this moment, this reality had to occur just this way (“This is how things happened”).
- ☐ Practice accepting with the whole self (mind, body, and spirit). Be creative in finding ways to involve your whole self. Use accepting self-talk—but also consider using relaxation; mindfulness of your breath; half-smiling and willing hands while thinking about what feels unacceptable; prayer; going to a place that helps bring you to acceptance; or imagery.
- ☐ Practice opposite action. List all the behaviors you would do if you did accept the facts. Then act as if you have already accepted the facts. Engage in the behaviors that you would do if you really had accepted.
- ☐ Cope ahead with events that seem unacceptable. Imagine (in your mind’s eye) believing what you don’t want to accept. Rehearse in your mind what you would do if you accepted what seems unacceptable.
- ☐ Attend to body sensations as you think about what you need to accept.
- ☐ Allow disappointment, sadness, or grief to arise within you.
- ☐ Acknowledge that life can be worth living even when there is pain.
- ☐ Do pros and cons if you find yourself resisting practicing acceptance.

DISTRESS TOLERANCE HANDOUT 12

(Distress Tolerance Worksheets 8, 8a, 10; pp. 391–392, 396)



Turning the Mind

TURNING THE MIND is like facing a fork in the road. You have to turn your mind toward the acceptance road, and away from the road of rejecting reality.

TURNING THE MIND is choosing to accept.

The CHOICE to accept does not itself equal acceptance. It just puts you on the path.



TURNING THE MIND, STEP BY STEP

1. **OBSERVE** that you are not accepting. (Look for anger, bitterness, annoyance; avoiding emotions; saying “Why me?”, “Why is this happening?”, “I can’t stand this,” “It shouldn’t be this way.”)
2. Go within yourself and **MAKE AN INNER COMMITMENT** to accept reality as it is.
3. **DO IT AGAIN**, over and over. Keep turning your mind to acceptance each time you come to the fork in the road where you can reject reality or accept it.
4. **DEVELOP A PLAN** for catching yourself in the future when you drift out of acceptance.

DISTRESS TOLERANCE HANDOUT 13

(Distress Tolerance Worksheets 8, 8a, 10; pp. 391–392, 396)



Willingness

Willingness is readiness to enter and participate fully in life and living.

Find a **WILLING RESPONSE** to each situation.

Willingness is **DOING JUST WHAT IS NEEDED**:

- In each situation.
- Wholeheartedly, without dragging your feet.

Willingness is listening very carefully to your **WISE MIND**, and then acting from your **WISE MIND**.

Willingness is **ACTING WITH AWARENESS** that you are connected to the universe (to the stars, people you like and don't like, the floor, etc.).

Replace **WILLFULNESS** with **WILLINGNESS**.

- Willfulness is **REFUSING TO TOLERATE** the moment.
- Willfulness is refusing to make changes that are needed.
- Willfulness is **GIVING UP**.
- Willfulness is the **OPPOSITE OF "DOING WHAT WORKS."**
- Willfulness is trying to **FIX EVERY SITUATION**.
- Willfulness is insisting on **BEING IN CONTROL**.
- Willfulness is **ATTACHMENT TO "ME, ME, ME"** and "what I want right now!"

WILLINGNESS, STEP BY STEP

1. **OBSERVE** the willfulness. Label it. Experience it.
2. **RADICALLY ACCEPT** that at this moment you feel (and may be acting) willful. You cannot fight willfulness with willfulness.
3. **TURN YOUR MIND** toward acceptance and willingness.
4. Try **HALF-SMILING** and a **WILLING POSTURE**.
5. When willfulness is immovable, **ASK, "WHAT'S THE THREAT?"**

Situations where I notice my own:

Willfulness: _____

Willingness: _____

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DISTRESS TOLERANCE HANDOUT 14

(Distress Tolerance Worksheets 8, 8a, 11; pp. 391–392, 397)



Half-Smiling and Willing Hands

Accepting reality with your body.

HALF-SMILING

- 1st.** *Relax* your face from the top of your head down to your chin and jaw. Let go of each facial muscle (forehead, eyes, and brows; cheeks, mouth, and tongue; teeth slightly apart). If you have difficulty, try tensing your facial muscles and then letting go.
A tense smile is a grin (and might tell your brain you are hiding or masking your real feelings).
- 2nd.** Let both *corners of your lips* go slightly up, just so you can feel them. It is not necessary for others to see it. A half-smile is slightly upturned lips with a relaxed face.
- 3rd.** Try to adopt a serene facial expression.
Remember, your face communicates to your brain; your body connects to your mind.

WILLING HANDS

- Standing:** Drop your arms down from your shoulders; keep them straight or bent slightly at the elbows. With hands unclenched, turn your hands outward, with thumbs out to your sides, palms up, and fingers relaxed.
- Sitting:** Place your hands on your lap or your thighs. With hands unclenched, turn your hands outward, with palms up and fingers relaxed.
- Lying down:** Arms by your side, hands unclenched, turn your palms up with fingers relaxed.

Remember, your hands communicate to your brain; your body connects to your mind.

Practicing Half-Smiling and Willing Hands

1. HALF-SMILE WHEN YOU FIRST WAKE UP IN THE MORNING.

Hang a branch, any other sign, or even the word “smile” on the ceiling or wall, so that you see it right away when you open your eyes. This sign will serve as your reminder. Use these seconds before you get out of bed to take hold of your breath. Inhale and exhale three breaths gently while maintaining a half-smile. Follow your breaths. Add willing hands to your half-smile, or practice willing hands alone.

2. HALF-SMILE DURING YOUR FREE MOMENTS.

Anywhere you find yourself sitting or standing, half-smile. Look at a child, a leaf, a painting on a wall, or anything that is relatively still, and smile. Inhale and exhale quietly three times.

3. HALF-SMILE WITH WILLING HANDS WHILE YOU ARE LISTENING TO MUSIC.

Listen to a piece of music for 2 or 3 minutes. Pay attention to the words, music, rhythm, and sentiments of the music you are listening to (not your daydreams of other times). Half-smile while watching your inhalations and exhalations. Adopt a willing-hands posture.

4. HALF-SMILE WITH WILLING HANDS WHEN YOU ARE IRRITATED.

When you realize “I’m irritated,” half-smile or adopt a willing-hands posture at once. Inhale and exhale quietly, maintaining a half-smile or willing hands for three breaths.

5. HALF-SMILE IN A LYING-DOWN POSITION.

Lie on your back on a flat surface, without the support of mattress or pillow. Keep your two arms loosely by your sides, and keep your two legs slightly apart, stretched out before you. Maintain willing hands and a half-smile. Breathe in and out gently, keeping your attention focused on your breath. Let go of every muscle in your body. Relax each muscle as though it were sinking down through the floor, or as though it were as soft and yielding as a piece of silk hanging in the breeze to dry. Let go entirely, keeping your attention only on your breath and half-smile. Think of yourself as a cat, completely relaxed before a warm fire, whose muscles yield without resistance to anyone’s touch. Continue for 15 breaths.

6. HALF-SMILE IN A SITTING POSITION.

Sit on the floor with your back straight, or on a chair with your two feet touching the floor. Half-smile. Inhale and exhale while maintaining the half-smile. Let go.

(continued on next page)

Note. Exercises 1 and 3–7 are adapted from *The Miracle of Mindfulness* (pp. 77–81, 93) by Thich Nhat Hanh. Copyright 1975, 1976 by Thich Nhat Hanh. Preface and English translation copyright 1975, 1976, 1987 by Mobi Ho. Adapted by permission of Beacon Press, Boston.

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(p. 2 of 2)

7. HALF-SMILE WITH WILLING HANDS WHILE YOU ARE CONTEMPLATING A PERSON YOU DISLIKE OR ARE ANGRY WITH.

- Sit quietly. Breathe and smile a half-smile. Hold your hands open with palms up.
- Imagine the image of the person who has caused you suffering.
- Regard the features you dislike the most or find the most repulsive.
- Try to examine what makes this person happy and what causes suffering in his or her daily life.
- Imagine the person's perceptions; try to see what patterns of thought and reason this person follows.
- Examine what motivates this person's hopes and actions.
- Finally, consider the person's consciousness. See whether the person's views and insights are open and free or not, and whether or not the person has been influenced by any prejudices, narrow-mindedness, hatred, or anger.
- See whether or not the person is master of him- or herself.
- Continue until you feel compassion rise in your heart like a well filling with fresh water, and your anger and resentment disappear. Practice this exercise many times on the same person.

Notes/Other times to half-smile and/or form willing hands:

This image shows a single sheet of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page. There are approximately 20 lines visible. The paper appears to be a standard notebook page.

DISTRESS TOLERANCE HANDOUT 15



(Distress Tolerance Worksheets 8, 8a, 12 ; pp. 391–392, 399)

Mindfulness of Current Thoughts

1. OBSERVE YOUR THOUGHTS.

- As waves, coming and going.
- Not suppressing thoughts.
- Not judging thoughts.
- Acknowledging their presence.
- Not keeping thoughts around.
- Not analyzing thoughts.
- Practicing willingness.
- Stepping back and observing thoughts as they run in and out of your mind.

2. ADOPT A CURIOUS MIND.

- Ask, “Where do my thoughts come from?” Watch and see.
- Notice that every thought that comes also goes out of your mind.
- Observe but do not evaluate your thoughts. Let go of judgments.

3. REMEMBER: YOU ARE NOT YOUR THOUGHTS.

- Do not necessarily act on thoughts.
- Remember times when you have had very different thoughts.
- Remind yourself that catastrophic thinking is “emotion mind.”
- Remember how you think when you are not feeling such intense suffering and pain.

4. DON'T BLOCK OR SUPPRESS THOUGHTS.

- Ask, “What sensations are these thoughts trying to avoid?” Turn your mind to the sensation. Then come back to the thought. Repeat several times.
- Step back; allow your thoughts to come and go as you observe your breath.
- Play with your thoughts: Repeat them out loud over and over as fast as you can. Sing them. Imagine the thoughts as the words of a clown, as recordings getting all tangled up; as cute animals you can cuddle up to; as bright colors running through your mind; as only sounds.
- Try loving your thoughts.

Practicing Mindfulness of Thoughts

PRACTICE MINDFULNESS OF THOUGHTS BY OBSERVING THEM

- ☐ 1. Notice thoughts as they come into your mind. As a thought comes into your mind, say “a thought has entered my mind.” Label the thought as a thought, saying, “The thought [describe thought] arose in my mind.” Use a gentle voice tone.
- ☐ 2. As you notice thoughts in your mind, ask, “Where did the thought come from?” Then watch your mind to see if you can see where it came from.
- ☐ 3. Step back from your mind, as if you are on top of a mountain and your mind is just a boulder down below. Gaze at your mind, watching what thoughts come up when you are watching it. Come back into your mind before you stop.
- ☐ 4. Close your eyes and scan your body for the first physical sensation that you notice. Then scan your mind for the first thought you notice. Shuttle back and forth between scanning for physical sensations and scanning for thoughts. Another time, replace scanning your body for physical sensations to scanning yourself for any emotional feelings. Then shuttle back and forth between an emotional feeling and a thought.

