
DISTRESS TOLERANCE SKILLS

Introduction to Handouts and Worksheets

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

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

Crisis Survival Skills

- **Distress Tolerance Handout 2: Overview: Crisis Survival Skills.** The goal of crisis survival skills is to get through crises without making things worse. Crisis situations are, by definition, short-term. Thus these skills are not to be used all the time.
- **Distress Tolerance Worksheets 1, 1a, 1b: Crisis Survival Skills.** These are three different versions of worksheets that can be used with Handout 2 and throughout this portion of the module. Each worksheet covers all of the crisis survival skills.
- **Distress Tolerance Handout 3: When to Use Crisis Survival Skills.** This handout defines what a crisis is, and explains when and when not to use these skills.

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

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

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

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

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

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

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

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

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

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

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

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

Reality Acceptance Skills

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

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

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

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

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

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

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

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

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

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

Skills When the Crisis Is Addiction

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

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

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

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

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

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

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

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

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

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

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

Distress Tolerance Handouts



Goals of Distress Tolerance

SURVIVE CRISIS SITUATIONS

Without Making Them Worse

ACCEPT REALITY

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

BECOME FREE

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

OTHER: _____

Handouts for Crisis Survival Skills

DISTRESS TOLERANCE HANDOUT 2

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

Overview: Crisis Survival Skills

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

The STOP Skill

Pros and Cons

TIP Your Body Chemistry

Distract with Wise Mind ACCEPTS

Self-Soothe with the Five Senses

Improve the Moment



When to Use Crisis Survival Skills

YOU ARE IN A CRISIS when the situation is:

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

USE CRISIS SURVIVAL SKILLS when:

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

DON'T USE CRISIS SURVIVAL SKILLS for:

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

DISTRESS TOLERANCE HANDOUT 4

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



STOP Skill



S_{top}

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

T

T_{ake a step back}

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

O

O_{bserve}

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

P

P_{roceed mindfully}

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

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

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DISTRESS TOLERANCE HANDOUT 5



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

Pros and Cons

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

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

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

Before an overwhelming crisis urge hits:

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

When an overwhelming crisis urge hits:

Review your pros and cons. Get out your list and read it over again.

- Imagine the positive consequences of resisting the urge.
- Think of the negative consequences of giving in to crisis behaviors.
- Remember past consequences when you have acted on crisis urges.

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TIP Skills: Changing Your Body Chemistry

To reduce extreme emotion mind *fast*.

Remember these as **TIP** skills:

T

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

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

I

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

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

P

PACED BREATHING (pace your breathing by slowing it down)

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

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

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

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

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DISTRESS TOLERANCE HANDOUT 6A

(Distress Tolerance Worksheet 4; p. 376)

Using Cold Water, Step by Step

COLD WATER CAN WORK WONDERS*

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

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

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

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

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

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

TRY IT OUT!

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

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DISTRESS TOLERANCE HANDOUT 6B

(Distress Tolerance Worksheet 4a; p. 377)

Paired Muscle Relaxation, Step by Step

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

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

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

Now that you are ready to begin . . .

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

Start first with each of the 16 muscle groups.

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

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

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

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

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

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

Large
Medium
Small

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

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

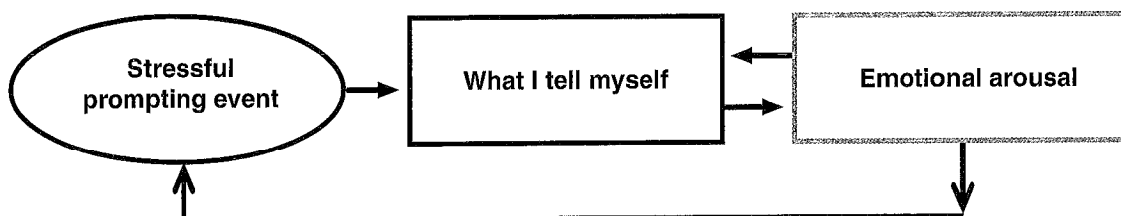
Note. Adapted from Smith, R. E. (1980). Development of an integrated coping response through cognitive–affective stress management training. In I. G. Sarason & C. D. Spielberger (Eds.), *Stress and anxiety* (Vol. 7, pp. 265–280). Washington, DC: Hemisphere. Copyright 1980 by Hemisphere Publishing Corporation.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

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DISTRESS TOLERANCE HANDOUT 6C

(Distress Tolerance Worksheet 4b; p. 378)

