

MINDFULNESS WORKSHEET 8 (p. 1 of 2)

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

Mindfulness of Pleasant Events Calendar

Due Date: _____ Name: _____ Week Starting: _____

Be aware of a pleasant event at the time it is happening. Pay attention to everyday, ordinary events that at the time feel pleasant to you. Try to experience the moment, even if it is only fleeting. Use the following questions to focus your awareness on the details of the experience as it is happening. Write it down later.

What was the experience?	Were you aware of the pleasant feelings while the event was happening?	How did your body feel during this experience?	Describe your emotions and thoughts while practicing the skill.	What is your experience now, after using the skill?
Example: Seeing a bird while walking around green lake.	Yes.	Lightness across the face, aware of shoulders dropping, uplift of corners of mouth.	Relief, pleasure, "That's good," "How lovely (the bird) sings," "It's so nice to be outside."	It was such a small thing but I'm glad I noticed it.
Monday:				
Tuesday:				
Wednesday:				

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MINDFULNESS WORKSHEET 8 (p. 2 of 2)

What was the experience?	Were you aware of the pleasant feelings <i>while</i> the event was happening?	How did your body feel during this experience?	Describe your emotions and thoughts while practicing the skill.	What is your experience now, after using the skill?
Thursday:				
Friday:				
Saturday:				
Sunday:				

List any and all wise things you did this week:



MINDFULNESS WORKSHEET 9 (p. 1 of 2)

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

Mindfulness of Unpleasant Events Calendar

Due Date: _____ Name: _____ Week Starting: _____

Be aware of an unpleasant event at the time it is happening. Pay attention to everyday, ordinary events that at the time feel painful or unpleasant to you. Try to experience the moment, even if it is only fleeting. Use the following questions to focus your awareness on the details of the experience as it is happening. Write it down later.

What was the experience?	Were you aware of the unpleasant feelings <i>while</i> the event was happening?	How did your body feel during this experience?	Describe your emotions and thoughts while practicing the skill.	What is your experience now, after using the skill?
Example: <i>My boyfriend forgot my birthday.</i>	Yes.	<i>Tears just behind my eyes, sinking feeling in stomach, drooping of face and shoulders, tired.</i>	<i>Hurt, sadness, "He doesn't care enough to remember me," "Does he really love me?" Wanting to go to sleep until tomorrow.</i>	<i>He is a pretty forgetful guy. Maybe I need to remind him a lot.</i>
Monday:				
Tuesday:				
Wednesday:				

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MINDFULNESS WORKSHEET 9 (p. 2 of 2)

What was the experience?	Were you aware of the unpleasant feelings <i>while</i> the event was happening?	How did your body feel during this experience?	Describe your emotions and thoughts while practicing the skill.	What is your experience now, after using the skill?
Thursday:				
Friday:				
Saturday:				
Sunday:				

List any and all wise things you did this week:



MINDFULNESS WORKSHEET 10

(Mindfulness Handouts 3, 10; pp. 50, 74)

Walking the Middle Path to Wise Mind

Due Date: _____ Name: _____ Week Starting: _____

WALKING THE MIDDLE PATH: Check off WISE MIND practice exercises each time you do one.

Worked at **balancing**:

- ☐☐☐☐ 1. Reasonable mind with emotion mind to get to Wise Mind.
- ☐☐☐☐ 2. Doing mind with being mind to get to Wise Mind.
- ☐☐☐☐ 3. Desire for change of the present moment with radical acceptance to get to Wise Mind.
- ☐☐☐☐ 4. Self-denial with self-indulgence to get to Wise Mind.
- ☐☐☐☐ 5. Other: _____

WALKING THE MIDDLE PATH: Describe one or more situations where you walked the middle path, and tell how you did this:

How effective was the practice in helping you walk the middle path?

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

1

2

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

3

4

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

5

WALKING THE MIDDLE PATH: Describe one or more situations where you walked the middle path, and tell how you did this:

How effective was the practice in helping you walk the middle path?

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

1

2

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

3

4

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

5

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

MINDFULNESS WORKSHEET 10A

(Mindfulness Handout 10; p. 74)

Analyzing Yourself on the Middle Path

Due Date: _____ Name: _____ Week Starting: _____

1. **Figure out where you are off the middle path, toward one extreme or the other.** For each of the following Wise Mind dilemmas, put an X on the line that represents where you think you are most of the time. If you are fairly balanced, put the X in the middle. If you are out of balance, put the X near the end that you are too extreme on.

Reasonable mind	←—————△————→	Emotion mind
Doing mind	←—————△————→	Nothing-to-do mind
Intense desire for change of the moment	←—————△————→	Radical acceptance of what is
Self-denial	←—————△————→	Self-indulgence

2. **Choose one dilemma.** Describe *very specifically* what you are doing that is too much, and then describe what you do too little of.

Too much _____ _____ _____	△	Too little _____ _____ _____
--	---	--

3. **Check the facts.** Check for interpretations and opinions. Make sure that your list of activities you do too much of or too little of is in fact accurate. Check your own values in Wise Mind: Be sure to work on your middle path, not someone else's. Also check for **judgments**. Avoid "good," "bad," and judgmental language. Rewrite any items above if needed so that they are **factual and nonjudgmental**.

4. **Decide** on one (or at most two) *very specific* things to do in the next week to get closer to balance.

Do less _____ _____ _____	△	Do more _____ _____ _____
---	---	---

5. **Describe** what you did since last week: _____

6. **Rate** how effective the practice was in helping you become more balanced on the middle path. Rate it from 1 (did not help at all) to 5 (very effective, really helped): _____

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

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MINDFULNESS WORKSHEET 10B (p. 1 of 2)

(Mindfulness Handout 10; p. 74)

Walking the Middle Path Calendar

Due Date: _____ Name: _____ Week Starting: _____

Day	Describe the tension between the:		Describe in detail how you managed the tension between the pulls of the two sides.
	Pull to one side	Pull to opposite side	
Example: Doing projects around the house	Desperately working on lots of projects to renovate my house.	Watching TV, eating ice cream, leaving projects needed to sell house undone	I decided to do one small project each day and one medium project each week to improve the house. I also decided to have at least 1 hour each day of not thinking or worrying about the house, and instead doing something pleasant for myself.
Monday:			
Tuesday:			
Wednesday:			

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MINDFULNESS WORKSHEET 10B (p. 2 of 2)

Day	Describe the tension between the:		Describe in detail how you managed the tension between the pulls of the two sides.
	Pull to one side	Pull to opposite side	
Thursday:			
Friday:			
Saturday:			
Sunday:			

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



INTERPERSONAL EFFECTIVENESS SKILLS

Introduction to Handouts and Worksheets

Interpersonal effectiveness skills help you build new relationships, strengthen current ones, and deal with conflict situations. They help you effectively ask for what you want and say no to unwanted requests. After a few handouts and worksheets for **Goals and Factors That Interfere**, three main groups of forms for interpersonal effectiveness skills are provided in DBT. The first set focuses on **Obtaining Objectives Skillfully**—that is, how to get what you want from others, while also maintaining your relationships and your self-respect. The second set, **Building Relationships and Ending Destructive Ones**, focuses on how to find friends, get them to like you, and maintain the relationships, as well as on how to end damaging relationships. The third set covers **Walking the Middle Path** skills, which in this module have to do with balancing acceptance and change in relationships.

Goals and Factors That Interfere

- **Interpersonal Effectiveness Handout 1: Goals of Interpersonal Effectiveness Skills.** This first handout overviews the goals for each of the three main sections of this module. The major overall goal is to be effective in getting what you want skillfully.
- **Interpersonal Effectiveness Worksheet 1: Pros and Cons of Using Interpersonal Skills.** Use this worksheet to decide whether to use interpersonal skills instead of power tactics or giving up and giving in to another person.
- **Interpersonal Effectiveness Handout 2: Factors in the Way of Interpersonal Effectiveness.** Lack of skills is only one factor that may prevent you from being effective with other people. This handout is helpful not only early in the module, but later in troubleshooting difficulties with using interpersonal effectiveness skills.

It can then be used with **Interpersonal Effectiveness Worksheet 7: Troubleshooting Interpersonal Effectiveness Skills**, and **Interpersonal Effectiveness Worksheet 9: Troubleshooting: When What You Are Doing Isn't Working**. These two worksheets cover the same topics, organized in the same sequence as **Interpersonal Effectiveness Handout 2**.

- **Interpersonal Effectiveness Handout 2a: Myths in the Way of Interpersonal Effectiveness.** This handout can be useful if thoughts and beliefs get in the way of using interpersonal skills effectively. Use it with **Interpersonal Effectiveness Worksheet 2: Challenging Myths in the Way of Interpersonal Effectiveness**.

Obtaining Objectives Skillfully

- **Interpersonal Effectiveness Handout 3: Overview: Obtaining Objectives Skillfully.** This handout overviews the skills covered in this section.

- **Interpersonal Effectiveness Handout 4: Clarifying Goals in Interpersonal Situations.** Clarifying your goals is the first and most important interpersonal skill. It is the essential task of figuring out (1) what you actually want in any given situation and how important that is, compared to (2) keeping a positive relationship and (3) keeping your own self-respect. The skills you use depend on the relative importance of these three goals. Use this handout with **Interpersonal Effectiveness Worksheet 3: Figuring Out Goals in Interpersonal Situations**. In describing the "Prompting Event" on this worksheet, remember to use the mindfulness "what" skill of describing.

- **Interpersonal Effectiveness Handout 5: Guidelines for Objectives Effectiveness: Getting What You Want (DEAR MAN).** This handout describes the skills for asking for something, saying no to another's request, and resisting pressure and maintaining your point of view. The skills are Describe, Express, Assert, Reinforce; and (stay) Mindful, Appear confident, and Negotiate. You can use the term DEAR MAN to remember these. Two different worksheets can be used with this handout, as described next.

- **Interpersonal Effectiveness Worksheet 4: Writing Out Interpersonal Effectiveness Scripts.** This worksheet is useful for figuring out what to say and do before practicing DEAR MAN skills. Notice also that the worksheet requires you to first write down your objectives, relationship, and self-respect goals. This worksheet can also be used for GIVE and FAST skills (see below).

- **Interpersonal Effectiveness Worksheet 5: Tracking Interpersonal Effectiveness Skills Use.** This worksheet can be used to track your use of interpersonal skills. It asks you to figure out and write down your priorities and asks about conflicts in priorities. Finally, it asks you to record whether or not your objective was met, and what effect the interaction had on the relationship and your self-respect. This worksheet can be used with DEAR MAN, GIVE, and FAST skills.

- **Interpersonal Effectiveness Handout 5a: Applying DEAR MAN Skills to a**

Difficult Current Interaction. This handout gives examples of how to handle situations where the other person also has very good interpersonal skills and refuses legitimate requests or keeps asking despite being told no. Use Interpersonal Effectiveness Worksheet 4, 5, or both with this handout (see above).

- **Interpersonal Effectiveness Handout 6: Guidelines for Relationship Effectiveness: Keeping the Relationship (GIVE).** Relationship effectiveness skills are aimed at maintaining or improving your relationship with the other person while you try to get what you want in the interaction. The term GIVE is a way to remember these skills. It stands for (be) Gentle, (act) Interested, Validate, and (use an) Easy manner. Use Interpersonal Effectiveness Worksheet 4, 5, or both with this handout.