PRACTICE MINDFULNESS OF THOUGHTS BY USING WORDS AND VOICE TONE

- ☐ 5. Verbalize thoughts or beliefs out loud, using a nonjudgmental voice tone, over and over and over:
 - ☐ As fast as you can until the thoughts make no sense.
 - ☐ Very, very slowly (one syllable or word per breath).
 - ☐ In a different voice from yours (high- or low-pitched, like a cartoon character or celebrity).
 - ☐ As a dialogue on a TV comedy show (“You’ll never believe what thought went through my mind. I was thinking, ‘I’m a jerk.’ Can you believe that?”).
 - ☐ As songs, sung wholeheartedly and dramatically, in a tune that fits the thoughts.

PRACTICE MINDFULNESS OF THOUGHTS WITH OPPOSITE ACTION

- ☐ 6. Relax your face and body while imagining accepting your thoughts as only thoughts—sensations of the brain.
- ☐ 7. Imagine things you would do if you stopped believing everything you think.
- ☐ 8. Rehearse in your mind the things that you would do if you did not view your thoughts as facts.
- ☐ 9. Practice loving your thoughts as they go through your mind.

(continued on next page)

PRACTICE MINDFULNESS OF THOUGHTS BY IMAGINING THAT YOUR MIND IS:

- ☐ 10. A conveyor belt, and that thoughts and feelings are coming down the belt. Put each thought or feeling in a box labeled with the type of thought that it is (e.g., worry thoughts, thoughts about my past, thoughts about my mother, planning what to do thoughts). Just keep observing and sorting thoughts into the labeled boxes.
- ☐ 11. A river, and that thoughts and feelings are boats going down the river. Imagine sitting on the grass, watching the boats go by. Try not to jump on the boat.
- ☐ 12. A railroad track, and that thoughts and feelings are train cars going by. Try not to jump on the train.
- ☐ 13. A leaf that has dropped off a tree into a beautiful creek flowing by you as you sit on the grass. Each time a thought or image comes into your mind, imagine that it is written or pictured on the leaf floating by. Let each leaf go by, watching as it goes out of sight.
- ☐ 14. The sky, and thoughts have wings and can fly through the sky. Watch as each flies out of sight.
- ☐ 15. The sky, and thoughts are clouds. Notice each thought-cloud as it drifts by, letting it drift out of your mind.
- ☐ 16. A white room with two doors. Through one door, thoughts come in; through the other, thoughts go out. Watch each thought with attention and curiosity until it leaves. Let go of judgments. Let go of analyzing thoughts and of figuring out if they fit the facts. As a thought comes into your mind, say, "A thought has entered my mind."

Other: _____

Other: _____

Other: _____

Other: _____

Other: _____

*Handouts for Skills When the Crisis
Is Addiction*

DISTRESS TOLERANCE HANDOUT 16

(Distress Tolerance Worksheets 13–18; pp. 403–410)

Overview: When the Crisis Is Addiction

Skills for backing down from addiction.
You can remember them as D, C, B, A.

D

DIALECTICAL ABSTINENCE

C

CLEAR MIND

COMMUNITY REINFORCEMENT

B

**BURNING BRIDGES
AND BUILDING NEW ONES**

A

ALTERNATE REBELLION

ADAPTIVE DENIAL

Common Addictions

In case you thought you had no addictions, here is a list.

You are **addicted** when you are unable to stop a behavior pattern or use of substances, despite negative consequences and despite your best efforts to stop.

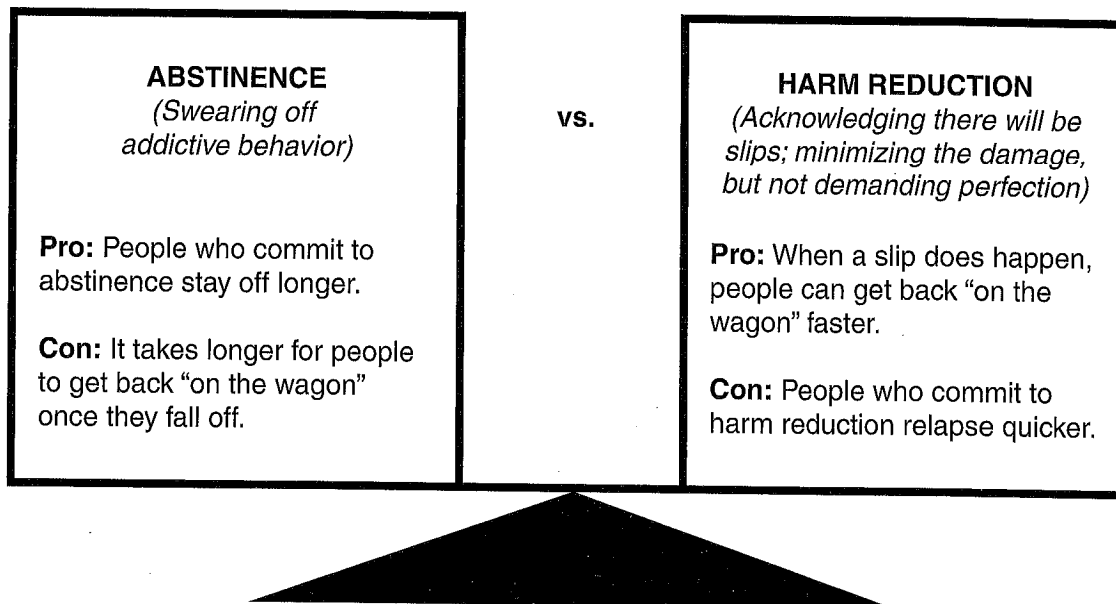
- | | |
|---|--|
| <input type="checkbox"/> Alcohol | <input type="checkbox"/> Internet games |
| <input type="checkbox"/> Attention seeking | <input type="checkbox"/> Kleptomania/stealing/shoplifting |
| <input type="checkbox"/> Avoiding: _____ | <input type="checkbox"/> Lying |
| <input type="checkbox"/> Auto racing | <input type="checkbox"/> Pornography |
| <input type="checkbox"/> Betting | <input type="checkbox"/> Reckless driving |
| <input type="checkbox"/> Bulimia (purging/vomiting) | <input type="checkbox"/> Risky behaviors |
| <input type="checkbox"/> Cheating | <input type="checkbox"/> Self-inflicted injury/self-mutilation |
| <input type="checkbox"/> Coffee | <input type="checkbox"/> Sex |
| <input type="checkbox"/> Colas | <input type="checkbox"/> Shopping |
| <input type="checkbox"/> Collecting: | <input type="checkbox"/> Sleeping |
| <input type="checkbox"/> Art | <input type="checkbox"/> Smartphone apps |
| <input type="checkbox"/> Coins | <input type="checkbox"/> Smoking/tobacco |
| <input type="checkbox"/> Junk | <input type="checkbox"/> Social networking |
| <input type="checkbox"/> Clothes | <input type="checkbox"/> Speed |
| <input type="checkbox"/> Shoes | <input type="checkbox"/> Spiritual practices |
| <input type="checkbox"/> Music | <input type="checkbox"/> Sports activities: |
| <input type="checkbox"/> Other: _____ | <input type="checkbox"/> Biking |
| <input type="checkbox"/> Other: _____ | <input type="checkbox"/> Body building |
| <input type="checkbox"/> Computers | <input type="checkbox"/> Hiking/rock climbing |
| <input type="checkbox"/> Criminal activities | <input type="checkbox"/> Running |
| <input type="checkbox"/> Dieting | <input type="checkbox"/> Weight lifting |
| <input type="checkbox"/> Drugs (illicit and prescribed) | <input type="checkbox"/> Other: _____ |
| <input type="checkbox"/> Diuretics | <input type="checkbox"/> Other: _____ |
| <input type="checkbox"/> E-mail | <input type="checkbox"/> Television |
| <input type="checkbox"/> Food/eating | <input type="checkbox"/> Texting |
| <input type="checkbox"/> Carbohydrates | <input type="checkbox"/> Vandalism |
| <input type="checkbox"/> Chocolate | <input type="checkbox"/> Videos |
| <input type="checkbox"/> Specific food: _____ | <input type="checkbox"/> Video games |
| <input type="checkbox"/> Gambling | <input type="checkbox"/> Working |
| <input type="checkbox"/> Games/puzzles | <input type="checkbox"/> Other: _____ |
| <input type="checkbox"/> Gossiping | <input type="checkbox"/> Other: _____ |
| <input type="checkbox"/> Imagining/fantasizing | <input type="checkbox"/> Other: _____ |
| <input type="checkbox"/> Internet | |

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DISTRESS TOLERANCE HANDOUT 17

(Distress Tolerance Worksheet 14; pp. 404–406)

Dialectical Abstinence



SYNTHESIS = DIALECTICAL ABSTINENCE

The goal is not to engage in addictive behavior again—in other words, to achieve complete abstinence.

However, if there is a slip, the goal is to minimize harm and get back to abstinence as soon as possible.

Pros: It works!

Cons: It's work. You don't get a vacation.

(You're always either abstinent or working to get back to abstinence.)

An example of expecting the best and planning for the trouble spots: Olympic athletes must believe and behave as though they can win every race, even though they have lost before and will lose again.

DISTRESS TOLERANCE HANDOUT 17A

(Distress Tolerance Worksheet 14; pp. 404–406)

Planning for Dialectical Abstinence

Plan for Abstinence

- ☐ 1. Enjoy your success, but with a clear mind; plan for temptations to relapse.
- ☐ 2. Spend time or touch base with people who will reinforce you for abstinence.
- ☐ 3. Plan reinforcing activities to do instead of addictive behaviors.
- ☐ 4. Burn bridges: Avoid cues and high-risk situations for addictive behaviors.
- ☐ 5. Build new bridges: Develop images, smells, and mental activities (such as, urge surfing) to compete with information associated with craving.
- ☐ 6. Find alternative ways to rebel.
- ☐ 7. Publicly announce abstinence; deny any idea of lapsing to addiction.