Effective Rethinking and Paired Relaxation, Step by Step



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

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

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

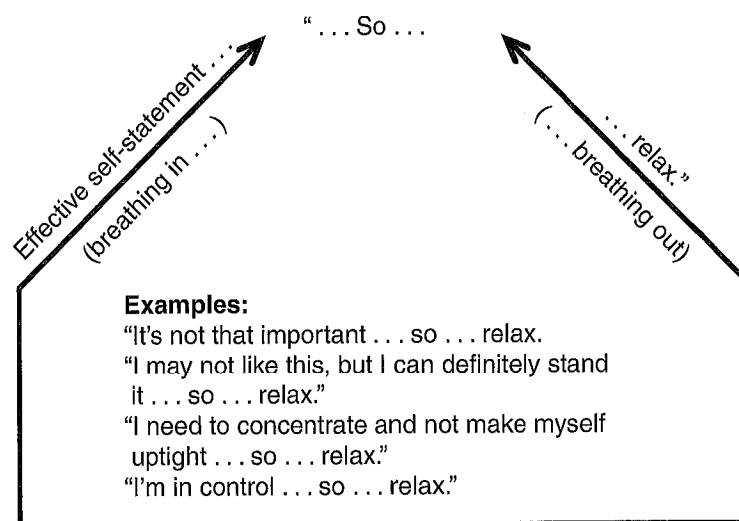
Step 3. Rethink the situation and its meaning in a way that counteracts the thoughts and interpretations producing stress and distressing emotions. As you rethink the situation, write down as many **effective thoughts** as you can to replace the stressful thoughts.

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

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

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

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



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

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DISTRESS TOLERANCE HANDOUT 7

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



Distracting

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

With Activities:

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

With Contributing:

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

With Comparisons:

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

With different Emotions:

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

With Pushing away:

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

With other Thoughts:

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

With other Sensations:

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

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DISTRESS TOLERANCE HANDOUT 8

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



Self-Soothing

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

With Vision:

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

With Hearing:

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

With Smell:

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

With Taste:

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

With Touch:

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

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DISTRESS TOLERANCE HANDOUT 8A

(Distress Tolerance Worksheet 6c; p. 385)

Body Scan Meditation Step by Step

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

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

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

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

DISTRESS TOLERANCE HANDOUT 9



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

Improving the Moment

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

With Imagery:

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

With Meaning:

- | | |
|--|---|
| <input type="checkbox"/> Find purpose or meaning in a painful situation. | <input type="checkbox"/> Remember, listen to, or read about spiritual values. |
| <input type="checkbox"/> Focus on whatever positive aspects of a painful situation you can find. | <input type="checkbox"/> Other: _____ |
| <input type="checkbox"/> Repeat these positive aspects in your mind. | |

With Prayer:

- | | |
|--|---|
| <input type="checkbox"/> Open your heart to a supreme being, God, or your own Wise Mind. | <input type="checkbox"/> Turn things over to God or a higher being. |
| <input type="checkbox"/> Ask for strength to bear the pain. | <input type="checkbox"/> Other: _____ |

With Relaxing actions:

- | | |
|---|---|
| <input type="checkbox"/> Take a hot bath or sit in a hot tub. | <input type="checkbox"/> Breathe deeply. |
| <input type="checkbox"/> Drink hot milk. | <input type="checkbox"/> Change your facial expression. |
| <input type="checkbox"/> Massage your neck and scalp. | <input type="checkbox"/> Other: _____ |
| <input type="checkbox"/> Practice yoga or other stretching. | |

With One thing in the moment:

- | | |
|--|---|
| <input type="checkbox"/> Focus your entire attention on just what you are doing. | <input type="checkbox"/> Focus your entire attention on the physical |
| <input type="checkbox"/> Keep yourself in the moment. | <input type="checkbox"/> Listen to a sensory awareness recording (or use Distress Tolerance Handout 9a) |
| <input type="checkbox"/> Put your mind in the present. | <input type="checkbox"/> Other: _____ |

With a brief Vacation:

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

With self-Encouragement and rethinking the situation:

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

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

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

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Sensory Awareness, Step by Step

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

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

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

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*Handouts for Reality
Acceptance Skills*



DISTRESS TOLERANCE HANDOUT 10

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



Overview: Reality Acceptance Skills

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

RADICAL ACCEPTANCE

TURNING THE MIND

WILLINGNESS

HALF-SMILING AND WILLING HANDS

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

DISTRESS TOLERANCE HANDOUT 11

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



Radical Acceptance

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

WHAT IS RADICAL ACCEPTANCE?