- **Interpersonal Effectiveness Handout 6a: Expanding the V in GIVE: Levels of Validation.** This handout lists six different ways to validate. (See also Interpersonal Effectiveness Handouts 17 and 18, described later, for more on validation.) Interpersonal Effectiveness Worksheets 4 and 5 can be used with this handout.

- **Interpersonal Effectiveness Handout 7: Guidelines for Self-Respect Effectiveness: Keeping Respect for Yourself (FAST).** Self-respect effectiveness skills help you to keep or improve your self-respect while you try to get what you want in an interaction. The term FAST is a way to remember these skills: (be) Fair, (no) Apologies, Stick to values, and (be) Truthful. Interpersonal Effectiveness Worksheets 4 and 5 can be used with this handout.

- **Interpersonal Effectiveness Handout 8: Evaluating Options for Whether or How Intensely to Ask for Something or Say No.** Before asking for something or saying no to another, consider how intensely to ask or say no—and whether to ask or say no at all. This handout lists the factors to consider in making a decision. Use Interpersonal Effectiveness Worksheet 6: The Dime Game: Figuring Out How Strongly to Ask or Say No with this handout to figure out your best option in a particular situation.

- **Interpersonal Effectiveness Handout 9: Troubleshooting: When What You Are Doing Isn't Working.** Difficulty in obtaining an objective can be due to many possible factors. When you can identify the problem, you can often solve it and be more effective in getting what you want. This handout provides questions for diagnosing which factors are reducing your interpersonal effectiveness. Use Interpersonal Effectiveness Worksheet 7: Troubleshooting Interpersonal Effectiveness Skills with this handout.

Building Relationships and Ending Destructive Ones

- **Interpersonal Effectiveness Handout 10: Overview: Building Relationships and Ending Destructive Ones.** This handout briefly overviews the skills taught in this section of the module.

- **Interpersonal Effectiveness Handout 11: Finding and Getting People to Like You.** Finding potential friends and getting them to like you often both require an

active effort. The handout summarizes where to look and how to look. Record your practice efforts for this on **Interpersonal Effectiveness Worksheet 8: Finding and Getting People to Like You**.

- **Interpersonal Effectiveness Handout 11a: Identifying Skills to Find People and Get Them to Like You.** This is a quick multiple-choice quiz on the information in Interpersonal Effectiveness Handout 11.

- **Interpersonal Effectiveness Handout 12: Mindfulness of Others.** Friendships are easier to form and last longer when we remember to be mindful of the other person. Notice that the three mindfulness skills described on this handout are the three core mindfulness “what” skills (observing, describing, and participating) taught in the Mindfulness module. Use **Interpersonal Effectiveness Worksheet 9: Mindfulness of Others** to record practice of this skill.

- **Interpersonal Effectiveness Handout 12a: Identifying Mindfulness of Others.** This is a brief multiple-choice quiz on the skill of mindfulness of others.

- **Interpersonal Effectiveness Handout 13: Ending Relationships.** The skills for ending relationships described on this handout are drawn from the Mindfulness (Wise Mind), Emotion Regulation (problem solving, coping ahead, opposite action), and Interpersonal Effectiveness (DEAR MAN, GIVE FAST) skills modules. The one new skill is practicing safety first when ending abusive or life-threatening relationships. If you are thinking about ending a relationship, use **Interpersonal Effectiveness Worksheet 10: Ending Relationships** to weigh the factors and plan for use of these skills. If trying to leave an abusive or dangerous relationship, call a domestic violence hotline number first (either a local number or the national number listed on the worksheet). Interpersonal Effectiveness Worksheet 1: Pros and Cons of Using Interpersonal Skills may also be useful with this handout.

- **Interpersonal Effectiveness Handout 13a: Identifying How to End Relationships.** This is a brief multiple-choice quiz on how to end relationships.

Walking the Middle Path

- **Interpersonal Effectiveness Handout 14: Overview: Walking the Middle Path.** This handout briefly overviews the skills in this section: dialectics, validation, and behavior change strategies. These skills help you to effectively manage yourself and your relationships.

- **Interpersonal Effectiveness Handout 15: Dialectics.** A dialectical stance is essential for walking a middle path and for decreasing a sense of isolation, conflict, and polarities. This handout outlines the basics of a dialectical perspective.

- **Interpersonal Effectiveness Handout 16: How to Think and Act Dialectically.** This is an extension of Interpersonal Effectiveness Handout 15 and gives examples of how to think and act dialectically. There are three worksheets with different formats for recording dialectics practice, described next.

- **Interpersonal Effectiveness Worksheet 11: Practicing Dialectics, Interpersonal Effectiveness Worksheet 11a: Dialectics Checklist, and Interpersonal Effectiveness Worksheet 11b: Noticing When You're Not Dialectical**, can be used with Interpersonal Effectiveness Handout 16. Worksheet 11 provides space for recording two practices over the week. Worksheet 11a provides for multiple practices of multiple skills. Worksheet 11b is intended to help raise awareness of opportunities to be dialectical and of the consequences when not being dialectical.

- **Interpersonal Effectiveness Handout 16a: Examples of Opposite Sides That Can Both Be True**. Dialectics tells us that the universe is filled with opposing sides, and that two things that seem like opposites can both be true. This handout lists examples of opposites that can both be true.

- **Interpersonal Effectiveness Handout 16b: Important Opposites to Balance**. This handout lists opposite aspects of life and living that are important to keep in balance.

- **Interpersonal Effectiveness Handout 16c: Identifying Dialectics**. This handout is a brief multiple-choice quiz. It asks you to check the most dialectical responses.

- **Interpersonal Effectiveness Handout 17: Validation**. Validation of others' feelings, beliefs, experiences, and actions is essential in building any relationship of trust and intimacy. This handout reviews what validation is, what is most important to validate, and key points to remember about validation.

- **Interpersonal Effectiveness Handout 18: A "How To" Guide to Validation**. This handout lists the six levels of validation and gives examples of each. Fill out **Interpersonal Effectiveness Worksheet 12: Validating Others** whenever you have an opportunity to practice validation skills, whether or not you actually practiced the skills.

- **Interpersonal Effectiveness Handout 18a: Identifying Validation**. This handout is a brief multiple-choice quiz on validation.

- **Interpersonal Effectiveness Handout 19: Recovering from Invalidation**. Invalidation can be helpful or harmful. Either way, it usually hurts. This handout lists how to respond effectively when you are invalidated by someone. Fill out **Interpersonal Effectiveness Worksheet 13: Self-Validation and Self-Respect** whenever you have an opportunity to practice self-validation skills whether or not you actually practiced them.

- **Interpersonal Effectiveness Handout 19a: Identifying Self-Validation**. This is a brief multiple-choice quiz on responding to invalidation.

- **Interpersonal Effectiveness Handout 20: Strategies for Increasing the Probability of Desired Behaviors**. This handout describes very effective strategies for increasing behaviors you want in yourself or others: behavior reinforcement and new behavior shaping. To be effective in changing behaviors, learn these strategies and put them into action. To record your practice, use **Interpersonal Effectiveness Worksheet 14: Changing Behavior with Reinforcement**.

- **Interpersonal Effectiveness Handout 21: Strategies for Decreasing or Stopping Undesired Behaviors.** This handout describes effective strategies for decreasing or stopping unwanted behaviors—extinction, satiating, and punishment. To record your practice, use **Interpersonal Effectiveness Worksheet 15: Changing Behavior by Extinguishing or Punishing It.**

- **Interpersonal Effectiveness Handout 22: Tips for Using Behavior Change Strategies Effectively.** Reinforcement, extinction, and punishment each involve different kinds of consequences. This handout outlines important issues in selecting and implementing consequences.

- **Interpersonal Effectiveness Handout 22a: Identifying Effective Behavior Change Strategies.** This is a brief multiple-choice quiz on behavior change strategies.

Interpersonal Effectiveness Handouts

*Handouts for Goals and Factors
That Interfere*



Goals of Interpersonal Effectiveness

BE SKILLFUL IN GETTING WHAT YOU WANT AND NEED FROM OTHERS

- ☐ Get others to do things you would like them to do.
- ☐ Get others to take your opinions seriously.
- ☐ Say no to unwanted requests effectively.
- ☐ Other: _____

BUILD RELATIONSHIPS AND END DESTRUCTIVE ONES

- ☐ Strengthen current relationships.
 - ☐ Don't let hurts and problems build up.
 - ☐ Use relationship skills to head off problems.
 - ☐ Repair relationships when needed.
 - ☐ Resolve conflicts before they get overwhelming.
- ☐ Find and build new relationships.
- ☐ End hopeless relationships.
- ☐ Other: _____

WALK THE MIDDLE PATH

- ☐ Create and maintain balance in relationships.
- ☐ Balance acceptance and change in relationships.
- ☐ Other: _____



Factors in the Way of Interpersonal Effectiveness

☐ YOU DON'T HAVE THE INTERPERSONAL SKILLS YOU NEED

YOU DON'T KNOW WHAT YOU WANT

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

YOUR EMOTIONS ARE GETTING IN THE WAY

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

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

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

OTHER PEOPLE ARE GETTING IN YOUR WAY

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

YOUR THOUGHTS AND BELIEFS ARE GETTING IN THE WAY

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

INTERPERSONAL EFFECTIVENESS HANDOUT 2A

(Interpersonal Effectiveness Worksheet 2; p. 168)

Myths in the Way of Interpersonal Effectiveness

Myths in the Way of Objectives Effectiveness

- ☐ 1. I don't deserve to get what I want or need.
- ☐ 2. If I make a request, this will show that I am a very weak person.
- ☐ 3. I have to know whether a person is going to say yes before I make a request.
- ☐ 4. If I ask for something or say no, I can't stand it if someone gets upset with me.
- ☐ 5. If they say no, it will kill me.
- ☐ 6. Making requests is a really pushy (bad, self-centered, selfish, etc.) thing to do.
- ☐ 7. Saying no to a request is always a selfish thing to do.
- ☐ 8. I should be willing to sacrifice my own needs for others.
- ☐ 9. I must be really inadequate if I can't fix this myself.
- ☐ 10. Obviously, the problem is just in my head. If I would just think differently I wouldn't have to bother everybody else.
- ☐ 11. If I don't have what I want or need, it doesn't make any difference; I don't care really.
- ☐ 12. Skillfulness is a sign of weakness.

Other myth: _____

Other myth: _____

Myths in the Way of Relationship and Self-Respect Effectiveness

- ☐ 13. I shouldn't have to ask (say no); they should know what I want (and do it).
- ☐ 14. They should have known that their behavior would hurt my feelings; I shouldn't have to tell them.
- ☐ 15. I shouldn't have to negotiate or work at getting what I want.
- ☐ 16. Other people should be willing to do more for my needs.
- ☐ 17. Other people should like, approve of, and support me.
- ☐ 18. They don't deserve my being skillful or treating them well.
- ☐ 19. Getting what I want when I want it is most important.
- ☐ 20. I shouldn't be fair, kind, courteous, or respectful if others are not so toward me.
- ☐ 21. Revenge will feel so good; it will be worth any negative consequences.
- ☐ 22. Only wimps have values.
- ☐ 23. Everybody lies.
- ☐ 24. Getting what I want is more important than how I get it; the ends really do justify the means.

Other myth: _____

Other myth: _____

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*Handouts for Obtaining
Objectives Skillfully*

Overview: Obtaining Objectives Skillfully

CLARIFYING PRIORITIES

How important is:

Getting what you want/obtaining your goal?

Keeping the relationship?

Maintaining your self-respect?