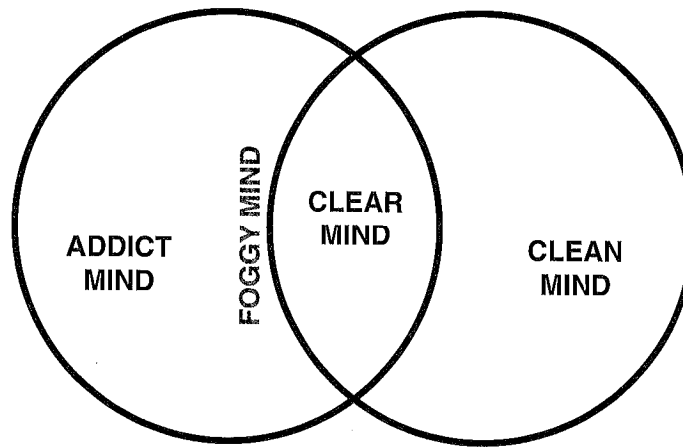
Plan for Harm Reduction

- ☐ 1. Call your therapist, sponsor, or mentor for skills coaching.
- ☐ 2. Get in contact with other effective people who can help.
- ☐ 3. Get rid of temptations; surround yourself with cues for effective behaviors.
- ☐ 4. Review skills and handouts from DBT.
- ☐ 5. Opposite action (Emotion Regulation Handout 10) can be rehearsed to fight guilt and shame. If no other option works, go to an anonymous meeting of any sort and publicly report your lapse.
- ☐ 6. Building mastery and coping ahead for emotional situations (Emotion Regulation Handout 19), and checking the facts (Emotion Regulation Handout 8), can be used to fight feelings of being out of control.
- ☐ 7. Interpersonal skills (Interpersonal Effectiveness Handouts 5–7), such as asking for help from family, friends, sponsors, ministers, or counselors, can also be helpful. If you are isolated, help can often be found via online support groups.
- ☐ 8. Conduct a chain analysis to analyze what prompted the lapse (General Handouts 7, 7a).
- ☐ 9. Problem-solve right away to find a way to “get back on the wagon” and repair any damage you have done (Emotion Regulation Handout 12).
- ☐ 10. Distract yourself, self-soothe, and improve the moment.
- ☐ 11. Cheerlead yourself.
- ☐ 12. Do pros and cons of stopping addictive behaviors (Distress Tolerance Handout 5).
- ☐ 13. Stay away from extreme thinking. Don’t let one slip turn into a disaster.
- ☐ 14. Recommit to 100% total abstinence.

DISTRESS TOLERANCE HANDOUT 18

(Distress Tolerance Worksheet 15; p. 407)

Clear Mind



Addict mind is:

Impulsive

One-minded

Willing to do anything for a "fix"

When in ***addict mind***, you are ruled by the addiction. The urges for habitual problem behaviors determine your thoughts, emotions, and behaviors.

Clean mind is:

Naive

Risk-taking

Oblivious to dangers

When in ***clean mind***, you are clean but oblivious to dangers that might cue habitual problem behaviors. You believe you are invincible and immune to future temptation.



Both extremes are *DANGEROUS!*



CLEAR MIND: The safest place to be.

You are clean, but you remember addict mind.

You radically accept that relapse is ***not impossible***.

You enjoy your ***success***, while still ***expecting urges and cues*** and ***planning*** for when you're tempted.

DISTRESS TOLERANCE HANDOUT 18A

(Distress Tolerance Worksheet 16; p. 408)

Behavior Patterns Characteristic of Addict Mind and of Clean Mind

ADDICT MIND

- ☐ Engaging in addictive behavior.
- ☐ Thinking, "I don't really have a problem with addiction."
- ☐ Thinking, "I can do a little."
- ☐ Thinking, "I can indulge my habit, if only on weekends."
- ☐ Thinking, "I can't stand this!"
- ☐ Glamorizing addiction.
- ☐ Surfing the Internet for ways to engage in addictive behaviors.
- ☐ Buying paraphernalia (food, drugs, videos, etc.) for addictive behavior.
- ☐ Selling or exchanging items related to addictive behaviors.
- ☐ Stealing to pay for addiction.
- ☐ Prostituting for money or for paraphernalia.
- ☐ Lying.
- ☐ Hiding.
- ☐ Isolating.
- ☐ Acting always busy; "Got to go!"
- ☐ Breaking promises.
- ☐ Committing crimes.
- ☐ Acting like a corpse.
- ☐ Having "no life."
- ☐ Acting desperate/obsessed.
- ☐ Not looking people in the eyes.
- ☐ Having poor hygiene.
- ☐ Avoiding doctors.
- ☐ Other: _____
- ☐ Other: _____
- ☐ Other: _____

CLEAN MIND

- ☐ Engaging in **apparently irrelevant behaviors** that in the past inevitably led to addictive behavior.
- ☐ Thinking, "I've learned my lesson."
- ☐ Thinking, "I can control the habit."
- ☐ Thinking, "I don't really have an addiction problem any more."
- ☐ Stopping or cutting back medication that helps with addiction.
- ☐ Being in environments where others engage in addictive behaviors.
- ☐ Seeing friends who are still addicted.
- ☐ Living with people who are addicted.
- ☐ Keeping addiction paraphernalia.
- ☐ Carrying around extra money.
- ☐ Being irresponsible with bills.
- ☐ Dressing like an addict.
- ☐ Not going to meetings.
- ☐ Not confronting the problems that fuel my addictive behaviors.
- ☐ Acting as if only willpower is needed.
- ☐ Isolating.
- ☐ Believing, "I can do this alone."
- ☐ Thinking, "I can take pain medicine/diet/engage in addictive behavior if prescribed or advised; I don't need to say anything about my past addiction."
- ☐ Thinking, "I can't stand this!"
- ☐ Other: _____
- ☐ Other: _____
- ☐ Other: _____

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DISTRESS TOLERANCE HANDOUT 19

(Distress Tolerance Worksheet 16; p. 408)

Community Reinforcement

Community reinforcement means replacing addiction reinforcers with abstinence reinforcers.

REINFORCING ABSTINENCE IS CRITICAL

Reinforcers in your environment play a powerful role in encouraging or discouraging addictive behaviors.

To stop addictive behavior, you have to figure out how to make a lifestyle *without* your addictive behaviors more rewarding than a lifestyle *with* your addictive behaviors.

You have to find a way to get behaviors incompatible with addictions to pay off and be rewarded by those around you.

Willpower is *not* sufficient. If it were, we would all be perfect!

REPLACE ADDICTION REINFORCERS WITH ABSTINENCE REINFORCERS

Begin a series of action steps that will increase your chances of accumulating positive events to replace addictive behavior.

- ☐ Search for people to spend time with who aren't addicted.
- ☐ Increase the number of enjoyable activities you engage in that do not involve your addiction.
- ☐ If you cannot decide what people or activities you like, sample a lot of different groups of people and a lot of different activities.

ABSTINENCE SAMPLING

- ☐ Commit to ____ days off your addiction, and observe the benefits that naturally occur.
- ☐ Temporarily avoid high-risk addiction triggers, and replace these with competing behaviors to get you through the sampling period.
- ☐ Observe all the extra positive events occurring when you are not engaging in addictive behaviors.

Note. Adapted from Meyers, R. J., & Squires, D. D. (2001, September). *The community reinforcement approach*. Retrieved from www.bhrm.org/guidelines/CRAmanual.pdf. Adapted by permission of the authors.

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DISTRESS TOLERANCE HANDOUT 20

(Distress Tolerance Worksheet 17; p. 409)

Burning Bridges and Building New Ones

BURNING BRIDGES

Accept at the most radical level that you are not going to engage in addictive behavior again, and then move actively to cut off all addictive behavior options.

- ☐ 1. Make an absolute commitment to abstinence from the addictive behavior, which is _____ (describe addictive behavior). Then walk into the garage of abstinence and **slam the garage door shut**. (Remember that the tiniest slit of space can let an entire elephant in.)
- ☐ 2. List everything in your life that makes addiction possible.
- ☐ 3. Get rid of these things:
 - ☐ Throw out contact information of people who collude with you.
 - ☐ Get rid of all possible cues and temptations.
- ☐ 4. List and do everything you can that will make it hard or impossible to continue your addictive behavior.
 - ☐ Ruthlessly and at every moment, tell the truth about your behavior.
 - ☐ Tell all your friends and family that you have **quit**.

BUILDING NEW BRIDGES

Create visual images and smells that will compete with the information loaded into your visual and olfactory brain systems when cravings occur.

Cravings and urges are strongly related to vivid images and smells of what is craved. The stronger the imagery or smell, the stronger the craving.

- ☐ Build different images or smells to think about. Try to keep these images or smells in memory when you have an unwanted craving. For example, whenever you crave a cigarette, imagine being on the beach; see and smell it in your mind to reduce the craving.
- ☐ When you have unwanted cravings, look at moving images or surround yourself with smells unrelated to the addiction. Moving images and new smells will compete with your cravings.
- ☐ "Urge-surf" by imagining yourself on a surfboard riding the waves of your urges. Notice them coming and going, rising high, going low, and finally going away.

DISTRESS TOLERANCE HANDOUT 21

(Distress Tolerance Worksheet 18; p. 410)

Alternate Rebellion and Adaptive Denial

ALTERNATE REBELLION

When addictive behaviors are a way to rebel against authority, conventions, and the boredom of not breaking rules or laws, try alternate rebellion. Alternate rebellion replaces destructive rebellion and keeps you on a path to your goals.

Examples:

- | | |
|--|---|
| <input type="checkbox"/> Shave your head. | <input type="checkbox"/> Dye your hair a wild color. |
| <input type="checkbox"/> Wear crazy underwear. | <input type="checkbox"/> Get a tattoo or body piercing. |
| <input type="checkbox"/> Wear unmatched shoes. | <input type="checkbox"/> Wear clothes inside out. |
| <input type="checkbox"/> Have secret thoughts. | <input type="checkbox"/> Don't bathe for a week. |
| <input type="checkbox"/> Express unpopular views. | <input type="checkbox"/> Print a slogan on a t-shirt. |
| <input type="checkbox"/> Do random acts of kindness. | <input type="checkbox"/> Paint your face. |
| <input type="checkbox"/> Vacation with your family at a nudist colony. | <input type="checkbox"/> Dress up or dress down where doing so is unexpected. |
| <input type="checkbox"/> Write a letter saying exactly what you want to. | |

ADAPTIVE DENIAL

When your mind can't tolerate craving for addictive behaviors, try adaptive denial.

- ☐ Give logic a break when you are doing this. Don't argue with yourself.
- ☐ When urges hit, deny that you want the problem behavior or substance. Convince yourself you want something other than the problem behavior. For example, reframe an urge to have a cigarette as an urge to have a flavored toothpick; an urge to have alcohol as an urge to have something sweet; or an urge to gamble as an urge to alternate rebellion (see above).

Other: _____

Other: _____

Be adamant with yourself in your denial, and engage in the alternative behavior.

- ☐ Put off addictive behavior. Put it off for 5 minutes, then put it off for another 5 minutes, and so on and on, each time saying, "I only have to stand this for 5 minutes." By telling yourself each day you will be abstinent for today (or each hour for just this hour, and so on), you are saying, "This is not forever. I can stand this right now."

Distress Tolerance Worksheets

Worksheets for Crisis Survival Skills

DISTRESS TOLERANCE WORKSHEET 1

(Distress Tolerance Handouts 2–9a; pp. 325–337)

Crisis Survival Skills

Due Date: _____ Name: _____ Week Starting: _____

Practice your crisis survival skills at least twice. Describe the crisis event; check off which skills you used for that event; and then describe how you used the skill and what happened.