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

WHAT HAS TO BE ACCEPTED?

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

WHY ACCEPT REALITY?

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

Radical Acceptance: Factors That Interfere

RADICAL ACCEPTANCE IS NOT:

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

FACTORS THAT INTERFERE WITH ACCEPTANCE

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

DISTRESS TOLERANCE HANDOUT 11B

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

Practicing Radical Acceptance Step by Step

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

DISTRESS TOLERANCE HANDOUT 12

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



Turning the Mind

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

TURNING THE MIND is choosing to accept.

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



TURNING THE MIND, STEP BY STEP

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

DISTRESS TOLERANCE HANDOUT 13



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

Willingness

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

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

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

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

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

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

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

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

WILLINGNESS, STEP BY STEP

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

Situations where I notice my own:

Willfulness: _____

Willingness: _____

DISTRESS TOLERANCE HANDOUT 14

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



Half-Smiling and Willing Hands

Accepting reality with your body.

HALF-SMILING

1st. *Relax* your face from the top of your head down to your chin and jaw.

Let go of each facial muscle (forehead, eyes, and brows; cheeks, mouth, and tongue; teeth slightly apart). If you have difficulty, try tensing your facial muscles and then letting go.

A tense smile is a grin (and might tell your brain you are hiding or masking your real feelings).

2nd. Let both *corners of your lips* go slightly up, just so you can feel them.

It is not necessary for others to see it. A half-smile is slightly upturned lips with a relaxed face.

3rd. Try to adopt a serene facial expression.

Remember, your face communicates to your brain; your body connects to your mind.

WILLING HANDS

Standing: Drop your arms down from your shoulders; keep them straight or bent slightly at the elbows. With hands unclenched, turn your hands outward, with thumbs out to your sides, palms up, and fingers relaxed.

Sitting: Place your hands on your lap or your thighs. With hands unclenched, turn your hands outward, with palms up and fingers relaxed.

Lying down: Arms by your side, hands unclenched, turn your palms up with fingers relaxed.

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

Practicing Half-Smiling and Willing Hands

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

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

2. HALF-SMILE DURING YOUR FREE MOMENTS.

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

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

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

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

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

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

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

6. HALF-SMILE IN A SITTING POSITION.

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

(continued on next page)

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

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

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

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

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

DISTRESS TOLERANCE HANDOUT 15



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

Mindfulness of Current Thoughts

1. OBSERVE YOUR THOUGHTS.

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

2. ADOPT A CURIOUS MIND.

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

3. REMEMBER: YOU ARE NOT YOUR THOUGHTS.

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

4. DON'T BLOCK OR SUPPRESS THOUGHTS.

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

Practicing Mindfulness of Thoughts

PRACTICE MINDFULNESS OF THOUGHTS BY OBSERVING THEM

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

PRACTICE MINDFULNESS OF THOUGHTS BY USING WORDS AND VOICE TONE

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

PRACTICE MINDFULNESS OF THOUGHTS WITH OPPOSITE ACTION

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

(continued on next page)

PRACTICE MINDFULNESS OF THOUGHTS BY IMAGINING THAT YOUR MIND IS:

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

Other: _____

Other: _____

Other: _____

Other: _____

Other: _____

*Handouts for Skills When the Crisis
Is Addiction*

DISTRESS TOLERANCE HANDOUT 16

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

Overview: When the Crisis Is Addiction

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

D

DIALECTICAL ABSTINENCE

C

CLEAR MIND

COMMUNITY REINFORCEMENT

B

**BURNING BRIDGES
AND BUILDING NEW ONES**

A

ALTERNATE REBELLION

ADAPTIVE DENIAL

Common Addictions

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

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

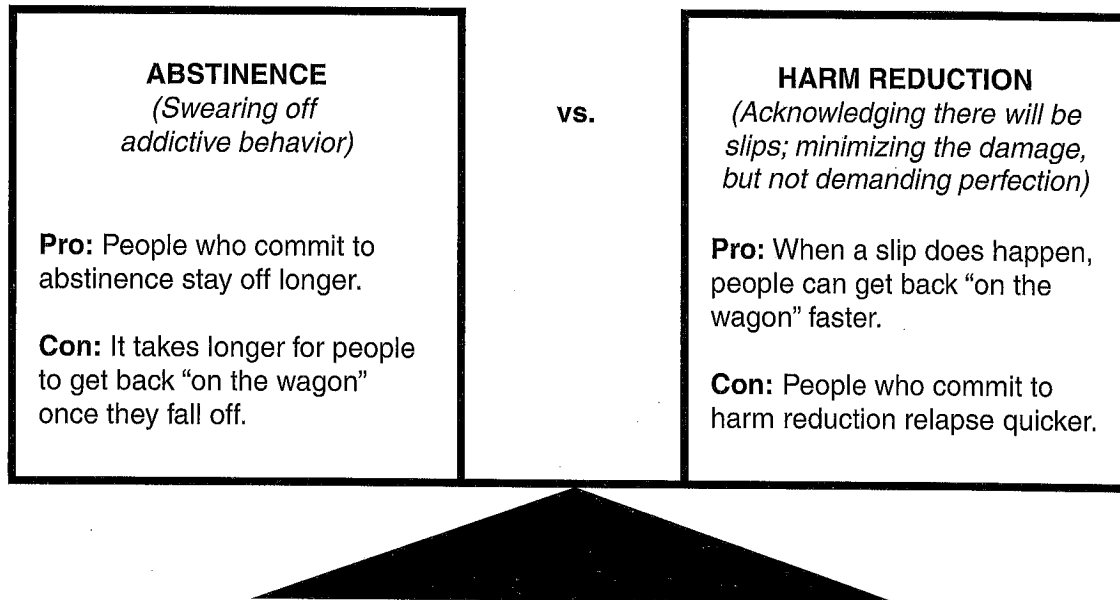
- | | |
|---|--|
| <input type="checkbox"/> Alcohol | <input type="checkbox"/> Internet games |
| <input type="checkbox"/> Attention seeking | <input type="checkbox"/> Kleptomania/stealing/shoplifting |
| <input type="checkbox"/> Avoiding: _____ | <input type="checkbox"/> Lying |
| <input type="checkbox"/>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

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DISTRESS TOLERANCE HANDOUT 17

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

Dialectical Abstinence



SYNTHESIS = DIALECTICAL ABSTINENCE

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

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

Pros: It works!

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

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

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

DISTRESS TOLERANCE HANDOUT 17A

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

Planning for Dialectical Abstinence

Plan for Abstinence

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

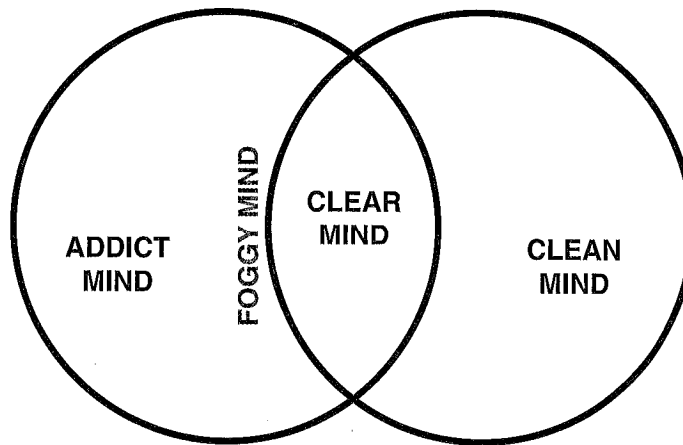
Plan for Harm Reduction

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

DISTRESS TOLERANCE HANDOUT 18

(Distress Tolerance Worksheet 15; p. 407)

Clear Mind



Addict mind is:

Impulsive

One-minded

Willing to do anything for a "fix"

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

Clean mind is:

Naive

Risk-taking

Oblivious to dangers

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



Both extremes are *DANGEROUS!*



CLEAR MIND: The safest place to be.

You are clean, but you remember addict mind.

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

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

DISTRESS TOLERANCE HANDOUT 18A

(Distress Tolerance Worksheet 16; p. 408)

Behavior Patterns Characteristic of Addict Mind and of Clean Mind

ADDICT MIND

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

CLEAN MIND

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

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DISTRESS TOLERANCE HANDOUT 19

(Distress Tolerance Worksheet 16; p. 408)

Community Reinforcement

Community reinforcement means replacing addiction reinforcers with abstinence reinforcers.