OBJECTIVES EFFECTIVENESS: DEAR MAN

Be effective in asserting your rights and wishes.

RELATIONSHIP EFFECTIVENESS: GIVE

Act in such a way that you maintain positive relationships and that others feel good about themselves and about you.

SELF-RESPECT EFFECTIVENESS: FAST

Act in such a way that you keep your self-respect.

FACTORS TO CONSIDER

Decide how firm or intense you want to be in asking for something or saying no.

INTERPERSONAL EFFECTIVENESS HANDOUT 4



(Interpersonal Effectiveness Worksheet 3; p. 173)

Clarifying Goals in Interpersonal Situations

OBJECTIVES EFFECTIVENESS: Getting What You Want from Another Person

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

Questions

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

RELATIONSHIP EFFECTIVENESS: Keeping and Improving the Relationship

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

Questions

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

SELF-RESPECT EFFECTIVENESS: Keeping or Improving Self-Respect

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

Questions

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

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

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

Describe
Express
Assert
Reinforce
(Stay) Mindful
Appear Confident
Negotiate

Describe

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

“You told me you would be home by dinner but you didn’t get here until 11.”

Express

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

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

Use phrases such as “*I want*” instead of “*You should*,” “*I don’t want*” instead of “*You shouldn’t*.”

Assert

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

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

Reinforce

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

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

Remember also to reward desired behavior after the fact.

(continued on next page)

(Stay)

Mindful

Keep your focus ON YOUR GOALS.
Maintain your position. Don't be distracted. Don't get off the topic.

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

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

"I would still like a call."

Apppear confident

Appear EFFECTIVE and competent.

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

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

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

Negotiate

Be willing to GIVE TO GET.
Offer and ask for other solutions to the problem.
Reduce your request.
Say no, but offer to do something else or to solve the problem another way.
Focus on what will work.

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

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

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

Other ideas:

Applying DEAR MAN Skills to a Difficult Current Interaction

To turn around really difficult situations, focus the skills on the other person's behavior right now.

When other people have really good skills themselves, and keep refusing your legitimate requests or pestering you to do something you don't want to do.

Apply DEAR MAN Skills

1. **Describe the current interaction.** If the "broken record" and ignoring don't work, make a statement about what is happening between you and the person now, *but without imputing motives*.

Example: "You keep asking me over and over, even though I have already said no several times," or "It is hard to keep asking you to empty the dishwasher when it is your month to do it."

Not: "You obviously don't want to hear what I am saying," "You obviously don't care about me," "Well, it's obvious that what I have to say doesn't matter to you," "Obviously you think I'm stupid."

2. **Express feelings or opinions about the interaction.** For instance, in the middle of an interaction that is not going well, you can express your feelings of discomfort in the situation.

Example: "I am sorry I cannot do what you want, but I'm finding it hard to keep discussing it," or "It's becoming very uncomfortable for me to keep talking about this, since I can't help it. I am starting to feel angry about it," or "I'm not sure you think this is important for you to do."

Not: "I hate you!", "Every time we talk about this, you get defensive," "Stop patronizing me!"

3. **Assert wishes in the situation.** When another person is pestering you, you can ask him or her to stop it. When a person is refusing a request, you can suggest that you put the conversation off until another time. Give the other person a chance to think about it.

Example: "Please don't ask me again. My answer won't change," or "OK, let's stop discussing this now and pick it up again sometime tomorrow," or "Let's cool down for a while and then get together to figure out a solution."

Not: "Would you shut up?" "You should do this!", "You should really calm down and do what's right here."

4. **Reinforce.** When you are saying no to someone who keeps asking, or when someone won't take your opinion seriously, suggest ending the conversation, since you aren't going to change your mind anyway. When trying to get someone to do something for you, you can suggest that you will come up with a better offer later.

Example: "Let's stop talking about this now. I'm not going to change my mind, and I think this is just going to get frustrating for both of us," or "OK, I can see you don't want to do this, so let's see if we can come up with something that will make you more willing to do it."

Not: "If you don't do this for me, I'll never do anything for you ever again," "If you keep asking me, I'll get a restraining order against you," "Gosh, you must be a terrible person for not doing this/for asking me to do this."



Guidelines for Relationship Effectiveness: Keeping the Relationship (GIVE)

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

(Be) Gentle

(Act) Interested

Validate

(Use an) Easy manner

(Be)

Gentle

BE NICE and respectful.

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

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

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

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

(Act)

Interested

LISTEN and APPEAR INTERESTED in the other person.

Listen to the other person’s point of view.

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

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

Validate

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

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

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

(Use an)

Easy manner

Use a little humor.

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

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

Leave your attitude at the door.

Other ideas:

Expanding the V in GIVE: Levels of Validation

1. ☐ **Pay Attention:** Look interested in the other person instead of bored (no multitasking).
2. ☐ **Reflect Back:** Say back what you heard the other person say or do, to be sure you understand exactly what the person is saying. No judgmental language or tone of voice!
3. ☐ **“Read Minds”:** Be sensitive to what is *not* being said by the other person. Pay attention to facial expressions, body language, what is happening, and what you know about the person already. Show you understand in words or by your actions. Check it out and make sure you are right. Let go if you are not.
4. ☐ **Understand:** Look for how what the other person is feeling, thinking, or doing makes sense, based on the person’s past experiences, present situation, and/or current state of mind or physical condition (i.e., the causes).
5. ☐ **Acknowledge the Valid:** Look for how the person’s feelings, thinking, or actions are valid responses because they fit current facts, or are understandable because they are a logical response to current facts.
6. ☐ **Show Equality:** Be yourself! Don’t “one-up” or “one-down” the other person. Treat the other as an equal, not as fragile or incompetent.

INTERPERSONAL EFFECTIVENESS HANDOUT 7



(Interpersonal Effectiveness Worksheets 4, 5; pp. 174–175)

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

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

(Be) Fair
(No) Apologies
Stick to Values
(Be) Truthful

(Be)
Fair

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

(No)
Apologies

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

Stick to values

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

(Be)
Truthful

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

Other ideas:



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

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

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

OPTIONS

Low intensity (let go, give in)

Asking

Saying No

Don't ask; don't hint.	1	Do what the other person wants without being asked.
Hint indirectly; take no.	2	Don't complain; do it cheerfully.
Hint openly; take no.	3	Do it, even if you're not cheerful about it.
Ask tentatively; take no.	4	Do it, but show that you'd rather not.
Ask gracefully, but take no.	5	Say you'd rather not, but do it gracefully.
Ask confidently; take no.	6	Say no confidently, but reconsider.
Ask confidently; resist no.	7	Say no confidently; resist saying yes.
Ask firmly; resist no.	8	Say no firmly; resist saying yes.
Ask firmly; insist; negotiate; keep trying.	9	Say no firmly; resist; negotiate; keep trying.
Ask and don't take no for an answer.	10	Don't do it.

High intensity (stay firm)

(continued on next page)

FACTORS TO CONSIDER

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

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

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

(continued on next page)

INTERPERSONAL EFFECTIVENESS HANDOUT 8 (p. 3 of 3)

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

Other factors: _____



Troubleshooting: When What You Are Doing Isn't Working

1

Do I have the skills I need? Check out the instructions.

Review what has already been tried.

- Do I know how to be skillful in getting what I want?
- Do I know how to say what I want to say?
- Do I follow the skill instructions to the letter?

2

Do I know what I really want in this interaction?

Ask:

- Am I undecided about what I really want in this interaction?
- Am I unsure of my priorities?
- Am I having trouble balancing:
 - Asking for too much versus too little?
 - Saying no to everything versus saying yes to everything?
- Is fear or shame getting in the way of knowing what I really want?

3

Are short-term goals getting in the way of long-term goals?

Ask:

- Is “NOW, NOW, NOW” winning out over getting what I really want in the future?
- Is emotion mind controlling what I say and do instead of WISE MIND?

(continued on next page)

4

Are my emotions getting in the way of using my skills?

Ask:

- Do I get too upset to use my skills?
- Are my emotions so HIGH that I am over my skills breakdown point?

5

Are worries, assumptions, and myths getting in my way?

Ask:

- Are THOUGHTS about bad consequences blocking my action?
"They won't like me," "She will think I am stupid."
- Are THOUGHTS about not deserving things getting in my way?
"I am such a bad person I don't deserve this."
- Am I calling myself NAMES that stop me from doing anything?
"I won't do it right," "I'll probably fall apart," "I'm so stupid."
- Do I believe MYTHS about interpersonal effectiveness?
"If I make a request, this will show that I am a weak person,"
"Only wimps have values."

6

Is the environment more powerful than my skills?

Ask:

- Are the people who have what I want or need more powerful than I am?
- Are other people more in control of the situation than I am?
- Will others be threatened if I get what I want?
- Do others have reasons for not liking me if I get what I want?

7

Other ideas:

.....

*Handouts for Building Relationships
and Ending Destructive Ones*

.....

Overview: Building Relationships and Ending Destructive Ones

FINDING AND GETTING PEOPLE TO LIKE YOU

Proximity, similarity, conversation skills,
expressing liking, and joining groups

MINDFULNESS OF OTHERS

Building closeness through mindfulness of others

ENDING DESTRUCTIVE/ INTERFERING RELATIONSHIPS

Staying in WISE MIND

Using skills

Staying safe

Finding and Getting People to Like You

REMEMBER: ALL HUMAN BEINGS ARE LOVABLE.

But finding friends may take effort on your part.

LOOK FOR PEOPLE WHO ARE CLOSE BY YOU.

Familiarity often leads to liking and sometimes love.

To find people you might like and who might like you, it is important to make sure that you are frequently around and visible to a group of people. Many people find friends who are classmates or members of groups they join, or who work at or go to the same places.

LOOK FOR PEOPLE WHO ARE SIMILAR TO YOU.

We often make friends with people who share our interests and attitudes.

Though always agreeing with someone will not make you more attractive to them, a lot of people are attracted to those who share the same important interests and attitudes, such as politics, lifestyle, morals.

WORK ON YOUR CONVERSATION SKILLS.

Ask and respond to questions; respond with a little more info than requested.

Make small talk; don't underestimate the value of chit-chat.

Self-disclose skillfully; keep your self-disclosure close to that of the other person.

Don't interrupt; don't start talking just fractionally before or after someone else.

Learn things to talk about: Watch others; read; increase your activities and experiences.

EXPRESS LIKING (SELECTIVELY).

We often like the people we think like us.

Express genuine liking for the other person. But don't try to suck up to the other person or grovel. Find things to compliment that are not super-obvious. Don't praise too much too often, and never use compliments to obtain favors.

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JOIN AN ONGOING GROUP CONVERSATION.

If we wait for people to approach us, we may never have friends.

Sometimes we must make the first move in finding friends. This often requires us to know how to tell if a group is open or closed, and then, when it is open, how to approach and join in the ongoing group.

FIGURE OUT IF A GROUP IS OPEN OR CLOSED.

In open groups new members are welcome.

In closed groups new members may not be welcome.

Open Groups

- Everyone is standing somewhat apart.
- Members occasionally glance around the room.
- There are gaps in the conversation.
- Members are talking about a topic of general interest.

Closed Groups

- Everyone is standing close together.
- Members attend exclusively to each other.
- There is a very animated conversation with few gaps.
- Members seem to be pairing off.

FIGURE OUT HOW TO JOIN AN OPEN GROUP CONVERSATION.

Ways of Joining an Open Group

Potential Outcomes

Move gradually closer to the group.