CRISIS EVENT 1: Rate level of distress (0–100) Before: _____ After: _____

Prompting event for my distress (who, what, when, where): What triggered the state of crisis?

- ☐ **STOP**
- ☐ **Pros and cons**
- ☐ **TIP**
- ☐ **Distract with ACCEPTS**
- ☐ **Self-soothe**
- ☐ **IMPROVE the moment**

At left, check the skills you used, and describe here:

Describe the outcome of using skills:

Circle a number to indicate how effective the skills were in helping you tolerate the distress and cope with the situation (keeping you from doing something to make the situation worse). Use the following scale:

*I still couldn't stand
the situation, even
for one more minute.*

1

2

*I was able to cope somewhat,
at least for a little while.
It helped somewhat.*

3

4

*I could use skills,
tolerated distress, and
resisted problem urges.*

5

CRISIS EVENT 2: Rate level of distress (0–100) Before: _____ After: _____

Prompting event for my distress (who, what, when, where): What triggered the state of crisis?

- ☐ **STOP**
- ☐ **Pros and cons**
- ☐ **TIP**
- ☐ **Distract with ACCEPTS**
- ☐ **Self-soothe**
- ☐ **IMPROVE the moment**

At left, check the skills you used, and describe here:

Describe the outcome of using skills:

Circle effectiveness of skills:

*I still couldn't stand
the situation, even
for one more minute.*

1

2

*I was able to cope somewhat,
at least for a little while.
It helped somewhat.*

3

4

*I could use skills,
tolerated distress, and
resisted problem urges.*

5

DISTRESS TOLERANCE WORKSHEET 1A

(Distress Tolerance Handouts 2–9a; pp. 325–337)

Crisis Survival Skills

Name: _____ Week Starting: _____

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

	What was the crisis (what prompted needing the skill)?	Amount of time practicing skill?	Rate before/after skill use			Conclusions or questions about this skills practice
			Your level of distress tolerance (0 = I can't stand it; 5 = I can definitely survive)	Emotion		
				Negative emotion intensity (0–100)	Positive emotion intensity (0–100)	
When did you practice this skill, and what did you do to practice?						
Stop:			/	/	/	
			/	/	/	
Pros and cons:			/	/	/	
			/	/	/	
TIP:			/	/	/	
			/	/	/	
Distract with ACCEPTS:			/	/	/	
			/	/	/	
Self-soothe:			/	/	/	
			/	/	/	
IMPROVE the moment:			/	/	/	
			/	/	/	

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DISTRESS TOLERANCE WORKSHEET 1B

(Distress Tolerance Handouts 2–9a; pp. 325–337)

Crisis Survival Skills

Due Date: _____ Name: _____ Week Starting: _____

For each survival skill, write down what you did during the week, and then give a number to indicate how effective the skill was in helping you tolerate the distress and cope with the situation (keeping you from doing something to make the situation worse). Use the following scale:

*I still couldn't stand
the situation, even
for one more minute.*

1

2

*I was able to cope somewhat,
at least for a little while.
It helped somewhat.*

3

4

*I could use skills,
tolerated distress, and
resisted problem urges.*

5

Day:

STOP

_____/_____
_____/_____
_____/_____ Effectiveness: _____

Day:

Pros and cons

_____/_____
_____/_____
_____/_____ Effectiveness: _____

Day:

TIP

_____/_____
_____/_____
_____/_____ Effectiveness: _____

Day:

Distract with ACCEPTS

_____/_____
_____/_____
_____/_____ Effectiveness: _____

Day:

Self-soothe

_____/_____
_____/_____
_____/_____ Effectiveness: _____

Day:

IMPROVE the moment

_____/_____
_____/_____
_____/_____ Effectiveness: _____

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DISTRESS TOLERANCE WORKSHEET 2

(Distress Tolerance Handout 4; p. 327)

Practicing the STOP Skill

Due Date: _____ Name: _____ Week Starting: _____

Describe two crisis situations that happened to you. Then describe your use of the STOP skill.

CRISIS EVENT 1: Rate level of distress (0–100) Before: _____ After: _____

Prompting event for my distress (who, what, when, where): What triggered the state of crisis?

Behavior you are trying to stop: _____

- ☐ **Stop**
- ☐ **Take a step back**
- ☐ **Observe**
- ☐ **Proceed mindfully**

At left, check the steps you used, and describe what you did here:

Describe the outcome of using skills:

Circle a number to indicate how effective the skill was in helping you tolerate the distress and cope with the situation (keeping you from doing something to make the situation worse). Use the following scale:

*I still couldn't stand
the situation, even
for one more minute.*
1

2

*I was able to cope somewhat,
at least for a little while.
It helped somewhat.*
3

4

*I could use skills,
tolerated distress, and
resisted problem urges.*
5

CRISIS EVENT 2: Rate level of distress (0–100) Before: _____ After: _____

Prompting event for my distress (who, what, when, where): What triggered the state of crisis?

Behavior you are trying to stop: _____

- ☐ **Stop**
- ☐ **Take a step back**
- ☐ **Observe**
- ☐ **Proceed mindfully**

At left, check the steps you used, and describe what you did here:

Describe the outcome of using the skills:

Circle effectiveness of the skill:

*I still couldn't stand
the situation, even
for one more minute.*
1

2

*I was able to cope somewhat,
at least for a little while.
It helped somewhat.*
3

4

*I could use skills,
tolerated distress, and
resisted problem urges.*
5

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DISTRESS TOLERANCE WORKSHEET 2A

(Distress Tolerance Handout 4; p. 327)

Practicing the STOP Skill

Due Date: _____ Name: _____

Week Starting: _____

Describe situations that happened to you where you used the STOP skill. Then describe how you used the STOP skill. Try to find a situation each day where you can practice your STOP skill.

Day	Crisis situation	How did you practice this skill?	Behavior stopped?	Rate before/after skill use			Conclusions or questions about this skills practice
				Your level of distress tolerance (0 = I can't stand it; 5 = I can definitely survive)	Emotion		
					Negative emotion intensity (0–100)	Positive emotion intensity (0–100)	
				/	/	/	
				/	/	/	
				/	/	/	
				/	/	/	
				/	/	/	
				/	/	/	
				/	/	/	

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DISTRESS TOLERANCE WORKSHEET 3

(Distress Tolerance Handout 5; p. 328)

Pros and Cons of Acting on Crisis Urges

Due Date: _____ Name: _____ Week Starting: _____

1. Describe the *problem behavior* you are trying to stop: _____
2. List pros and cons for acting on crisis urges (including urges to act and urges to quit), and create a separate list for resisting crisis behavior by tolerating distress and using skills. Use the back of this sheet if you need more room.
3. Read the pros and cons when an urge toward the problem behavior occurs.

Problem behavior	PROS	CONS
Acting on crisis urges	1.	1.
	2.	2.
	3.	3.
	4.	4.
	5.	5.
Resisting crisis urges	1.	1.
	2.	2.
	3.	3.
	4.	4.
	5.	5.

Identify which pros and cons are short-term (just for today) or long-term (beyond today). Then ask your Wise Mind: Would you rather have a good day or a good life? Make a mindful choice about your behavior.

If this worksheet helps you choose skillful behavior over crisis behavior, be sure to keep it where you can find it and review it again when you are in crisis.

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DISTRESS TOLERANCE WORKSHEET 3A

(Distress Tolerance Handout 5; p. 328)

Pros and Cons of Acting on Crisis Urges

Due Date: _____ Name: _____ Week Starting: _____

1. Describe the *problem behavior* you are trying to stop: _____
2. List pros and cons for acting on crisis urges (including urges to act and urges to quit), and create a separate list for resisting crisis behavior by tolerating distress and using skills. Use the back of this sheet if you need more room.
3. Read the pros and cons when an urge toward the problem behavior occurs.

Problem behavior	Acting on crisis urges	Resisting crisis urges
PROS	1.	1.
	2.	2.
	3.	3.
	4.	4.
	5.	5.
CONS	1.	1.
	2.	2.
	3.	3.
	4.	4.
	5.	5.

Identify which pros and cons are short-term (just for today) or long-term (beyond today). Then ask your Wise Mind: Would you rather have a good day or a good life? Make a mindful choice about your behavior.

If this worksheet helps you choose skillful behavior over crisis behavior, be sure to keep it where you can find it and review it again when you are in crisis.

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DISTRESS TOLERANCE WORKSHEET 4

(Distress Tolerance Handouts 6, 6a, 6b; pp. 329–331)

Changing Body Chemistry with TIP Skills

Due Date: _____ Name: _____ Week Starting: _____

Describe the situation you were in when you chose to practice each skill. Rate both your emotional arousal and distress tolerance before and after using the TIP skill. Describe what you actually did. Use the back of this sheet if necessary.

CHANGING MY FACIAL TEMPERATURE

Used cold water to change emotions

Situation: _____

Arousal (0–100) Before: _____ After: _____

Distress tolerance (0 = I can't stand it; 100 = I can definitely survive) Before: _____ After: _____

What I did (describe): _____

INTENSE EXERCISE

Situation: _____

Arousal (0–100) Before: _____ After: _____

Distress tolerance (0 = I can't stand it; 100 = I can definitely survive) Before: _____ After: _____

What I did (describe): _____

PACED BREATHING

Situation: _____

Arousal (0–100) Before: _____ After: _____

Distress tolerance (0 = I can't stand it; 100 = I can definitely survive) Before: _____ After: _____

What I did (describe): _____

PAIRED MUSCLE RELAXATION

Situation: _____

Arousal (0–100) Before: _____ After: _____

Distress tolerance (0 = I can't stand it; 100 = I can definitely survive) Before: _____ After: _____

What I did (describe): _____

DISTRESS TOLERANCE WORKSHEET 4A

(Distress Tolerance Handout 6b; p. 331)

Paired Muscle Relaxation

Due Date: _____ Name: _____ Week Starting: _____

Practice **Paired Muscle Relaxation** (tensing your body muscles and then letting go of tension completely as you breathe out). Practice as many times a day as you can at first until you notice that when you exhale, your body automatically relaxes on its own. At this point, you have paired breathing out with relaxation. Once that happens, continue practicing but not as often.

Practice paired muscle relaxation as many times a day as you can, and describe your experience below. Check the type of practice you did: individual muscles, muscle groups, or all of your muscles at once.