REINFORCING ABSTINENCE IS CRITICAL

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

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

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

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

REPLACE ADDICTION REINFORCERS WITH ABSTINENCE REINFORCERS

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

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

ABSTINENCE SAMPLING

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

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

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DISTRESS TOLERANCE HANDOUT 20

(Distress Tolerance Worksheet 17; p. 409)

Burning Bridges and Building New Ones

BURNING BRIDGES

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

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

BUILDING NEW BRIDGES

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

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

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

DISTRESS TOLERANCE HANDOUT 21

(Distress Tolerance Worksheet 18; p. 410)

Alternate Rebellion and Adaptive Denial

ALTERNATE REBELLION

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

Examples:

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

ADAPTIVE DENIAL

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

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

Other: _____

Other: _____

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

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

.....

Distress Tolerance Worksheets

.....

.....

Worksheets for Crisis Survival Skills

.....

DISTRESS TOLERANCE WORKSHEET 1

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

Crisis Survival Skills

Due Date: _____ Name: _____ Week Starting: _____

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

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

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

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

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

Describe the outcome of using skills:

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

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

2

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

4

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

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

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

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

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

Describe the outcome of using skills:

Circle effectiveness of skills:

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

2

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

4

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

DISTRESS TOLERANCE WORKSHEET 1A

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

Crisis Survival Skills

Name: _____ Week Starting: _____

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

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

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DISTRESS TOLERANCE WORKSHEET 1B

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

Crisis Survival Skills

Due Date: _____ Name: _____ Week Starting: _____

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

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

1

2

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

3

4

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

5

Day: STOP

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

Day: Pros and cons

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

Day: TIP

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

Day: Distract with ACCEPTS

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

Day: Self-soothe

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

Day: IMPROVE the moment

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

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DISTRESS TOLERANCE WORKSHEET 2

(Distress Tolerance Handout 4; p. 327)

Practicing the STOP Skill

Due Date: _____ Name: _____ Week Starting: _____

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

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

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

Behavior you are trying to stop: _____

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

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

Describe the outcome of using skills:

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

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

2

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

4

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

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

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

Behavior you are trying to stop: _____

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

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

Describe the outcome of using the skills:

Circle effectiveness of the skill:

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

2

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

4

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

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DISTRESS TOLERANCE WORKSHEET 2A

(Distress Tolerance Handout 4; p. 327)

Practicing the STOP Skill

Due Date: _____ Name: _____ Week Starting: _____

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

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

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DISTRESS TOLERANCE WORKSHEET 3

(Distress Tolerance Handout 5; p. 328)

Pros and Cons of Acting on Crisis Urges

Due Date: _____ Name: _____ Week Starting: _____

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

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

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

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

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DISTRESS TOLERANCE WORKSHEET 3A

(Distress Tolerance Handout 5; p. 328)

Pros and Cons of Acting on Crisis Urges

Due Date: _____ Name: _____ Week Starting: _____

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

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

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

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

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DISTRESS TOLERANCE WORKSHEET 4

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

Changing Body Chemistry with TIP Skills

Due Date: _____ Name: _____ Week Starting: _____

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

CHANGING MY FACIAL TEMPERATURE

Used cold water to change emotions

Situation: _____

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

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

What I did (describe): _____

INTENSE EXERCISE

Situation: _____

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

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

What I did (describe): _____

PACED BREATHING

Situation: _____

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

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

What I did (describe): _____

PAIRED MUSCLE RELAXATION

Situation: _____

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

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

What I did (describe): _____

DISTRESS TOLERANCE WORKSHEET 4A

(Distress Tolerance Handout 6b; p. 331)

Paired Muscle Relaxation

Due Date: _____ Name: _____ Week Starting: _____

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

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

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

Describe your experience:

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

DISTRESS TOLERANCE WORKSHEET 4B

(Distress Tolerance Handout 6c; p. 332)

Effective Rethinking and Paired Relaxation

Due Date: _____ Name: _____ Week Starting: _____

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

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

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

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

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

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

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

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

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

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

Comments:

DISTRESS TOLERANCE WORKSHEET 5

(Distress Tolerance Handout 7; p. 333)

Distracting with Wise Mind ACCEPTS

Due Date: _____ Name: _____ Week Starting: _____

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

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

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

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

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

Describe the outcome of using skills:

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

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

1

2

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

3

4

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

5

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

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

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

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

Describe the outcome of using skills:

Circle effectiveness of skills:

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

1

2

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

3

4

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

5

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DISTRESS TOLERANCE WORKSHEET 5A

(Distress Tolerance Handout 7; p. 333)