It may not be clear from the slowness of your approach that you want to join them; it might even look as though you were creeping up and trying to eavesdrop!

Offer to refill members' glasses/serve them food.

That could be overdoing things a bit. What would you do if they refused more food/drinks? Would it be clear enough that you wanted to join the group?

Stand beside them and chip in on their conversation.

That might seem rude. They haven't invited you to join them, and anyway, what exactly are you going to say when you chip in?

Go up and introduce yourself.

Isn't that overly formal? Having introduced yourself, then what do you say? Will they introduce themselves to you? Wouldn't you interrupt the conversation?

Wait for a break in the conversation, stand beside a friendly-looking member of the group and say something like "Mind if I join you?"

This makes your intention clear and doesn't seem rude or interrupt the conversation; group members can then choose whether to introduce themselves or not.

INTERPERSONAL EFFECTIVENESS HANDOUT 11A

Identifying Skills to Find People and Get Them to Like You

For each A and B pair, check the more effective responses.

- ☐ **1A.** Realize that good relationships depend on what you do.
- ☐ **1B.** Think of relationships in vague, abstract terms.

- ☐ **7A.** Stay out of conversations other people are having, so people know you're respectful.
- ☐ **7B.** Politely ask to join in conversations, so you can meet more people.

- ☐ **2A.** Expect people to beat a path to your door.
- ☐ **2B.** Create and make full use of opportunities to come into regular contact with others.

- ☐ **8A.** Say nothing or everything about yourself, regardless of what others reveal.
- ☐ **8B.** Disclose roughly the same amount of personal information to others as they disclose to you.

- ☐ **3A.** Mix with people who share your attitudes and interests.
- ☐ **3B.** Mix with people with whom you have little in common.

- ☐ **9A.** Keep good opinions of others to yourself.
- ☐ **9B.** If you like others, let them know.

- ☐ **4A.** Mix with people who respond positively to you and to life generally.
- ☐ **4B.** Mix with cynics and pessimists.

- ☐ **10A.** Protect yourself, and comment only on good points that are obvious to anyone and everyone.
- ☐ **10B.** Don't express liking indiscriminately.

- ☐ **5A.** Express your opinions and attitudes, so that others can recognize similarities with you.
- ☐ **5B.** Keep your opinions and attitudes to yourself.

- ☐ **11A.** Rely on flattery to get what you want when you think it will work.
- ☐ **11B.** Don't use flattery to influence others.

- ☐ **6A.** Answer questions briefly, and seldom ask or return them.
- ☐ **6B.** Show interest in others by asking questions.

- ☐ **12A.** Stand near a friendly-looking person in a new group, wait for a lull in the conversation, and then ask if it's OK for you to join the group.
- ☐ **12B.** Stand near a group of new people and make sure your comments or opinions are heard.

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INTERPERSONAL EFFECTIVENESS HANDOUT 12

(Interpersonal Effectiveness Worksheet 9; p. 184)

Mindfulness of Others

FRIENDSHIPS LAST LONGER WHEN WE ARE MINDFUL.

OBSERVE

- ☐ Pay attention with interest and curiosity to others around you.
- ☐ Stop multitasking; focus on the people you are with.
- ☐ Stay in the present rather than planning what to say next.
- ☐ Let go of a focus on self, and focus on others around you.
- ☐ Be open to new information about others.
- ☐ Notice judgmental thoughts about others, and let them go.
- ☐ Give up clinging to always being right.

DESCRIBE

- ☐ Replace judgmental words with descriptive words.
- ☐ Avoid assuming or interpreting what other people think about you without checking the facts. (Remember, *no one* has ever observed another person's thoughts, motives, intentions, feelings, emotions, desires, or experiences.)
- ☐ Avoid questioning other people's motives (unless you have very good reasons to do so).
- ☐ Give others the benefit of the doubt.

PARTICIPATE

- ☐ Throw yourself into interactions with others.
- ☐ Go with the flow, rather than trying to control the flow.
- ☐ Become one with group activities and conversations.

Identifying Mindfulness of Others

For each A and B pair, check the more effective response.

- ☐ **1A.** Multi-task and expect the other person to understand.
- ☐ **1B.** Give your complete attention to the person you are with.

- ☐ **6A.** Be open to people's changing their minds about things, as well as their beliefs or feelings.
- ☐ **6B.** Assume that when people change, they are not trustworthy.

- ☐ **2A.** Figure that if you already know someone, you don't really have to pay such close attention to them any more.
- ☐ **2B.** Recognize that closeness is built by attending to and learning more and more about people you care about.

- ☐ **7A.** Evaluate other people's behaviors and thoughts, and tell them that they are wrong or that they should be different when you feel sure you are right.
- ☐ **7B.** If you do not approve of or agree with what another person is doing or thinking, try to understand how it would make sense if you knew the causes.

- ☐ **3A.** "My feelings are really hurt by what you did, and the thought went through my mind that you hate me. I know that you don't really, but did you feel that way at the time?"
- ☐ **3B.** "I know you hate me. There is no other reason for what you did to me. Don't tell me differently, either."

- ☐ **8A.** "You should stop doing that."
- ☐ **8B.** "I wish you would stop doing that."
- ☐ **9A.** "You are lazy and have given up."
- ☐ **9B.** "I worry that you have given up."
- ☐ **10A.** "I don't think that is correct."
- ☐ **10B.** "How could you possibly think that?"

- ☐ **4A.** In social situations, throw yourself into interactions.
- ☐ **4B.** Stay reserved and watch social interactions so you don't make mistakes.

- ☐ **11A.** Stay in control so that relationships turn out the way you want.
- ☐ **11B.** Go with the flow much of the time when in social interactions with groups of friends.

- ☐ **5A.** Find people with your values.
- ☐ **5B.** Do little immoral things so as not to be a drag on friendships.

- ☐ **12A.** Hold back in a conversation until you are sure you like the person.
- ☐ **12B.** Throw yourself into a conversation until you are sure you don't like it.

INTERPERSONAL EFFECTIVENESS HANDOUT 13

(Interpersonal Effectiveness Worksheet 10; pp. 185–186)

Ending Relationships

A destructive relationship has the quality of destroying or completely spoiling either the quality of the relationship or aspects of yourself—such as your physical body and safety, your self-esteem or sense of integrity, your happiness or peace of mind, or your caring for the other person.

An interfering relationship is one that blocks or makes difficult your pursuing goals that are important to you; your ability to enjoy life and do things you like doing; your relationships with other persons; or the welfare of others that you love.

**Decide to end relationships in WISE MIND,
NEVER in emotion mind.**

**If the relationship is IMPORTANT and NOT destructive,
and there is reason to hope it can be improved, try
PROBLEM SOLVING to repair a difficult relationship.**

**COPE AHEAD to troubleshoot
and practice ending the relationship ahead of time.**

**Be direct: Use the DEAR MAN GIVE FAST interpersonal
effectiveness skills.**

**Practice OPPOSITE ACTION FOR LOVE when you find
you love the wrong person.**

PRACTICE SAFETY FIRST!
**Before leaving a highly abusive or life-threatening
relationship, call a local domestic violence hotline or the
toll-free National Domestic Violence Hotline (1-800-799-7233)
for help with safety planning and a referral to a qualified
professional. See also the International Directory of Domestic
Violence Agencies (www.hotpeachpages.net).**

Identifying How to End Relationships

For each A and B pair, check the more effective response.

- ☐ **1A.** If a relationship is threatening your integrity or physical well-being, it is probably your fault, and you should see a therapist.
- ☐ **1B.** A relationship threatening your integrity or physical well-being is destructive, and you should consider getting out of it.

In the middle of an argument, you are so mad at the other person you don't want to have anything to do with this person any more.

- ☐ **5A.** You should end the relationship right then! You may forget all about how enraging the person is if you wait.
- ☐ **5B.** You should get out of emotion mind and into Wise Mind, and evaluate whether to stay or leave the relationship.

- ☐ **2A.** Relationships should be easy. If it's hard to have a relationship with someone, it's probably not worth it, and you should end it.
- ☐ **2B.** Most relationships need problem solving to work.

- ☐ **6A.** If ending a destructive relationship will be difficult, it's most effective to stay together.
- ☐ **6B.** If ending a destructive relationship will be difficult, it's most effective to cope ahead of time.

- ☐ **3A.** If you are in love with someone who does not love you back, practice DEAR MAN skills to get the person to love you.
- ☐ **3B.** If you are in love with someone who does not love you back, practice opposite action to love.

- ☐ **7A.** In an abusive relationship, if the person hits you, you should use your interpersonal skills to tell the person you are leaving the relationship.
- ☐ **7B.** In an abusive relationship, you should seek professional assistance to leave the relationship.

- ☐ **4A.** To decide whether to end a relationship, do PROS and CONS.
- ☐ **4B.** To decide whether to end a relationship, use GIVE skills.

- ☐ **8A.** If you feel consistently invalidated in a relationship, it is probably your fault.
- ☐ **8B.** If you are consistently invalidated, the relationship is likely destructive.

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*Handouts for Walking
the Middle Path*

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INTERPERSONAL EFFECTIVENESS HANDOUT 14

(Interpersonal Effectiveness Worksheets 11–15; pp. 189–195)

Overview: Walking the Middle Path Balancing Acceptance and Change

DIALECTICS

Balancing opposites while entering the paradox of “yes” and “no,” “true” and “not true,” at the very same time.

VALIDATION

Including the valid and understandable in ourselves and others.

RECOVERING FROM INVALIDATION

From a nondefensive position, find the valid, acknowledge the invalid, and radically accept yourself.

STRATEGIES FOR CHANGING BEHAVIOR

Use behavioral principles to increase desired behaviors and decrease undesired behaviors.

INTERPERSONAL EFFECTIVENESS HANDOUT 15

(Interpersonal Effectiveness Worksheets 11, 11a, 11b; pp. 189–191)

Dialectics

DIALECTICS REMINDS US THAT

1. The universe is filled with opposing sides/opposing forces.

There is always more than one way to see a situation, and more than one way to solve a problem.

Two things that seem like opposites can both be true.

2. Everything and every person is connected in some way.

The waves and the ocean are one.

The slightest move of the butterfly affects the furthest star.

3. Change is the only constant.

Meaning and truth evolve over time.

Each moment is new; reality itself changes with each moment.

4. Change is transactional.

What we do influences our environment and other people in it.

The environment and other people influence us.