Day	Number of times practiced paired muscle relaxation	Average level of relaxation before/after (0–100)	Number of times used skill when tense or overwhelmed	Average level of relaxation before/after (0–100)	Check which muscles you tensed and relaxed (check more than one if necessary)
		/		/	<input type="checkbox"/> Individual muscles <input type="checkbox"/> Groups <input type="checkbox"/> All at once
		/		/	<input type="checkbox"/> Individual muscles <input type="checkbox"/> Groups <input type="checkbox"/> All at once
		/		/	<input type="checkbox"/> Individual muscles <input type="checkbox"/> Groups <input type="checkbox"/> All at once
		/		/	<input type="checkbox"/> Individual muscles <input type="checkbox"/> Groups <input type="checkbox"/> All at once
		/		/	<input type="checkbox"/> Individual muscles <input type="checkbox"/> Groups <input type="checkbox"/> All at once
		/		/	<input type="checkbox"/> Individual muscles <input type="checkbox"/> Groups <input type="checkbox"/> All at once

Describe your experience:

Conclusions about practice and/or questions about this skills practice:

DISTRESS TOLERANCE WORKSHEET 4B

(Distress Tolerance Handout 6c; p. 332)

Effective Rethinking and Paired Relaxation

Due Date: _____ Name: _____ Week Starting: _____

Step 1. Describe one typical **prompting event** for distress in your life: What led up to what? What is it about this event that is a problem for you? Be very specific in your answers. Use describing skills. Check the facts.

Step 2. Ask: "What must I be telling myself (or what are my **interpretations and thoughts**) about this event that contributes to my stress?" **Write them down.**

Step 3. Rethink the thoughts that lead to distress. Rethinking involves reevaluating the situation and its meaning in ways that counteract stress-producing thoughts and thereby reduce stress responses. **Write down** as many effective thoughts as you can to replace the stressful thoughts.

Step 4. Did you practice **in your imagination** effective rethinking of a stressful situation this week? Yes ____ No ____

If you engaged in rethinking, did it reduce fear of the situation happening again? (0–5, 0 = not at all; 5 = very much): ____

What effective thoughts did you use to replace stress-causing thoughts?

Rate average level of relaxation (0–100): Before ____ After ____

Step 5. Did you practice **rethinking plus paired relaxation**? Yes ____ No ____

If you engaged in rethinking plus paired relaxation, did it help you reduce your stress? (0–5, 0 = not at all; 5 = very much): ____

What effective thoughts did you use to replace stress-causing thoughts?

Comments:

DISTRESS TOLERANCE WORKSHEET 5

(Distress Tolerance Handout 7; p. 333)

Distracting with Wise Mind ACCEPTS

Due Date: _____ Name: _____ Week Starting: _____

Describe two crisis situations that happened to you. Then describe your use of the ACCEPTS skills.

CRISIS EVENT 1: Rate level of distress (0–100) Before: _____ After: _____

Prompting event for my distress (who, what, when, where): What triggered the state of crisis?

- ☐ **Activities**
- ☐ **Contributions**
- ☐ **Comparisons**
- ☐ **Emotions**
- ☐ **Pushing away**
- ☐ **Thoughts**
- ☐ **Sensations**

At left, check the skills you used, and describe here:

Describe the outcome of using skills:

Circle a number to indicate how effective the skills were in helping you tolerate the distress and cope with the situation (keeping you from doing something to make the situation worse). Use the following scale:

*I still couldn't stand
the situation, even
for one more minute.*

1

2

*I was able to cope somewhat,
at least for a little while.
It helped somewhat.*

3

4

*I could use skills,
tolerated distress, and
resisted problem urges.*

5

CRISIS EVENT 2: Rate level of distress (0–100) Before: _____ After: _____

Prompting event for my distress (who, what, when, where): What triggered the state of crisis?

- ☐ **Activities**
- ☐ **Contributions**
- ☐ **Comparisons**
- ☐ **Emotions**
- ☐ **Pushing away**
- ☐ **Thoughts**
- ☐ **Sensations**

At left, check the skills you used, and describe here:

Describe the outcome of using skills:

Circle effectiveness of skills:

*I still couldn't stand
the situation, even
for one more minute.*

1

2

*I was able to cope somewhat,
at least for a little while.
It helped somewhat.*

3

4

*I could use skills,
tolerated distress, and
resisted problem urges.*

5

DISTRESS TOLERANCE WORKSHEET 5A

(Distress Tolerance Handout 7; p. 333)

Distracting with Wise Mind ACCEPTS

Due Date: _____ Name: _____ Week Starting: _____

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

	What was the crisis (what prompted needing the skill)?	How much time passed in doing this skill?	Rate before/after skill use			Conclusions or questions about this skills practice
			Distress tolerance (0 = I can't stand it; 5 = I can definitely survive)	Emotion	Emotion	
				Negative emotion intensity (0-100)	Positive emotion intensity (0-100)	
When did you practice this skill, and what did you do to practice?						
Activities:			/	/	/	
			/	/	/	
Contributions:			/	/	/	
			/	/	/	
Comparisons:			/	/	/	
			/	/	/	
Emotions:			/	/	/	
			/	/	/	
Pushing away:			/	/	/	
			/	/	/	
Thoughts:			/	/	/	
			/	/	/	
Sensations:			/	/	/	
			/	/	/	

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DISTRESS TOLERANCE WORKSHEET 5B

(Distress Tolerance Handout 7; p. 333)

Distracting with Wise Mind ACCEPTS

Due Date: _____ Name: _____ Week Starting: _____

For each ACCEPTS skill, write down what you did during the week, and write down a number to indicate how effective the skill was in helping you tolerate the distress and cope with the situation (keeping you from doing something to make the situation worse). Use the following scale:

*I still couldn't stand
the situation, even
for one more minute.*

1

2

*I was able to cope somewhat,
at least for a little while.
It helped somewhat.*

3

4

*I could use skills,
tolerated distress, and
resisted problem urges.*

5

Day: _____ ACTIVITIES

_____/_____
_____/_____
_____/_____ Effectiveness: _____
Effectiveness: _____
Effectiveness: _____

Day: _____ CONTRIBUTIONS

_____/_____
_____/_____
_____/_____ Effectiveness: _____
Effectiveness: _____
Effectiveness: _____

Day: _____ COMPARISONS

_____/_____
_____/_____
_____/_____ Effectiveness: _____
Effectiveness: _____
Effectiveness: _____

Day: _____ EMOTIONS

_____/_____
_____/_____
_____/_____ Effectiveness: _____
Effectiveness: _____
Effectiveness: _____

Day: _____ PUSHING AWAY

_____/_____
_____/_____
_____/_____ Effectiveness: _____
Effectiveness: _____
Effectiveness: _____

Day: _____ THOUGHTS

_____/_____
_____/_____
_____/_____ Effectiveness: _____
Effectiveness: _____
Effectiveness: _____

Day: _____ SENSATIONS

_____/_____
_____/_____
_____/_____ Effectiveness: _____
Effectiveness: _____
Effectiveness: _____

DISTRESS TOLERANCE WORKSHEET 6

(Distress Tolerance Handout 8; p. 334)

Self-Soothing

Due Date: _____ Name: _____ Week Starting: _____

Describe two crisis situations that happened to you. Then describe your use of the self-soothing skills.

CRISIS EVENT 1: Rate level of distress (0–100) Before: _____ After: _____

Prompting event for my distress (who, what, when, where): What triggered the state of crisis?

- ☐ Vision
- ☐ Hearing
- ☐ Smell
- ☐ Taste
- ☐ Touch

At left, check the skills you used, and describe here:

Describe the outcome of using skills:

Circle a number to indicate how effective the skills were in helping you tolerate the distress and cope with the situation (keeping you from doing something to make the situation worse). Use the following scale:

*I still couldn't stand
the situation, even
for one more minute.*

1

2

*I was able to cope somewhat,
at least for a little while.
It helped somewhat.*

3

4

*I could use skills,
tolerated distress, and
resisted problem urges.*

5

CRISIS EVENT 2: Rate level of distress (0–100) Before: _____ After: _____

Prompting event for my distress (who, what, when, where): What triggered the state of crisis?

- ☐ Vision
- ☐ Hearing
- ☐ Smell
- ☐ Taste
- ☐ Touch

At left, check the skills you used, and describe here:

Describe the outcome of using skills:

Circle effectiveness of skills:

*I still couldn't stand
the situation, even
for one more minute.*

1

2

*I was able to cope somewhat,
at least for a little while.
It helped somewhat.*

3

4

*I could use skills,
tolerated distress, and
resisted problem urges.*

5

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DISTRESS TOLERANCE WORKSHEET 6A

(Distress Tolerance Handout 8; p. 334)

Self-Soothing

Due Date: _____ Name: _____ Week Starting: _____

Practice each self-soothing skill twice, and describe your experience as follows:

	When did you practice this skill, and what did you do to practice?	What was going on that was painful or stressful (if anything)?	How much time passed in doing this skill?	Rate before/after skill use			Conclusions or questions about this skills practice
				Distress tolerance (0 = I can't stand it; 5 = I can definitely survive)	Emotion	Positive emotion intensity (0-100)	
	Vision:			/	/	/	
				/	/	/	
	Hearing:			/	/	/	
				/	/	/	
	Smell:			/	/	/	
				/	/	/	
	Taste:			/	/	/	
				/	/	/	
	Touch:			/	/	/	
				/	/	/	

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DISTRESS TOLERANCE WORKSHEET 6B

(Distress Tolerance Handout 8; p. 334)

Self-Soothing

Due Date: _____ Name: _____ Week Starting: _____

For each self-soothing skill, write down what you did during the week, and write down a number to indicate how effective the skill was in helping you tolerate the distress and cope with the situation (keeping you from doing something to make the situation worse). Use the following scale:

*I still couldn't stand
the situation, even
for one more minute.*
1

2

*I was able to cope somewhat,
at least for a little while.
It helped somewhat.*
3

4

*I could use skills,
tolerated distress, and
resisted problem urges.*
5

Day: _____ **VISION** _____ Effectiveness: _____
_____/_____
_____/_____
_____/_____
_____/_____ Effectiveness: _____

Day: _____ **HEARING** _____ Effectiveness: _____
_____/_____
_____/_____
_____/_____
_____/_____ Effectiveness: _____

Day: _____ **SMELL** _____ Effectiveness: _____
_____/_____
_____/_____
_____/_____
_____/_____ Effectiveness: _____

Day: _____ **TASTE** _____ Effectiveness: _____
_____/_____
_____/_____
_____/_____
_____/_____ Effectiveness: _____

Day: _____ **TOUCH** _____ Effectiveness: _____
_____/_____
_____/_____
_____/_____
_____/_____ Effectiveness: _____

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DISTRESS TOLERANCE WORKSHEET 6C

(Distress Tolerance Handout 8a; p. 335)

Body Scan Meditation, Step by Step

Due Date: _____ Name: _____ Week Starting: _____

Practice as many times as you can. Check whether you practiced alone, listening to a recording, watching YouTube, or being guided by a person.