INTERPERSONAL EFFECTIVENESS HANDOUT 16

(Interpersonal Effectiveness Worksheets 11, 11a, 11b; pp. 189–191)

How to Think and Act Dialectically

- ☐ 1. **There is always more than one side to anything that exists. Look for both sides.**
 - ☐ **Ask Wise Mind: What am I missing?** Where is the kernel of truth in the other side?
 - ☐ **Let go of extremes:** Change “either-or” to “both-and,” “always” or “never” to “sometimes.”
 - ☐ **Balance opposites:** Validate both sides when you disagree, accept reality, and work to change.
 - ☐ **Make lemonade out of lemons.**
 - ☐ **Embrace confusion:** Enter the paradox of yes and no, or true and not true.
 - ☐ **Play devil’s advocate:** Argue each side of your own position with equal passion.
 - ☐ **Use metaphors and storytelling** to unstick and free the mind.
 - ☐ Other ways to see all sides of a situation: _____

- ☐ 2. **Be aware that you are connected.**
 - ☐ **Treat others as you want them to treat you.**
 - ☐ **Look for similarities among people instead of differences.**
 - ☐ **Notice the physical connections** among all things.
 - ☐ Other ways to stay aware of connections: _____

- ☐ 3. **Embrace change.**
 - ☐ **Throw yourself into change:** Allow it. Embrace it.
 - ☐ **Practice radical acceptance of change** when rules, circumstances, people, and relationships change in ways you don’t like.
 - ☐ **Practice getting used to change:** Make small changes to practice this (e.g., purposely change where you sit, who you talk with, what route you take when going to a familiar place).
 - ☐ Other ways to embrace change: _____

- ☐ 4. **Change is transactional: Remember that you affect your environment and your environment affects you.**
 - ☐ **Pay attention to your effect on others** and how they affect you.
 - ☐ **Practice letting go of blame** by looking for how your own and others’ behaviors are caused by many interactions over time.
 - ☐ **Remind yourself that all things, including all behaviors, are caused.**
 - ☐ Other ways to see transactions: _____

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Examples of Opposite Sides That Can Both Be True

- ☐ 1. You can want to change and be doing the best you can, AND still need to do better, try harder, and be more motivated to change.
- ☐ 2. You are tough AND you are gentle.
- ☐ 3. You can be independent AND also want help. (You can allow somebody else to be independent AND also give them help.)
- ☐ 4. You can want to be alone AND also want to be connected to others.
- ☐ 5. You can share some things with others AND also keep some things private.
- ☐ 6. You can be by yourself AND still be connected to others.
- ☐ 7. You can be with others AND be lonely.
- ☐ 8. You can be a misfit in one group AND fit in perfectly in another group. (A tulip in a rose garden can also be a tulip in a tulip garden.)
- ☐ 9. You can accept yourself the way you are AND still want to change. (You can accept others as they are AND still want them to change.)
- ☐ 10. At times you need to both control AND tolerate your emotions.
- ☐ 11. You may have a valid reason for believing what you believe, AND you may still be wrong or incorrect.
- ☐ 12. Someone may have valid reasons for wanting something from you, AND you may have valid reasons for saying no.
- ☐ 13. The day can be sunny, AND it can rain.
- ☐ 14. You can be mad at somebody AND also love and respect the person.
- ☐ 15. (You can be mad at yourself AND also love and respect yourself.)
- ☐ 16. You can have a disagreement with somebody AND also be friends.
- ☐ 17. You can disagree with the rules AND also follow the rules.
- ☐ 18. You can understand why somebody is feeling or behaving in a certain way, AND also disagree with his or her behavior and ask that it be changed.
- ☐ 19. Others: _____

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Important Opposites to Balance

- ☐ 1. Accepting reality AND working to change it.
- ☐ 2. Validating yourself and others AND acknowledging errors.
- ☐ 3. Working AND resting.
- ☐ 4. Doing things you need to do AND doing things you want to do.
- ☐ 5. Working on improving yourself AND accepting yourself exactly as you are.
- ☐ 6. Problem solving AND problem acceptance.
- ☐ 7. Emotion regulation AND emotion acceptance.
- ☐ 8. Mastering something on your own AND asking for help.
- ☐ 9. Independence AND dependence.
- ☐ 10. Openness AND privacy.
- ☐ 11. Trust AND suspicion.
- ☐ 12. Watching and observing AND participating.
- ☐ 13. Taking from others AND giving to others.
- ☐ 14. Focusing on yourself AND focusing on others.
- ☐ 15. Others: _____

- ☐ 16. Others: _____

- ☐ 17. Others: _____

Identifying Dialectics

For each group, check the most dialectical response.

- ☐ 1A. Pay attention to your effect on others.
- ☐ 1B. Assume that others' reactions to you are unrelated to your treatment of them.

- ☐ 5A. Examine a difficult relationship by looking at how the interactions over time between you and the other person may be problematic.
- ☐ 5B. Assume that difficulties in a relationship are caused completely by you or by the other person.

Saying:

- ☐ 2A. "I know I am right about this."
- ☐ 2B. "I can see your point of view, even though I do not agree with it."
- ☐ 2C. "The way you are thinking doesn't make any sense."

Saying:

- ☐ 6A. "It is hopeless. I cannot do it."
- ☐ 6B. "This is a breeze. I've got no problems."
- ☐ 6C. "This is really hard for me, and I am going to keep trying."

Saying:

- ☐ 3A. "Everyone always treats me unfairly."
- ☐ 3B. "I believe the coach should reconsider his decision to cut me from the team."
- ☐ 3C. "Coaches know best who to keep on teams and who to cut."

- ☐ 7A. When you disagree with someone, be sure and be very clear about your point of view.
- ☐ 7B. When you disagree with someone, try and see their point of view.

- ☐ 4A. Judge friends as disloyal and uncaring if they start changing in ways you don't like.
- ☐ 4B. Accept that interests change.

- ☐ 8A. Demand that relationships be stable without changing.
- ☐ 8B. Embrace change and see it as inevitable.

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INTERPERSONAL EFFECTIVENESS HANDOUT 17

(Interpersonal Effectiveness Worksheet 12; p. 192)

Validation

VALIDATION MEANS:

- Finding the kernel of truth in another person's perspective or situation; verifying the facts of a situation.
- Acknowledging that a person's emotions, thoughts, and behaviors have causes and are therefore understandable.
- *Not* necessarily agreeing with the other person.
- *Not* validating what is actually invalid.

WHY VALIDATE?

- It improves our relationships by showing we are listening and understand.
- It improves interpersonal effectiveness by reducing:
 1. Pressure to prove who is right
 2. Negative reactivity
 3. Anger
- It makes problem solving, closeness, and support possible.
- Invalidation hurts.

IMPORTANT THINGS TO VALIDATE

- The valid (and *only* the valid).
- The facts of a situation.
- A person's experiences, feelings/emotions, beliefs, opinions, or thoughts about something.
- Suffering and difficulties.

REMEMBER:

- Every invalid response makes sense in some way.
- Validation is not necessarily agreeing.
- Validation doesn't mean you like it.
- Only validate the valid!

Note. Adapted from Linehan, M. M. (1997). Validation and psychotherapy. In A. Bohart & L. Greenberg (Eds.), *Empathy reconsidered: New directions in psychotherapy* (pp. 353–392). Washington, DC: American Psychological Association. Copyright 1997 by the American Psychological Association. Adapted by permission.

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INTERPERSONAL EFFECTIVENESS HANDOUT 18

(Interpersonal Effectiveness Worksheet 12; p. 192)

A “How To” Guide to Validation

1. ☐ **Pay Attention:**

Look interested, listen, and observe. No multitasking. Make eye contact. Stay focused. Nod occasionally. Respond with your face (e.g., smile at happy statements; look concerned when hearing something painful).

2. ☐ **Reflect Back:**

Say back what you heard or observed to be sure you actually understand what the person is saying. No judgmental language or voice tone!

Try to really “get” what the person feels or thinks. Have an open mind. (No disagreeing, criticizing, or trying to change the person’s mind or goals.) Use a voice tone that allows the other person to correct you . . . and *check the facts!*

Example: “So you are mad at me because you think I lied just to get back at you. Did I get it right?”

3. ☐ **“Read Minds”:**

Be sensitive to what is *not* being said by the other person. Pay attention to facial expressions, body language, what is happening, and what you know about the person already. Show that you understand in words or by your actions. *Be open to correction.*

Example: When you are asking a friend for a ride at the end of a long day and the person slumps down, say, “You look really tired. Let me look for someone else.”

4. ☐ **Understand:**

Look for how the other person feels, is thinking, or if he or she is making sense, given the person’s history, state of mind or body, or current events (i.e. the causes)—even if you don’t approve of the person’s behavior, or if his or her belief is incorrect. Say “*It makes sense that you . . . because . . .*”

Example: If you sent a party invitation to the wrong address, say, “I can see why you thought I might be excluding you on purpose.”

5. ☐ **Acknowledge the valid:**

Show that you see that the person’s thoughts, feelings, or actions are valid, given current reality and facts. Act as if the person’s behavior is valid.

Example: If you are criticized for not taking out the garbage on your day, admit that it is your day and take it out. If people present a problem, help them solve it (unless they just want to be heard). If people are hungry, give them food. Acknowledge the effort a person is making.

6. ☐ **Show Equality:**

Be yourself! Don’t “one-up” or “one-down” the other person. Treat the other as an equal, not as fragile or incompetent.

Example: Be willing to admit mistakes. If someone introduces him- or herself by first name, introduce yourself by your first name. Ask other people for their opinions. Give up being defensive. Be careful in giving advice or telling someone what to do if you are not asked or required to do so. Even then, remember you could be wrong.

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Identifying Validation

For each A and B pair, check the more effective response.

- ☐ **1A.** Think about your day when the other person is talking about his or her day.
- ☐ **1B.** Throw yourself into listening about the other person's day.

- ☐ **5A.** Remember that people's thoughts, feelings, and behaviors don't always match. Check the facts.
- ☐ **5B.** Assume that you can tell exactly what people are feeling and thinking.

- ☐ **2A.** If you are uncertain of people's thoughts and feelings, ask them what they are thinking or feeling, or try to imagine yourself in their situation.
- ☐ **2B.** Assume that if people want you to know what they are thinking or feeling, they will tell you.

- ☐ **6A.** Evaluate other people's behaviors and thoughts, and tell them that they are wrong or that they should be different when you feel sure you are right.
- ☐ **6B.** If you do not agree with what another person is doing or thinking, try to understand how it could make sense if you understood the causes.

- ☐ **3A.** Observe the small clues that indicate what is going on in social situations.
- ☐ **3B.** Observe only what people say, and ignore nonverbal signals.

- ☐ **7A.** Assume that if you tell a person his or her request of you makes sense, that's all you have to do to validate the person.
- ☐ **7B.** When a person asks you for something, giving the person what has been asked for is validation.

- ☐ **4A.** Jump to conclusions about what people mean.
- ☐ **4B.** Realize that the same behavior can mean many things.

- ☐ **8A.** Assume that other people's reactions to you have nothing to do with yours to them.
- ☐ **8B.** Treat each person with respect and as an equal.

Recovering from Invalidation

NOTICE THAT INVALIDATION CAN BE HELPFUL AND PAINFUL AT THE SAME TIME

Remember: Invalidation Is Helpful When

1. It corrects important mistakes (your facts are wrong).
2. It stimulates intellectual and personal growth by listening to other views.
3. Other: _____

Invalidation Is Painful When

1. You are being ignored.
2. You are not being repeatedly misunderstood.
3. You are being misread.
4. You are being misinterpreted.
5. Important facts in your life are ignored or denied.
6. You are receiving unequal treatment.
7. You are being disbelieved when being truthful.
8. Your private experiences are trivialized or denied.
9. Other: _____

(continued on next page)

Be Nondefensive and Check the Facts

- ☐ Check ALL the facts to see if your responses are valid or invalid. Check them out with someone you can trust to validate the valid.
- ☐ Acknowledge when your responses don't make sense and are not valid.
- ☐ Work to change invalid thinking, comments, or actions. (Also, stop blaming. It rarely helps a situation.)
- ☐ Drop judgmental self-statements. (Practice opposite action.)
- ☐ Remind yourself that all behavior is caused and that you are doing your best.
- ☐ Be compassionate toward yourself. Practice self-soothing.
- ☐ Admit that it hurts to be invalidated by others, even if they are right.
- ☐ Acknowledge when your reactions make sense and are valid in a situation.
- ☐ Remember that being invalidated, even when your response is actually valid, is rarely a complete catastrophe.
- ☐ Describe your experiences and actions in a supportive environment.
- ☐ Grieve traumatic invalidation and the harm it created.
- ☐ Practice radical acceptance of the invalidating person.