Day	Describe your experience	How much time passed doing this skill?	Rate before and after body scan		
			Distress tolerance (0 = I can't stand it; 5 = I can definitely survive)	Negative emotion intensity (0–100)	Positive emotion intensity (0–100)
1	<input type="checkbox"/> Alone <input type="checkbox"/> Recording <input type="checkbox"/> Person guiding <input type="checkbox"/> YouTube		/	/	/
2	<input type="checkbox"/> Alone <input type="checkbox"/> Recording <input type="checkbox"/> Person guiding <input type="checkbox"/> YouTube		/	/	/
3	<input type="checkbox"/> Alone <input type="checkbox"/> Recording <input type="checkbox"/> Person guiding <input type="checkbox"/> YouTube		/	/	/
4	<input type="checkbox"/> Alone <input type="checkbox"/> Recording <input type="checkbox"/> Person guiding <input type="checkbox"/> YouTube		/	/	/
5	<input type="checkbox"/> Alone <input type="checkbox"/> Recording <input type="checkbox"/> Person guiding <input type="checkbox"/> YouTube		/	/	/

Conclusions or questions about this skills practice:

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DISTRESS TOLERANCE WORKSHEET 7

(Distress Tolerance Handout 9; p. 336)

IMPROVE the Moment

Due Date: _____ Name: _____ Week Starting: _____

Describe two crisis situations that happened to you. Then describe your use of the IMPROVE skills.

CRISIS EVENT 1: Rate level of distress (0–100) Before: _____ After: _____

Prompting event for my distress (who, what, when, where): What triggered the state of crisis?

- ☐ **I**magery
- ☐ **M**eaning
- ☐ **P**rayer
- ☐ **R**elaxation
- ☐ **O**ne thing
- ☐ **V**acation
- ☐ **E**ncouragement

At left, check the skills you used, and describe here:

Describe the outcome of using skills:

Circle a number to indicate how effective the skills were in helping you tolerate the distress and cope with the situation (keeping you from doing something to make the situation worse). Use the following scale:

*I still couldn't stand
the situation, even
for one more minute.*

1

2

*I was able to cope somewhat,
at least for a little while.
It helped somewhat.*

3

4

*I could use skills,
tolerated distress, and
resisted problem urges.*

5

CRISIS EVENT 2: Rate level of distress (0–100) Before: _____ After: _____

Prompting event for my distress (who, what, when, where): What triggered the state of crisis?

- ☐ **I**magery
- ☐ **M**eaning
- ☐ **P**rayer
- ☐ **R**elaxation
- ☐ **O**ne thing
- ☐ **V**acation
- ☐ **E**ncouragement

At left, check the skills you used, and describe here:

Describe the outcome of using skills:

Circle effectiveness of skills:

*I still couldn't stand
the situation, even
for one more minute.*

1

2

*I was able to cope somewhat,
at least for a little while.
It helped somewhat.*

3

4

*I could use skills,
tolerated distress, and
resisted problem urges.*

5

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DISTRESS TOLERANCE WORKSHEET 7A

(Distress Tolerance Handout 9; p. 336)

IMPROVE the Moment

Due Date: _____ Name: _____ Week Starting: _____

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

	What was going on that was painful or stressful (if anything)?	How much time passed in doing this skill?	Rate before/after skill use				Conclusions or questions about this skills practice
			Distress tolerance (0 = I can't stand it; 5 = I can definitely survive)	Emotion			
				Negative emotion intensity (0–100)	Positive emotion intensity (0–100)		
<u>Imagery:</u>			/	/	/		
			/	/	/		
<u>Meaning:</u>			/	/	/		
			/	/	/		
<u>Prayer:</u>			/	/	/		
			/	/	/		
<u>Relaxation:</u>			/	/	/		
			/	/	/		
<u>One thing:</u>			/	/	/		
			/	/	/		
<u>Vacation:</u>			/	/	/		
			/	/	/		
<u>Encouragement:</u>			/	/	/		
			/	/	/		

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DISTRESS TOLERANCE WORKSHEET 7B

(Distress Tolerance Handout 9; p. 336)

IMPROVE the Moment

Due Date: _____ Name: _____ Week Starting: _____

For each IMPROVE skill, write down what you did during the week, and write down a number to indicate how effective the skill was in helping you tolerate the distress and cope with the situation (keeping you from doing something to make the situation worse). Use the following scale:

*I still couldn't stand
the situation, even
for one more minute.*
1

2

*I was able to cope somewhat,
at least for a little while.
It helped somewhat.*
3

4

*I could use skills,
tolerated distress, and
resisted problem urges.*
5

Day: _____ **IMAGERY** Effectiveness: _____
_____/_____ Effectiveness: _____
_____/_____ Effectiveness: _____

Day: _____ **MEANING** Effectiveness: _____
_____/_____ Effectiveness: _____
_____/_____ Effectiveness: _____

Day: _____ **PRAYER** Effectiveness: _____
_____/_____ Effectiveness: _____
_____/_____ Effectiveness: _____

Day: _____ **RELAXATION** Effectiveness: _____
_____/_____ Effectiveness: _____
_____/_____ Effectiveness: _____

Day: _____ **ONE THING IN THE MOMENT** Effectiveness: _____
_____/_____ Effectiveness: _____
_____/_____ Effectiveness: _____

Day: _____ **VACATION** Effectiveness: _____
_____/_____ Effectiveness: _____
_____/_____ Effectiveness: _____

Day: _____ **ENCOURAGEMENT** Effectiveness: _____
_____/_____ Effectiveness: _____
_____/_____ Effectiveness: _____

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Worksheets for Reality
Acceptance Skills

DISTRESS TOLERANCE WORKSHEET 8

(Distress Tolerance Handouts 10–15a; pp. 341–352)

Reality Acceptance Skills

Due Date: _____ Name: _____ Week Starting: _____

Check off two reality acceptance skills to practice this week during a stressful situation:

- | | |
|---|--|
| <input type="checkbox"/> Radical acceptance | <input type="checkbox"/> Half-smiling |
| <input type="checkbox"/> Turning the mind | <input type="checkbox"/> Willing hands |
| <input type="checkbox"/> Willingness | <input type="checkbox"/> Mindfulness of current thoughts |

Skill 1. Describe the situation and how you practiced the skill:

How effective was the skill in helping you cope with the situation (keeping you from doing something to make the situation worse)? Circle a number below.

*I still couldn't stand
the situation, even
for one more minute.*

1

2

*I was able to cope somewhat,
at least for a little while.
It helped somewhat.*

3

4

*I could use skills,
tolerated distress, and
resisted problem urges.*

5

Did this skill help you cope with uncomfortable emotions or urges, or avoid conflict of any kind? Circle YES or NO.

Describe how the skill helped or did not help: _____

Skill 2. Describe the situation and how you practiced the skill:

How effective was the skill in helping you cope with the situation (keeping you from doing something to make the situation worse)? Circle a number below.

*I still couldn't stand
the situation, even
for one more minute.*

1

2

*I was able to cope somewhat,
at least for a little while.
It helped somewhat.*

3

4

*I could use skills,
tolerated distress, and
resisted problem urges.*

5

Did this skill help you cope with uncomfortable emotions or urges, or avoid conflict of any kind? Circle YES or NO.

Describe how the skill helped or did not help: _____

DISTRESS TOLERANCE WORKSHEET 8A

(Distress Tolerance Handouts 10–15a; pp. 341–352)

Reality Acceptance Skills

Due Date: _____ Name: _____ Week Starting: _____

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

	What was going on that you had trouble accepting (if anything)?	How long did you practice accepting?	Rate before/after skill use			Conclusions or questions about this skills practice
			Acceptance (0 = none at all; 5 = I am at peace with this)	Emotion		
				Negative emotion intensity (0–100)	Positive emotion intensity (0–100)	
When did you practice this skill, and what did you do to practice?			/	/	/	
Radical acceptance:			/	/	/	
			/	/	/	
Turning the mind:			/	/	/	
			/	/	/	
Willingness:			/	/	/	
			/	/	/	
Half-smiling:			/	/	/	
			/	/	/	
Willing hands:			/	/	/	
			/	/	/	
Mindfulness of current thoughts:			/	/	/	
			/	/	/	

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DISTRESS TOLERANCE WORKSHEET 8B

(Distress Tolerance Handouts 10–15a; pp. 341–352)

Reality Acceptance Skills

Due Date: _____ Name: _____ Week Starting: _____

For each reality acceptance skill, describe the skill you used during the week, and circle a number (0–5) indicating your own experience of acceptance of yourself, your life, or events outside yourself. Use the following scale:

*No acceptance; I am
in complete denial
and/or rebellion*

1

2

*I was able to
accept somewhat or
for a little while.*

3

4

*Complete
acceptance; I am at
peace with this.*

5

Day: RADICAL ACCEPTANCE (describe what and how often you practiced)

_____/_____ Effectiveness: _____
_____/_____ Effectiveness: _____
_____/_____ Effectiveness: _____

Day: TURNING THE MIND (describe the cross-road you were at, and what you chose)

_____/_____ Effectiveness: _____
_____/_____ Effectiveness: _____
_____/_____ Effectiveness: _____

Day: WILLINGNESS (describe the situation, what you were willful about, and how you practiced)

_____/_____ Effectiveness: _____
_____/_____ Effectiveness: _____
_____/_____ Effectiveness: _____

Day: HALF-SMILING (describe the situation and how you practiced)

_____/_____ Effectiveness: _____
_____/_____ Effectiveness: _____
_____/_____ Effectiveness: _____

Day: WILLING HANDS (describe the situation and how you practiced)

_____/_____ Effectiveness: _____
_____/_____ Effectiveness: _____
_____/_____ Effectiveness: _____

Day: MINDFULNESS OF CURRENT THOUGHTS (describe what thoughts were going through your mind and *how* you observed your thoughts)

_____/_____ Effectiveness: _____
_____/_____ Effectiveness: _____
_____/_____ Effectiveness: _____

DISTRESS TOLERANCE WORKSHEET 9

(Distress Tolerance Handouts 11, 11a, 11b; pp. 342–344)

Radical Acceptance

Due Date: _____ Name: _____ Week Starting: _____

FIGURE OUT WHAT YOU NEED TO RADICALLY ACCEPT

1. Make a list of two **very important** things in your life right now that you need to radically accept. Then give each one a number indicating how much you accept this part of yourself or your life: from 0 (no acceptance, I am in complete denial and/or rebellion) to 5 (complete acceptance, I am at peace with this). *Note:* if you have already completed this section, you don't need to do it again unless things have changed.

What I need to accept (Acceptance, 0–5)

1. _____ ()

2. _____ ()

2. Make a list of two **less important** things in your life you are having trouble accepting this week. Then rate your acceptance just as you did above.

What I need to accept (Acceptance, 0–5)

1. _____ ()

2. _____ ()

REFINE YOUR LIST

3. Review your two lists above. **Check the facts.** Check for interpretations and opinions. Make sure that what you are trying to accept is in fact the case. **Check for judgments.** Avoid “good,” “bad,” and judgmental language. Rewrite any items above if needed so that they are **factual and nonjudgmental**.

PRACTICE RADICAL ACCEPTANCE

4. Choose one item from the very important list and one item from the less important list to practice on.

1. _____

2. _____

5. Focus your mind on each of these facts or events separately, allowing your Wise Mind to radically accept that these *are* facts of your life. *Check off* any of the following exercises that you did.

- ☐ Observed that I was questioning or fighting reality.
- ☐ Reminded myself that reality is what it is.
- ☐ Considered the causes of the reality, and nonjudgmentally accepted that causes exist.
- ☐ Practiced accepting all the way with my whole being (mind, body, spirit).
- ☐ Practiced opposite action.
- ☐ Coped ahead with events that seemed unacceptable.