**Validate Yourself Exactly the Way You Would
Validate Someone Else**

Identifying Self-Validation

For each A and B pair, check the more effective response when someone else invalidates you.

☐ **1A.** Describe your own experience, point of view, emotion, or action in a matter-of-fact way.

☐ **1B.** Say, "How stupid of me," or put yourself down for your response.

☐ **4A.** Jump to anger and call yourself a wimp if you start feeling sad or alone.

☐ **4B.** Accept that it hurts to be invalidated, and feel the pain.

☐ **2A.** Blast the other person and argue your point of view, even if you might be wrong.

☐ **2B.** When someone disagrees with what you think or do, be open to being wrong and being OK with that. Check the facts.

☐ **5A.** When you make a mistake, remind yourself that you are human, and humans make mistakes.

☐ **5B.** Blame and punish yourself for being wrong; avoid people who know you were wrong.

☐ **3A.** When you are checking the facts (if only in your mind), stand up for yourself if you are correct or if your response is reasonable.

☐ **3B.** Assume that your experience of the facts is wrong. Give up and give in. Judge yourself and the person who invalidated you.

☐ **6A.** See yourself as "screwed up" or "damaged goods," and give in to shame and misery.

☐ **6B.** Respond and talk to yourself with understanding and compassion. Remind yourself that all responses are caused and make sense if you explore the reasons long enough.

INTERPERSONAL EFFECTIVENESS HANDOUT 20

(Interpersonal Effectiveness Worksheet 14; p. 194)

Strategies for Increasing the Probability of Behaviors You Want

Describe behaviors for yourself or others that you would like to start or increase:

Reinforcer = A consequence that increases frequency of a behavior.

Positive reinforcement = positive consequences (i.e., reward).

Behavior is increased by consequences a person wants, likes, or will work to get.

Examples: _____

Negative reinforcement = removal of negative events (i.e., relief).

Behavior is increased by consequences that stop or reduce something negative.

Examples: _____

Shaping = Reinforcing small steps toward the behavior you want.

- Reinforce small steps that lead toward the goal.
- As new behavior stabilizes, require a little bit more before reinforcing.
- Continue until you reach the goal behavior.

Examples of steps to a goal behavior: _____

Timing counts.

- Reinforce behavior immediately after it occurs.
- When shaping new behavior, at first reinforce every instance of the behavior.
- Once behavior is established, gradually start to reinforce only some of the time.

CAUTION: When you vary reinforcement, behavior becomes *very* hard to stop.

INTERPERSONAL EFFECTIVENESS HANDOUT 21

(Interpersonal Effectiveness Worksheet 15; p. 195)

Strategies for Decreasing or Stopping Unwanted Behaviors

Extinction = Stopping an ongoing reinforcement of behavior.

Extinction leads first to a burst of behavior, and then to a decrease in behavior.

Examples: _____

Satiation = Providing relief or what is wanted *before* the behavior occurs.

Satiation reduces motivation for behavior and thus decreases its frequency.

Examples: _____

Punishment = An aversive consequence that decreases a behavior.

Behavior is decreased by consequences the person dislikes or will work to avoid.

Examples: _____

Behavior is decreased by consequences that stop or reduce something positive.

Examples: _____

Behavior is decreased when something the person wants is withheld until harmful effects of problem behaviors are corrected and overcorrected.

Examples: _____

- Be sure that punishment is specific, is time-limited, and fits the “crime.”
- Avoid a punitive tone; let the consequence do the work.
- If a natural punishment occurs, don’t undo it. Don’t add arbitrary punishment.

Be sure to reinforce alternative behavior to replace behavior you want stopped.

- Extinction and punishment weaken or suppress behavior, but do not eliminate it.
- Extinction and punishment do not teach new behavior.
- To keep a behavior from resurfacing, reinforce an alternative behavior.
- Punishment works only when the punisher is (or is likely to be) present.
- Punishment leads to avoidance of the person punishing.

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INTERPERSONAL EFFECTIVENESS HANDOUT 22

(Interpersonal Effectiveness Worksheets 14, 15; pp. 194–195)

Tips for Using Behavior Change Strategies Effectively

Summary so far:

<u>Goal</u>		<u>Consequence</u>
Increase behavior	(Reinforce)	<ul style="list-style-type: none">• Add positive consequence• Remove aversive consequence
Weaken behavior	(Extinguish)	<ul style="list-style-type: none">• Remove reinforcer• Provide relief <i>before</i> unwanted behavior
Suppress behavior	(Punish)	<ul style="list-style-type: none">• Add aversive consequence• Remove positive consequence

Not all consequences are created equal.

“One person’s poison can be another person’s passion.”

Context counts. A reinforcer in one situation can be punishment in another.

Quantity counts. If a reinforcer is too little or too much, it will not work.

Natural consequences work best. Let them do the work when possible.

Ask what consequence the person would work to get (reinforcer) or work to avoid (punisher).

Observe changes in behavior when a consequence is applied.

Behavior learned in one situation may not happen in another situation.

Identifying Effective Behavior Change Strategies

For each A and B pair, check the more effective response.

- ☐ **1A.** When you are trying to increase a behavior, it is most effective to wait for the full desired behavior before reinforcing, so the person does not think that halfway is good enough.
- ☐ **1B.** When you are trying to increase a behavior, it is most effective to reinforce small improvement in the right direction, or else the person may not continue to improve.

- ☐ **5A.** If a person's problem behaviors work to get things he or she wants, it is most effective to punish those behaviors to make them stop.
- ☐ **5B.** If a person's problem behaviors work to get things he or she wants, it is most effective to stop reinforcing those behaviors and instead give rewards when the person uses more skillful strategies to get what he or she wants or needs.

- ☐ **2A.** The most effective punishment is intense anger and swift verbal criticism.
- ☐ **2B.** The most effective punishment is to find one that fits the severity of the problem behavior.

- ☐ **6A.** When you are punishing, figure that a nonspecific punishment will be a lot more effective, since it can't be avoided.
- ☐ **6B.** Use a specific and time-limited negative consequence to decrease behavior.

- ☐ **3A.** It is most effective to reinforce behavior immediately after it occurs.
- ☐ **3B.** It is most effective to reward behavior after a delay so that the person does not expect that you will always provide a reward.

- ☐ **7A.** If a person's mean behavior makes you feel hurt, it is most effective to punish the behavior by taking away gifts that you previously gave the person.
- ☐ **7B.** If a person's mean behavior makes you feel hurt, it is most effective to punish the behavior by not doing favors for the person until his or her behavior improves.

- ☐ **4A.** It is common that people reward others' problematic behaviors without even realizing it.
- ☐ **4B.** People do not reward others' problematic behaviors, because that would be stupid.

- ☐ **8A.** After a punished behavior stops, it is most effective to reward an alternative behavior that you want.
- ☐ **8B.** After a punished behavior stops, it is most effective to continue the punishment, so that you send a very clear message that the problematic behavior is unacceptable.

Interpersonal Effectiveness Worksheets

*Worksheets for Goals and Factors
That Interfere*

INTERPERSONAL EFFECTIVENESS WORKSHEET 1

(Interpersonal Effectiveness Handout 1; p. 117)

Pros and Cons of Using Interpersonal Effectiveness Skills

Due Date: _____ Name: _____ Week Starting: _____

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

Describe the interpersonal situation:

Describe your goal in this situation:

Make a list of the pros and cons of acting skillfully by using interpersonal effectiveness skills.

Make another list of the pros and cons for using power tactics to get what you want.

Make a third list of pros and cons for giving in or acting passively in the situation.

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

Write on the back of this sheet if you need more room.

PROS	Using Skills	Demanding, Attacking, Stonewalling	Giving In, Acting Passively
	_____	_____	_____
	_____	_____	_____
	_____	_____	_____
CONS	Using Skills	Demanding, Attacking, Stonewalling	Giving In, Acting Passively
	_____	_____	_____
	_____	_____	_____
	_____	_____	_____

What did you decide to do in this situation? _____

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

INTERPERSONAL EFFECTIVENESS WORKSHEET 2 (p. 1 of 2)

(Interpersonal Effectiveness Handout 2a; p. 119)

Challenging Myths in the Way of Obtaining Objectives

Challenging Myths in the Way of Objectives Effectiveness

Due Date: _____ Name: _____ Week Starting: _____

For each myth, write down a challenge that makes sense to you.

1. I don't deserve to get what I want or need.

Challenge: _____

2. If I make a request, this will show that I'm a very weak person.

Challenge: _____

3. I have to know whether a person is going to say yes before I make a request.

Challenge: _____

4. If I ask for something or say no, I can't stand it if someone gets upset with me.

Challenge: _____

5. If they say no, it will kill me.

Challenge: _____

6. Making requests is a really pushy (bad, self-centered, selfish, etc.) thing to do.

Challenge: _____

7. Saying no to a request is always a selfish thing to do.

Challenge: _____

8. I should be willing to sacrifice my own needs for others.

Challenge: _____

9. I must be really inadequate if I can't fix this myself.

Challenge: _____

10. Obviously, the problem is just in my head. If I would just think differently, I wouldn't have to bother everybody else.

Challenge: _____

11. If I don't have what I want or need, it doesn't make any difference; I don't care, really.

Challenge: _____

12. Skillfulness is a sign of weakness.

Challenge: _____

Other myth: _____

Challenge: _____

Other myth: _____

Challenge: _____

(continued on next page)

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Challenging Myths in the Way of Relationship and Self-Respect Effectiveness

For each myth, write down a challenge that makes sense to you.

13. I shouldn't have to ask (say no); they should know what I want (and do it).

Challenge: _____

14. They should have known that their behavior would hurt my feelings; I shouldn't have to tell them.

Challenge: _____

15. I shouldn't have to negotiate or work at getting what I want.

Challenge: _____

16. Other people should be willing to do more for my needs.

Challenge: _____

17. Other people should like, approve of, and support me.

Challenge: _____

18. They don't deserve my being skillful or treating them well.

Challenge: _____

19. Getting what I want when I want it is most important.

Challenge: _____

20. I shouldn't be fair, kind, courteous, or respectful if others are not so toward me.

Challenge: _____

21. Revenge will feel so good; it will be worth any negative consequences.

Challenge: _____

22. Only wimps have values.

Challenge: _____

23. Everybody lies.

Challenge: _____

24. Getting what I want or need is more important than how I get it; the ends really do justify the means.

Challenge: _____

Other myth: _____

Challenge: _____

Other myth: _____

Challenge: _____

*Worksheets for Obtaining
Objectives Skillfully*

INTERPERSONAL EFFECTIVENESS WORKSHEET 3

(Interpersonal Effectiveness Handout 4; p. 124)

Clarifying Priorities in Interpersonal Situations

Due Date: _____ Name: _____ Week Starting: _____

Use this sheet to figure out your goals and priorities in any situation that creates a problem for you. Examples include situations where (1) your rights or wishes are not being respected; (2) you want someone to do or change something or give you something; (3) you want or need to say no or resist pressure to do something; (4) you want to get your position or point of view taken seriously; (5) there is conflict with another person; or (6) you want to improve your relationship with someone.

Observe and describe in writing as close in time to the situation as possible. Write on the back of this sheet if you need more room.