- ☐ Attended to my body sensations as I thought about what I need to accept.
- ☐ Allowed myself to experience disappointment, sadness, or grief.
- ☐ Acknowledged that life can be worth living even when there is pain.
- ☐ Did pros and cons of accepting versus denial and rejection.
- ☐ Other: _____

6. Rate your degree of acceptance after practicing radical acceptance (0–5): _____

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DISTRESS TOLERANCE WORKSHEET 9A

(Distress Tolerance Handouts 11, 11a, 11b; pp. 342–344)

Practicing Radical Acceptance

Due Date: _____ Name: _____ Week Starting: _____

Practice each skill twice, and describe and rate your experience below.

When did you practice this skill, and what did you do to practice?	What was going on that you had trouble accepting (if anything)?	How long did you practice accepting?	Rate before/after skill use			Conclusions or questions about this skills practice
			Acceptance (0 = none at all; 5 = I am at peace with this)	Emotion		
			Negative emotion intensity (0–100)	Positive emotion intensity (0–100)		
Considered causes of the reality:			/	/	/	
Practiced with my whole self:			/	/	/	
Practiced opposite action:			/	/	/	
Practiced coping ahead:			/	/	/	
Attended to body sensations:			/	/	/	
Allowed disappointment/grieving:			/	/	/	
Acknowledged life as worth living:			/	/	/	
Did pros and cons:			/	/	/	

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DISTRESS TOLERANCE WORKSHEET 10

(Distress Tolerance Handouts 12, 13; pp. 345–346)

Turning the Mind, Willingness, Willfulness

Due Date: _____ Name: _____ Week Starting: _____

Practice each skill, and rate your level of acceptance of reality as it is before and after: from 0 (no acceptance at all) to 5 (I'm at peace with this). List what you tried specifically under the rating.

Turning the Mind: Acceptance Before: _____ After: _____

OBSERVE not accepting. What did you observe? What were you having trouble accepting?

MAKE AN INNER COMMITMENT to accept what feels unacceptable. How did you do this?

Describe your **PLAN FOR CATCHING YOURSELF** the next time you drift from acceptance.

WILLINGNESS (rate 0–5): Acceptance Before: _____ After: _____
Willfulness Before: _____ After: _____

Describe **EFFECTIVE BEHAVIOR** you did to move forward toward a goal.

NOTICE WILLFULNESS. Describe how you are not participating effectively in the world as it is, or how you are not doing something you know needs to be done to move toward a goal.

Describe how you **PRACTICED RADICALLY ACCEPTING YOUR WILLFULNESS.**

MAKE AN INNER COMMITMENT to accept what feels unacceptable. How did you do this?

Describe what you did that was **WILLING.**

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DISTRESS TOLERANCE WORKSHEET 11

(Distress Tolerance Handouts 14, 14a; pp. 347–349)

Half-Smiling and Willing Hands

Due Date: _____ Name: _____ Week Starting: _____

Describe your practice with half-smiling and willing hands this past week. Practice each day at least once. Practice both when you are not emotionally distressed and when you are distressed.

Check off any of the following exercises that you did.

- | | |
|--|---|
| <input type="checkbox"/> 1. Half-smiled when I first woke up in the morning. | <input type="checkbox"/> 8. Half-smiled with willing hands when my feelings were hurt. |
| <input type="checkbox"/> 2. Half-smiled during my free moments. | <input type="checkbox"/> 9. Half-smiled with willing hands when I did not want to accept something. |
| <input type="checkbox"/> 3. Half-smiled with willing hands while I was listening to music. | <input type="checkbox"/> 10. Half-smiled with willing hands when I started getting really angry. |
| <input type="checkbox"/> 4. Half-smiled with willing hands when I was irritated. | <input type="checkbox"/> 11. Half-smiled when I had negative thoughts. |
| <input type="checkbox"/> 5. Half-smiled in a lying-down position. | <input type="checkbox"/> 12. Half-smiled when I couldn't sleep. |
| <input type="checkbox"/> 6. Half-smiled in a sitting position. | <input type="checkbox"/> 13. Half-smiled with another person. |
| <input type="checkbox"/> 7. Half-smiled when I was walking down the street. | <input type="checkbox"/> 14. Other: _____ |

Describe practicing half-smiling and willing hands.

1. Situation: _____

Describe strategies you used or give numbers from above: _____

Circle how effective this was at helping you be more mindful and less reactive:

1	2	3	4	5
<i>Not effective</i>		<i>Somewhat effective</i>		<i>Very effective</i>

2. Situation: _____

Describe strategies you used or give numbers from above: _____

Circle how effective this was at helping you be more mindful and less reactive:

1	2	3	4	5
<i>Not effective</i>		<i>Somewhat effective</i>		<i>Very effective</i>

3. Situation: _____

Describe strategies you used or give numbers from above: _____

Circle how effective this was at helping you be more mindful and less reactive:

1	2	3	4	5
<i>Not effective</i>		<i>Somewhat effective</i>		<i>Very effective</i>

DISTRESS TOLERANCE WORKSHEET 11A

(Distress Tolerance Handouts 14, 14a; pp. 347–349)

Practicing Half-Smiling and Willing Hands

Due Date: _____ Name: _____ Week Starting: _____

Practice half-smiling/willing hands twice each day. Describe what you did to practice, and what you were trying to accept. (See Distress Tolerance Worksheet 11 for ideas.)

	What did you do to practice allowing your thoughts?	What were you having trouble accepting (if any)?	How much time passed in doing this skill?	Rate before/after skill use			Conclusions or questions about this skills practice
				Acceptance (0 = none at all; 5 = 1 am at peace with this)	Emotion		
					Negative emotion intensity (0–100)	Positive emotion intensity (0–100)	
Mon				/	/	/	
				/	/	/	
Tues				/	/	/	
				/	/	/	
Wed				/	/	/	
				/	/	/	
Thurs				/	/	/	
				/	/	/	
Fri				/	/	/	
				/	/	/	
Sat				/	/	/	
				/	/	/	
Sun				/	/	/	
				/	/	/	

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DISTRESS TOLERANCE WORKSHEET 12

(Distress Tolerance Handouts 15, 15a; pp. 350–352)

Mindfulness of Current Thoughts

Due Date: _____ Name: _____ Week Starting: _____

Describe your efforts to observe your thoughts in the past week. Practice observing thoughts each day at least once. Don't focus just on thoughts that are painful, anxiety-provoking, or full of anger; also observe and be mindful of pleasant or neutral thoughts. For each thought, first practice saying, "The thought [describe thought] went through my mind." Then practice one or more strategies to observe and let go of thoughts.

Check off any of the following exercises that you did.

- ☐ 1. Used words and voice tone to say a thought over and over; as fast as I could; very, very slowly; in a voice different from mine; as a dialogue on a TV comedy show; or as singing.
- ☐ 2. Relaxed my face and body imagining accepting my thoughts as sensations of my brain.
- ☐ 3. Imagined what I would do if I stopped believing everything I think.
- ☐ 4. Rehearsed in my mind what I would do if I did not view my thoughts as facts.
- ☐ 5. Practiced loving my thoughts as they went through my mind.
- ☐ 6. Refocused my mind on sensations I was avoiding by worrying or catastrophizing.
- ☐ 7. Allowed my thoughts to come and go as I focused on observing my breath coming in and out.
- ☐ 8. Labeled the thought as a thought, saying, "The thought [describe thought] arose in my mind."
- ☐ 9. Asked, "Where did the thought come from?" and watched my mind to find out.
- ☐ 10. Stepped back from my mind, as if I was on top of a mountain.
- ☐ 11. Shuttled back and forth between scanning for physical sensations and scanning for thoughts.
- ☐ 12. Imagined that in my mind thoughts were coming down a conveyor belt; were boats on a river; were train cars on a railroad track; were written on leaves flowing down a river; had wings and could fly away; were clouds floating in the sky; or were going in and out of the doors of my mind. (Underline the image you used.)
- ☐ 13. Other: _____

Describe thoughts you were mindful of during the week. State just each thought as it went through your mind.

1. Thought: _____
Describe strategies you used or give numbers from above: _____
Circle how effective was this at helping you be more mindful and less reactive:
1 2 3 4 5
Not effective Somewhat effective Very effective

2. Thought: _____
Describe strategies you used or give numbers from above: _____
Circle how effective was this at helping you be more mindful and less reactive:
1 2 3 4 5
Not effective Somewhat effective Very effective

3. Thought: _____
Describe strategies you used or give numbers from above: _____
Circle how effective was this at helping you be more mindful and less reactive:
1 2 3 4 5
Not effective Somewhat effective Very effective

DISTRESS TOLERANCE WORKSHEET 12A

(Distress Tolerance Handouts 15, 15a; pp. 350–352)

Practicing Mindfulness of Thoughts

Due Date: _____ Name: _____ Week Starting: _____

Practice allowing the mind twice each day. Describe what strategy you used to allow your thoughts, and what thoughts you had. (See Distress Tolerance Worksheet 12 for ideas.) Rate your experience below.

	What did you do to practice allowing your thoughts?	What were you having trouble accepting (if any)?	How much time passed in doing this skill?	Rate before/after skill use			Conclusions or questions about this skills practice
				Acceptance (0 = none at all; 5 = I am at peace with this)	Emotion		
				Negative emotion intensity (0–100)	Positive emotion intensity (0–100)		
Mon				/	/	/	
				/	/	/	
Tues				/	/	/	
				/	/	/	
Wed				/	/	/	
				/	/	/	
Thurs				/	/	/	
				/	/	/	
Fri				/	/	/	
				/	/	/	
Sat				/	/	/	
				/	/	/	
Sun				/	/	/	
				/	/	/	

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.....

*Worksheets for Skills When the Crisis
Is Addiction*

.....

DISTRESS TOLERANCE WORKSHEET 13

(Distress Tolerance Handouts 16–21; pp. 355–363)

Skills When the Crisis Is Addiction

Due Date: _____ Name: _____ Week Starting: _____

Check off two skills for backing down from addiction to practice this week during a stressful situation:

- | | |
|---|---|
| <input type="checkbox"/> Plan for abstinence | <input type="checkbox"/> Sample abstinence for _____ days |
| <input type="checkbox"/> Plan for harm reduction | <input type="checkbox"/> Burn bridges |
| <input type="checkbox"/> Practice clear mind | <input type="checkbox"/> Build new bridges |
| <input type="checkbox"/> Search for abstinence reinforcers | <input type="checkbox"/> Practice alternate rebellion |
| <input type="checkbox"/> Increase non-addicting pleasant events | <input type="checkbox"/> Practice adaptive denial |

Skill 1. Describe the situation and how you practiced the skill:

How effective was the skill in helping you cope with the situation (keeping you from doing something to make the situation worse)? Circle a number below.

*I still couldn't stand
the situation, even
for one more minute.*

1

2

*I was able to cope somewhat,
at least for a little while.
It helped somewhat.*

3

4

*I could use skills,
tolerated distress, and
resisted problem urges.*

5

Did this skill help you cope with uncomfortable emotions or urges, or avoid conflict of any kind? Circle YES or NO.

Describe how the skill helped or did not help: _____

Skill 2. Describe the situation and how you practiced the skill:

How effective was the skill in helping you cope with the situation (keeping you from doing something to make the situation worse)? Circle a number below.

*I still couldn't stand
the situation, even
for one more minute.*

1

2

*I was able to cope somewhat,
at least for a little while.
It helped somewhat.*

3

4

*I could use skills,
tolerated distress, and
resisted problem urges.*

5

Did this skill help you cope with uncomfortable emotions or urges, or avoid conflict of any kind? Circle YES or NO.

Describe how the skill helped or did not help: _____

DISTRESS TOLERANCE WORKSHEET 14 (p. 1 of 3)

(Distress Tolerance Handout 17; p. 357)

Planning for Dialectical Abstinence

Due Date: _____ Name: _____ Week Starting: _____

Problem Behavior: _____

Check each activity and describe what you did.

PLAN FOR ABSTINENCE

To maximize the chances I'll stop _____, I need to aim for abstinence.

- ☐ Plan activities to do instead of problem behaviors (e.g., work, find a hobby, go to a support meeting, volunteer). These will include:

- ☐ Spend time or touch base with people who will reinforce my *not* engaging in problem behaviors and my engaging in effective behaviors (e.g., effective friends or family members, co-workers, employers, my therapist, people from group). These people include:

- ☐ Remind myself of reasons to stay abstinent and be effective (e.g., to reach long-term goals, to keep/get relationship, to save money, to avoid shame). These include:

- ☐ Burn bridges with people who represent a temptation (e.g., lose their numbers, unfriend them, tell them to stop contacting me, make them not want to hang out with me). These people include:

- ☐ Avoid cues for problem behaviors. Cues include:

(continued on next page)

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DISTRESS TOLERANCE WORKSHEET 14 (p. 2 of 3)

- ☐ Use skills (things to do to avoid urges, interpersonal effectiveness, distress tolerance, emotion regulation, mindfulness). The most useful skills for me include:

- ☐ Find alternative ways to rebel. These include:

- ☐ Publicly announce I've embraced abstinence and effective behavior.

PLAN FOR HARM REDUCTION

If I have a slip, I don't want the slip to turn into a slide. To avoid a slide, I must have plans to regain my balance and get back to abstinence and effectiveness.

- ☐ Call my therapist, sponsor, or mentor for skills coaching. His or her number is: _____

- ☐ Get in contact with other effective people who can help (e.g., friends or family, people from group). These people include (with contact information):

- ☐ Get rid of the temptations (e.g., drugs, comfort food); surround myself with cues for effective behaviors (e.g., workout clothes, fruit).

- ☐ Review skills and handouts from DBT. The most helpful skills/handouts for me are:

- ☐ Opposite action (Emotion Regulation Handout 10) can be rehearsed to fight guilt and shame. If no other option works, go to an anonymous meeting of any sort and publicly report your lapse.

- ☐ Building mastery and coping ahead for emotional situations (Emotion Regulation Handout 19), and checking the facts (Emotion Regulation Handout 8), can be used to fight feelings of being out of control.

(continued on next page)

DISTRESS TOLERANCE WORKSHEET 14 (p. 3 of 3)

- ☐ Interpersonal skills (Interpersonal Effectiveness Handouts 5–7), such as asking for help from family, friends, sponsors, ministers, or counselors, can also be helpful. If you are isolated, help can often be found via online support groups. These people or groups include:

- ☐ Conduct a chain analysis to analyze what prompted the lapse (General Handouts 7, 7a).
- ☐ Problem-solve right away to find a way to “get back on the wagon” and repair any damage you have done (Emotion Regulation Handout 12).
- ☐ Distract yourself, self-soothe, and improve the moment.
- ☐ Cheerlead myself (e.g., “One slip is not a disaster,” “Don’t give up,” “Don’t get willful,” “I can still climb back on the wagon.”) My cheerleading statements will include:

- ☐ Do pros and cons of stopping again *now*.
- ☐ Stay away from extreme thinking. Always look for the middle ground. Don’t let one slip turn into a disaster. (Check each extreme thought I am giving up and the middle ground I am accepting.)

Extreme thinking:	Middle ground:
<input type="checkbox"/> I have not quit yet; therefore I am doomed and might as well give up.	<input type="checkbox"/> Relapsing once does not doom me to never stopping.
<input type="checkbox"/> Now that I’ve relapsed, I might as well keep going.	<input type="checkbox"/> I relapsed, but that does not mean I have to stay relapsed. I can be effective and get up now.
<input type="checkbox"/> I missed an appointment, so I’m done with treatment.	<input type="checkbox"/> I missed an appointment, but I can get in to see my therapist ASAP.
<input type="checkbox"/> Other:	<input type="checkbox"/> Other:
<input type="checkbox"/> Other:	<input type="checkbox"/> Other:

- ☐ Recommit to 100% total abstinence.

DISTRESS TOLERANCE WORKSHEET 15

(Distress Tolerance Handouts 18, 18a; pp. 359–360)

From Clean Mind to Clear Mind

Due Date: _____ Name: _____ Week Starting: _____

Check off each **clean mind** behavior you plan on changing this week. During the week, write down the **clear mind** behavior you did to replace **clean mind**.

CLEAN MIND BEHAVIORS

- ☐ 1. Engaging in **apparently irrelevant** behaviors that in the past inevitably led to problem behavior.
- ☐ 2. Thinking, "I've learned my lesson."
- ☐ 3. **Believing, "I can control my addiction."**
- ☐ 4. **Thinking, "I don't really have an addiction."**
- ☐ 5. Stopping or cutting back medication that helps with addiction.
- ☐ 6. Being in addiction environments.
- ☐ 7. Seeing friends who are still addicted.
- ☐ 8. Living with people who are addicted.
- ☐ 9. Keeping addiction paraphernalia.
- ☐ 10. Carrying around extra money.
- ☐ 11. Being irresponsible with bills.
- ☐ 12. Dressing like an addict.
- ☐ 13. Not going to meetings.
- ☐ 14. Isolating.
- ☐ 15. Believing, "I can do this alone."
- ☐ 16. Ignoring problems fueling addiction.
- ☐ 17. Acting as if I only need willpower.
- ☐ 18. Thinking, "I don't need to say anything about my addiction."
- ☐ 19. Thinking, "I can't stand this!"
- ☐ 20. Other: _____
- ☐ 21. Other: _____

CLEAR MIND BEHAVIORS AS REPLACEMENTS

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DISTRESS TOLERANCE WORKSHEET 16

(Distress Tolerance Handout 19; p. 361)

Reinforcing Nonaddictive Behaviors

Due Date: _____ Name: _____ Week Starting: _____

Check off and describe each effort you made to replace **addiction reinforcers** with **abstinence reinforcers**.

- ☐ 1. Searched for people to spend time with who aren't addicted. Describe what you did and who you found.

- ☐ 2. Increased number of enjoyable, nonaddictive activities. Describe activities.

- ☐ 3. Sampled different groups and different activities. Describe what you did and what you found.

- ☐ 4. Took one or more action steps to build positive events to replace addiction. Describe.

Check off and describe your **abstinence-sampling** efforts.

- ☐ 5. Committed to _____ days of abstinence. (Stayed abstinent _____ days.)

Describe abstinence plan and how you implemented it. (See *Distress Tolerance Worksheet 14*.)

- ☐ 6. Observe and describe positive events that occurred when you were *not* engaging in addictive behaviors.

Nonaddictive activity

Positive events and consequences

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DISTRESS TOLERANCE WORKSHEET 17

(Distress Tolerance Handout 20; p. 362)

Burning Bridges and Building New Ones

Due Date: _____ Name: _____ Week Starting: _____

Rate the strength of your slamming the door on your addiction, from 0 (no intention of quitting addictive behavior) to 100 (complete and absolute commitment): _____. Go into Wise Mind and rate your level of slamming the door again: _____.

List all the things in your life that make addiction possible. Check those you get rid of.

- | | |
|--------------------------------|--------------------------------|
| <input type="checkbox"/> _____ | <input type="checkbox"/> _____ |
| <input type="checkbox"/> _____ | <input type="checkbox"/> _____ |
| <input type="checkbox"/> _____ | <input type="checkbox"/> _____ |

List *all* tempting people, websites, and other contact information you need to continue addictive behaviors. Check those you erase or otherwise get rid of.

- | | |
|--------------------------------|--------------------------------|
| <input type="checkbox"/> _____ | <input type="checkbox"/> _____ |
| <input type="checkbox"/> _____ | <input type="checkbox"/> _____ |
| <input type="checkbox"/> _____ | <input type="checkbox"/> _____ |

List all the things that would make addiction impossible. Check those that you do.

- | | |
|--------------------------------|--------------------------------|
| <input type="checkbox"/> _____ | <input type="checkbox"/> _____ |
| <input type="checkbox"/> _____ | <input type="checkbox"/> _____ |
| <input type="checkbox"/> _____ | <input type="checkbox"/> _____ |

Describe imagery you can use to help reduce cravings:

Check and describe each strategy you have used to battle addiction urges.

- ☐ Kept new imagery in mind when urges hit: _____
- _____
- ☐ Looked at moving images: _____
- ☐ Surrounded self with new smells: _____
- ☐ Urge-surfed: _____

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DISTRESS TOLERANCE WORKSHEET 18

(Distress Tolerance Handout 21; p. 363)

Practicing Alternate Rebellion and Adaptive Denial

Due Date: _____ Name: _____ Week Starting: _____

Check and describe plans for alternate rebellion when the urge for addictive behaviors arises:

- ☐ 1. _____
- ☐ 2. _____
- ☐ 3. _____

Check and describe what you actually did as alternative behaviors instead of giving in to addictive behaviors:

- ☐ 1. _____
- ☐ 2. _____

Circle how effective alternate rebellion was at helping you survive the urges without giving in to addiction.

1	2	3	4	5
Not effective		Somewhat effective		Very effective

Check off and describe adaptive denial skills below that you used to manage urges:

- ☐ 1. Reframing an urge for a problem behavior as an urge for something else: _____

Circle how effective this was at helping you survive the urges without giving in to addiction.

1	2	3	4	5
Not effective		Somewhat effective		Very effective

- ☐ 2. Putting off addictive behavior for _____ minutes, _____ times: _____

Circle how effective this was at helping you survive the urges without giving in to addiction.

1	2	3	4	5
Not effective		Somewhat effective		Very effective

- ☐ 3. Reminded myself I only had to be abstinent for an hour, a day,
or _____.

Circle how effective this was at helping you survive the urges without giving in to addiction.

1	2	3	4	5
Not effective		Somewhat effective		Very effective

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