Prompting event for my problem: Who did what to whom? What led up to what?
What is it about this situation that is a problem for me?
Remember to **check the facts!**

My wants and desires in this situation:

Objectives: What **specific results** do I want? What do I want this person to do, stop or accept?

Relationship: How do I want the other person to feel and think about me **because of how I handle the interaction** (whether or not I get what I want from the other person)?

Self-Respect: How do I want to feel or think about myself **because of how I handle the interaction** (whether or not I get what I want from the other person)?

My priorities in this situation: Rate priorities 1 (most important), 2 (second most important), or 3 (least important).

____ Objectives

____ Relationship

____ Self-respect

Imbalances and conflicts in priorities that make it hard to be effective in this situation:

INTERPERSONAL EFFECTIVENESS WORKSHEET 4

(Interpersonal Effectiveness Handouts 5, 6, 7; pp. 125–130)

Writing Out Interpersonal Effectiveness Scripts

Due Date: _____ Name: _____ Week Starting: _____

Fill out this sheet before you practice your DEAR MAN, GIVE FAST interpersonal skills. Practice saying your “lines” out loud, and also in your mind. Use the “cope ahead” skills (Emotion Regulation Handout 19). Write on the back of this sheet if you need more room.

PROMPTING EVENT for my problem: Who did what to whom? What led up to what?

OBJECTIVES IN SITUATION (What results I want):

RELATIONSHIP ISSUE (How I want the other person to feel about me):

SELF-RESPECT ISSUE (How I want to feel about myself):

SCRIPT IDEAS for DEAR MAN, GIVE FAST

1. **Describe** situation.
2. **Express** feelings/opinions.
3. **Assert** request (or say no) directly (circle the part you will use later in “broken record” to stay Mindful if you need it).
4. **Reinforcing** comments to make.
5. **Mindful and Appearing** confident comments to make (if needed).
6. **Negotiating** comments to make, plus turn-the-table comments (if needed).
7. **Validating** comments.
8. **Easy manner** comments.

Write on the back side all the things you want to *avoid* doing and saying.

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INTERPERSONAL EFFECTIVENESS WORKSHEET 5

(Interpersonal Effectiveness Handouts 5, 6, 7; pp. 125–130)

Tracking Interpersonal Effectiveness Skills Use

Due Date: _____ Name: _____ Week Starting: _____

Fill out this sheet whenever you practice your interpersonal skills and whenever you have an opportunity to practice, even if you don't (or almost don't) do anything to practice. Write on the back of this sheet if you need more room.

PROMPTING EVENT for my problem: Who did what to whom? What led up to what?

OBJECTIVES IN SITUATION (What results I want):

RELATIONSHIP ISSUE (How I want the other person to feel about me):

SELF-RESPECT ISSUE (How I want to feel about myself):

My PRIORITIES in this situation: Rate priorities 1 (most important), 2 (second most important), or 3 (least important).

___ OBJECTIVES

___ RELATIONSHIP

___ SELF-RESPECT

Imbalances and CONFLICTS IN PRIORITIES that made it hard to be effective in this situation:

What I SAID OR DID in the situation: (Describe and check below.)

DEAR MAN (Getting what I want):

___ Described situation? _____

___ Expressed feelings/opinions? _____

___ Asserted? _____

___ Reinforced? _____

___ Mindful? _____

___ Broken record? _____

___ Ignored attacks? _____

___ Appeared confident? _____

___ Negotiated? _____

GIVE (Keeping the relationship):

___ Gentle? _____

___ No threats? _____

___ No attacks? _____

___ No judgments? _____

___ Interested? _____

___ Validated? _____

___ Easy manner? _____

FAST (Keeping my respect for myself):

___ Fair? _____

___ (No) Apologies? _____

___ Stuck to values? _____

___ Truthful? _____

How effective was the interaction? _____

INTERPERSONAL EFFECTIVENESS WORKSHEET 6 (p. 1 of 2)

(Interpersonal Effectiveness Handout 8; p. 131–133)

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

Due Date: _____ Name: _____ Week Starting: _____

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

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

(continued on next page)

INTERPERSONAL EFFECTIVENESS WORKSHEET 6 (p. 2 of 2)

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

Troubleshooting Interpersonal Effectiveness Skills

Due Date: _____ Name: _____ Week Starting: _____

Fill out this sheet whenever you practice your interpersonal skills and whenever you have an opportunity to practice, even if you don't (or almost don't) do anything to practice. Write on the back of this sheet if you need more room.

Do I have the skills I need? Check out the instructions.**1** Review what has already been tried.

- Do I know how to be skillful in getting what I want?
- Do I know how to say what I want to say?
- Did I follow the skill instructions to the letter?

☐ **Not sure:**

- ☐ Wrote out what I wanted to say first.
- ☐ Reread the instructions.
- ☐ Got coaching from someone I trust.
- ☐ Practiced with a friend or in front of a mirror.

Did it work the next time? ☐ Yes (Fabulous) ☐ No (Continue) ☐ Didn't try again☐ **Yes:****Do I know what I really want in this interaction?****2** Ask:

- Am I undecided about what I really want in this interaction?
- Am I ambivalent about my priorities?
- Am I having trouble balancing:
 - Asking for too much versus not asking for anything?
 - Saying no to everything versus giving in to everything?
- Is fear or shame getting in the way of knowing what I really want?

☐ **Not sure:**

- ☐ Did pros and cons to compare different objectives.
- ☐ Used emotion regulation skills to reduce fear and shame.

Did this help? ☐ Yes (Fabulous) ☐ No (Continue) ☐ Didn't try again☐ **Yes:****Are my short-term goals getting in the way of my long-term goals?****3** Ask:

- Is "now, now, now" winning out over getting what I really want?
- Is emotion mind controlling what I say and do instead of Wise Mind?

☐ **Yes:**

- ☐ Did a pros and cons comparing short-term to long-term goals.
- ☐ Waited until another time when I'm not in emotion mind.

Did this help? ☐ Yes (Fabulous) ☐ No (Continue) ☐ Didn't try again☐ **No:***(continued on next page)*

Are my emotions getting in the way of using my skills?

4

Ask:

- Do I get too upset to use my skills?
- Are my emotions so high that I am over my skills breakdown point?

☐ **Yes:**

- ☐ Tried *TIP* skills.
- ☐ Used self-soothing crisis survival skills before the interaction to get myself calm.
- ☐ Did mindfulness of current emotions (Emotion Regulation Handout 22).
- ☐ Refocused attention completely on the present objective.

Did this help? ☐ Yes (Fabulous) ☐ No (Continue) ☐ Didn't try again

☐ **No:**

Are worries, assumptions, and myths getting in my way?

5

Ask:

- Are thoughts about bad consequences blocking my action?
"They won't like me," "She will think I am stupid."
- Are thoughts about whether I deserve to get what I want in my way?
"I am such a bad person I don't deserve this."
- Am I calling myself names that stop me from doing anything?
"I won't do it right," "I'll probably fall apart," "I'm so stupid."
- Am I believing myths about interpersonal effectiveness?
"If I make a request, this will show that I am a very weak person," "Only wimps have values."

☐ **Yes:**

- ☐ Challenged myths.
- ☐ Checked the facts.
- ☐ Did opposite action all the way.

Did this help? ☐ Yes (Fabulous) ☐ No (Continue) ☐ Didn't try again

☐ **No:**

Is the environment more powerful than my skills?

6

Ask:

- Are the people who have what I want or need more powerful than I am?
- Are the people commanding me powerful and in control?
- Will others be threatened if I get what I want?
- Do others have reasons for not liking me if I get what I want?

☐ **Yes:**

- ☐ Tried problem solving.
- ☐ Found a powerful ally.
- ☐ Practiced radical acceptance.

Did this help? ☐ Yes (Fabulous) ☐ No (Continue) ☐ Didn't try again

☐ **No:**

*Worksheets for Building
Relationships and Ending
Destructive Ones*

INTERPERSONAL EFFECTIVENESS WORKSHEET 8

(Interpersonal Effectiveness Handout 11; p. 140–141)

Finding and Getting People to Like You

Due Date: _____ Name: _____ Week Starting: _____

Fill out this sheet whenever you practice finding friends and whenever you have an opportunity to practice, even if you don't (or almost don't) do anything to practice. Write on the back of this sheet if you need more room.

List two ways you could (or do) make casual but regular contact with people.

1. _____
2. _____

List two ways you could find (or have found) people whose attitudes are similar to yours.

1. _____
2. _____

List two ways you could get in conversations (or have been in them) where you could ask a question, give an answer, give a compliment, or express liking to others.

1. _____
2. _____

List times you have been near a group conversation you could practice joining (or how you could find one).

1. _____
2. _____

Check the facts and be sure you have listed all of your opportunities to find potential friends. Add more ideas if necessary or ask your current friends or family for ideas.

Describe one thing you have done to make a new friend and get someone to like you.

Check off and describe each skill that you used.

____ Proximity ____ Similarity ____ Conversation skills ____ Expressed liking

Describe any efforts you made to join a conversational group. _____

Describe any efforts you made to use your conversation skills with others. _____

How effective was the interaction? _____

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INTERPERSONAL EFFECTIVENESS WORKSHEET 9

(Interpersonal Effectiveness Handout 12; p. 143)

Mindfulness of Others

Due Date: _____ Name: _____ Week Starting: _____

Fill out this sheet whenever you practice mindfulness of others and whenever you have an opportunity to practice even if you don't (or almost don't) do anything to practice. Write on the back of this sheet if you need more room.

Check off any of the following that you practiced:

- ☐ Paid attention with interest and curiosity to others around me.
- ☐ Let go of a focus on myself, and focused on the people I was with.
- ☐ Noticed judgmental thoughts about others and let them go.
- ☐ Stayed in the present (instead of planning what I would say next) and listened.
- ☐ Put my entire attention on the other person and did not multitask.
- ☐ Gave up clinging to being right.
- ☐ Other: _____

- ☐ Described in a matter-of-fact way what I observed.
- ☐ Replaced judgmental descriptions with descriptive words.
- ☐ Described what I observed, instead of making assumptions and interpretations of others.
- ☐ Avoided questioning others' motives.
- ☐ Other: _____

- ☐ Threw myself into interactions with others.
- ☐ Went with the flow, rather than trying to control everything.
- ☐ Became one with the conversation I was in.
- ☐ Other: _____

Describe a situation where you practiced mindfulness of others in the last week. _____

Who was the person you were with? _____

How exactly did you practice mindfulness? _____

What was the outcome? _____

How did you feel afterward? _____

Did being mindful make a difference? If so, what? _____

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INTERPERSONAL EFFECTIVENESS WORKSHEET 10 (p. 1 of 2)

(Interpersonal Effectiveness Handout 13; p. 145)

Ending Relationships

Due Date: _____ Name: _____ Week Starting: _____

Fill out this sheet to outline how to end an unwanted relationship when the relationship is not abusive. **If it is abusive, first call a local domestic violence hotline or the National Domestic Violence Hotline (1-800-799-7233).** Write on the back of this sheet if you need more room.

Relationship problem: Describe how the relationship is destructive or interfering with your life.

List Wise Mind pros and cons for ending the relationship.

Pros: _____

Cons: _____

Script Ideas for DEAR MAN, GIVE FAST to End a Relationship

1. **Describe** the relationship situation, or the problem that is the core reason you want to end the relationship.
2. **Express** feelings/opinions about why the relationship needs to end for you.
3. **Assert** in your decision to end the relationship directly (circle the part you will use later in "broken record" to stay mindful if you need it).
4. **Reinforcing** comments to make about positive outcomes for both of you once the relationship is ended.

(continued on next page)

INTERPERSONAL EFFECTIVENESS WORKSHEET 10 (p. 2 of 2)

5. **Mindful and Appearing confident** comments to make about how and when to end (if needed).
6. **Negotiating** comments to make, plus **turn-the-table** comments to avoid getting off track and responding to insults or diversions (if needed).
7. **Validating** comments about the other person's wishes, feelings, or history of the relationship.
8. **Easy manner** comments.
9. **Fair** comments.

Check off **opposite actions for love** you have been doing:

- ☐ 1. Reminded myself why love is not justified.
- ☐ 2. Did the opposite of loving urges.
- ☐ 3. Avoided contact with reminders of loved one.
- ☐ 4. Other: _____

*Worksheets for Walking
the Middle Path*

INTERPERSONAL EFFECTIVENESS WORKSHEET 11

(Interpersonal Effectiveness Handouts 15, 16; pp. 150–151)

Practicing Dialectics

Due Date: _____ Name: _____ Week Starting: _____

Describe two situations that prompted you to practice dialectics.

SITUATION 1

Situation (who, what, when, where):

- ☐ Looked at both sides
- ☐ Stayed aware of my connection
- ☐ Embraced change
- ☐ Remembered that I affect others and others affect me

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

Describe experience of using the skill:

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

- ____ Reduced suffering ____ Increased happiness ____ Reduced friction with others
- ____ Decreased reactivity ____ Increased wisdom ____ Improved relationship
- ____ Increased connection ____ Increased sense of personal validity
- ____ Other outcome: _____

SITUATION 2

Situation (who, what, when, where):

- ☐ Looked at both sides
- ☐ Stayed aware of my connection
- ☐ Embraced change
- ☐ Remembered that I affect others and others affect me

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

Describe experience of using the skill:

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

- ____ Reduced suffering ____ Increased happiness ____ Reduced friction with others
- ____ Decreased reactivity ____ Increased wisdom ____ Improved relationship
- ____ Increased connection ____ Increased sense of personal validity
- ____ Other outcome: _____

INTERPERSONAL EFFECTIVENESS WORKSHEET 11A

(Interpersonal Effectiveness Handouts 15, 16; pp. 150–151)

Dialectics Checklist

Due Date: _____ Name: _____ Week Starting: _____

Everyday dialectical practice: Check off dialectical practice exercises each time you do one. For each skill you practice, give it a rating to indicate how effective that skill was in helping you reach your personal and interpersonal goals. Rate from a low of 1 (not at all effective) to a high of 5 (very effective).

Looked at both sides:

Rating
(1–5)

- | | | |
|---|---|-------|
| <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | 1. Asked Wise Mind: "What am I missing?" | _____ |
| <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | 2. Looked for the kernel of truth in another person's side. | _____ |
| <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | 3. Stayed away from extremes (such as "always" or never"), and instead thought or said: _____ | _____ |
| <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | 4. Balanced opposites in my life: <input type="checkbox"/> Validated both myself and a person I disagreed with <input type="checkbox"/> Accepted reality and tried to change it <input type="checkbox"/> Stayed attached and also let go <input type="checkbox"/> Other (describe): _____ | _____ |
| <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | 5. Made lemonade out of lemons (describe): _____ | _____ |
| <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | 6. Embraced confusion (describe): _____ | _____ |
| <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | 7. Played devil's advocate by arguing both my side and also the other side (describe): _____ | _____ |
| <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | 8. Used a metaphor or story to describe my own point of view (describe): _____ | _____ |
| <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | 9. Did 3-minute Wise Mind to slow down "doing mind" in my everyday life. | _____ |
| <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | 10. Other (describe): _____ | _____ |

Stayed aware of my connection:

- | | | |
|---|---|-------|
| <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | 11. Treated others as I want to be treated (describe): _____ | _____ |
| <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | 12. Looked for similarities between myself and others (describe): _____ | _____ |
| <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | 13. Noticed the physical connections between all things (describe): _____ | _____ |
| <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | 14. Other (describe): _____ | _____ |

Embraced change:

- | | | |
|---|--|-------|
| <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | 15. Practiced radical acceptance of change (describe): _____ | _____ |
| <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | 16. Purposely made changes in small ways to get used to change (describe): _____ | _____ |
| <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | 17. Other (describe): _____ | _____ |

Remembered that change is transactional:

- | | | |
|---|--|-------|
| <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | 18. Paid attention to my effect on others (describe): _____ | _____ |
| <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | 19. Paid attention to effect of others on me (describe): _____ | _____ |
| <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | 20. Practiced letting go of blame (describe): _____ | _____ |
| <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | 21. Reminded myself that all things, including all behaviors, are caused | _____ |
| <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | 22. Other (describe): _____ | _____ |

INTERPERSONAL EFFECTIVENESS WORKSHEET 11B

(Interpersonal Effectiveness Handouts 15, 16; pp. 150–151)

Noticing When You're Not Dialectical

Due Date: _____ Name: _____ Week Starting: _____

Identify a time this week when you *did not use* your dialectical skills. Briefly describe the situation (who, what, when).

SITUATION 1

Situation (who, what, when, where):

- ☐ Looked at both sides
- ☐ Stayed aware of my connection
- ☐ Embraced change
- ☐ Remembered that I affect others and others affect me

At left, check the skills you needed but did not use, and describe here the experience of not using the skill.

What would you do differently next time?

Check if *not* practicing dialectical skills has influenced any of the following, *even a little bit*:

____ Increased suffering ____ Decreased happiness ____ Increased friction with others
____ Increased reactivity ____ Decreased wisdom ____ Harmed relationship
____ Decreased connection ____ Other outcome: _____

SITUATION 2

Situation (who, what, when, where):

- ☐ Looked at both sides
- ☐ Stayed aware of my connection
- ☐ Embraced change
- ☐ Remembered that I affect others and others affect me

At left, check the skills you needed but did not use, and describe here the experience of not using the skill.

What would you do differently next time?

Check if *not* practicing dialectical skills has influenced any of the following, *even a little bit*:

____ Increased suffering ____ Decreased happiness ____ Increased friction with others
____ Increased reactivity ____ Decreased wisdom ____ Harmed relationship
____ Decreased connection ____ Other outcome: _____

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INTERPERSONAL EFFECTIVENESS WORKSHEET 12

(Interpersonal Effectiveness Handouts 17, 18; pp. 155–156)

Validating Others

Due Date: _____ Name: _____ Week Starting: _____

Fill out this sheet whenever you practice your validation skills and whenever you have an opportunity to practice even if you don't (or almost don't) do anything to practice. Write on the back of this sheet if you need more room.

Check off types of validation that you practiced (on purpose) with others:

- | | |
|---|--|
| <input type="checkbox"/> 1. Paid attention. | <input type="checkbox"/> 4. Expressed how what was felt, done, or said made sense, given the causes. |
| <input type="checkbox"/> 2. Reflected back what was said or done, remaining open to correction. | <input type="checkbox"/> 5. Acknowledged and acted on what was valid. |
| <input type="checkbox"/> 3. Was sensitive to what was unsaid. | <input type="checkbox"/> 6. Acted authentically and as an equal. |

List one invalidating and two validating statements made to others.

1. _____
2. _____
3. _____

Describe a situation where you were nonjudgmental of someone in the past week.

Describe a situation where you used validation in the past week.

Who was the person you validated? _____

What exactly did you do or say to validate the person? _____

What was the outcome? _____

How did you feel afterward? _____

Would you say or do something differently next time? If so, what? _____

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INTERPERSONAL EFFECTIVENESS WORKSHEET 13

(Interpersonal Effectiveness Handout 19; p. 158)

Self-Validation and Self-Respect

Due Date: _____ Name: _____ Week Starting: _____

Fill out this sheet whenever you practice your self-validation skills and whenever you have an opportunity to practice even if you don't (or almost don't) do anything to practice. Write on the back of this sheet if you need more room.

List one self-invalidating and two self-validating statements you made.

1. _____
2. _____
3. _____

Describe a situation where you felt invalidated in the past week: _____

Check each strategy you used during the week:

- ☐ Checked *all* the facts to see if my responses are valid or invalid.
- ☐ Checked it out with someone I could trust to validate the valid.
- ☐ Acknowledged when my responses didn't make sense and were not valid.
- ☐ Worked to change invalid thinking, comments, or actions. (Stopped blaming.)
- ☐ Dropped judgmental self-statements. (Practiced opposite action.)
- ☐ Reminded myself that all behavior is caused and that I am doing my best.
- ☐ Was compassionate toward myself. Practiced self-soothing.
- ☐ Admitted that it hurts to be invalidated by others, even if they are right.
- ☐ Acknowledged when my reactions make sense and are valid in a situation.
- ☐ Remembered that being invalidated, even when my response is actually valid, is rarely a complete catastrophe.
- ☐ Described my experiences and actions in a supportive environment.
- ☐ Grieved traumatic invalidation in my life and the harm it has created.
- ☐ Practiced radical acceptance of the invalidating person(s) in my life.
- ☐ **What was the outcome?** _____

INTERPERSONAL EFFECTIVENESS WORKSHEET 14

(Interpersonal Effectiveness Handouts 20, 22; pp. 161, 163)

Changing Behavior with Reinforcement

Due Date: _____ Name: _____ Week Starting: _____

Fill out this sheet whenever you try to increase your own or someone else's behavior with reinforcement. Look for opportunities (since they occur all the time) to reinforce behavior. Write on the back of this sheet if you need more room.

1. In advance, identify the behavior you want to increase and the reinforcer you will use.

a. For yourself:

Behavior to increase: _____

Reinforcer: _____

b. For someone else:

Behavior to increase: _____

Reinforcer: _____

2. Describe the situation(s) where you used reinforcement.

a. For yourself: _____

b. For someone else: _____

3. What was the outcome? What did you observe?

a. For yourself: _____

b. For someone else: _____

4. How did you feel afterward? _____

5. Would you say or do something differently next time? If so, what? _____

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INTERPERSONAL EFFECTIVENESS WORKSHEET 15

(Interpersonal Effectiveness Handouts 21–22; pp. 162–163)

Changing Behavior by Extinguishing or Punishing It

Due Date: _____ Name: _____ Week Starting: _____

Fill out this sheet whenever you try to increase your own or someone else's behavior with reinforcement. Look for opportunities (since they occur all the time) to reinforce behavior. Write on the back of this sheet if you need more room.

- 1. In advance, identify the behavior you want to decrease, and decide whether you will extinguish it by eliminating a reinforcer or stop it with punishment.** (Skip the one you are not using.)

If you are using punishment, identify the consequence. Also decide the new alternative behavior to reinforce, and the reinforcer to use to increase it to replace the behavior you are decreasing.

- a. For yourself:

Behavior to decrease: Smoking

Reinforcer to remove: Reading / Walk / Exercise

Punishing consequence to add: Telling roommate (chance)

New behavior and reinforcer: Gum

- b. For someone else:

Behavior to decrease: _____

Reinforcer to remove: _____

Punishing consequence to add: _____

New behavior and reinforcer: _____

- 2. Describe the situation(s) where you used extinction or punishment.** (Circle which you use.)

- a. For yourself: _____

- b. For someone else: _____

- 3. What was the outcome? What did you observe?**

- a. For yourself: _____

- b. For someone else: _____

- 4. How did you feel afterward?** _____

- 5. Would you do something differently next time? If so, what?** _____