Distracting with Wise Mind ACCEPTS

Due Date: _____ Name: _____ Week Starting: _____

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

	What was the crisis (what prompted needing the skill)?	How much time passed in doing this skill?	Rate before/after skill use			Conclusions or questions about this skills practice
			Distress tolerance (0 = I can't stand it; 5 = I can definitely survive)	Emotion	Emotion	
				Negative emotion intensity (0–100)	Positive emotion intensity (0–100)	
When did you practice this skill, and what did you do to practice?						
<u>A</u> ctivities:			/	/	/	
			/	/	/	
<u>C</u> ontributions:			/	/	/	
			/	/	/	
<u>C</u> omparisons:			/	/	/	
			/	/	/	
<u>E</u> motions:			/	/	/	
			/	/	/	
<u>P</u> ushing away:			/	/	/	
			/	/	/	
<u>T</u> houghts:			/	/	/	
			/	/	/	
<u>S</u> ensations:			/	/	/	
			/	/	/	

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DISTRESS TOLERANCE WORKSHEET 5B

(Distress Tolerance Handout 7; p. 333)

Distracting with Wise Mind ACCEPTS

Due Date: _____ Name: _____ Week Starting: _____

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

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

1

2

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

3

4

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

5

Day: _____ ACTIVITIES

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

Day: _____ CONTRIBUTIONS

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

Day: _____ COMPARISONS

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

Day: _____ EMOTIONS

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

Day: _____ PUSHING AWAY

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

Day: _____ THOUGHTS

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

Day: _____ SENSATIONS

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

DISTRESS TOLERANCE WORKSHEET 6

(Distress Tolerance Handout 8; p. 334)

Self-Soothing

Due Date: _____ Name: _____ Week Starting: _____

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

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

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

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

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

Describe the outcome of using skills:

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

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

1

2

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

3

4

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

5

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

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

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

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

Describe the outcome of using skills:

Circle effectiveness of skills:

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

1

2

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

3

4

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

5

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DISTRESS TOLERANCE WORKSHEET 6A

(Distress Tolerance Handout 8; p. 334)

Self-Soothing

Due Date: _____ Name: _____ Week Starting: _____

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

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

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DISTRESS TOLERANCE WORKSHEET 6B

(Distress Tolerance Handout 8; p. 334)

Self-Soothing

Due Date: _____ Name: _____ Week Starting: _____

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

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

2

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

4

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

Day:

VISION

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

Day:

HEARING

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

Day:

SMELL

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

Day:

TASTE

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

Day:

TOUCH

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

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DISTRESS TOLERANCE WORKSHEET 6C

(Distress Tolerance Handout 8a; p. 335)

Body Scan Meditation, Step by Step

Due Date: _____ Name: _____ Week Starting: _____

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

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

Conclusions or questions about this skills practice:

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DISTRESS TOLERANCE WORKSHEET 7

(Distress Tolerance Handout 9; p. 336)

IMPROVE the Moment

Due Date: _____ Name: _____ Week Starting: _____

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

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

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

- ☐ **Imagery**
- ☐ **Meaning**
- ☐ **Prayer**
- ☐ **Relaxation**
- ☐ **One thing**
- ☐ **Vacation**
- ☐ **Encouragement**

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

Describe the outcome of using skills:

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

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

1

2

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

3

4

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

5

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

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

- ☐ **Imagery**
- ☐ **Meaning**
- ☐ **Prayer**
- ☐ **Relaxation**
- ☐ **One thing**
- ☐ **Vacation**
- ☐ **Encouragement**

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

Describe the outcome of using skills:

Circle effectiveness of skills:

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

1

2

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

3

4

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

5

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DISTRESS TOLERANCE WORKSHEET 7A

(Distress Tolerance Handout 9; p. 336)

IMPROVE the Moment

Due Date: _____ Name: _____ Week Starting: _____

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

	What was going on that was painful or stressful (if anything)?	How much time passed in doing this skill?	Rate before/after skill use			Conclusions or questions about this skills practice
			Distress tolerance (0 = I can't stand it; 5 = I can definitely survive)	Emotion Negative emotion intensity (0–100)	Emotion Positive emotion intensity (0–100)	
When did you practice this skill, and what did you do to practice?						
<u>I</u> magery:			/	/	/	
			/	/	/	
<u>M</u> eaning:			/	/	/	
			/	/	/	
<u>P</u> rayer:			/	/	/	
			/	/	/	
<u>R</u> elaxation:			/	/	/	
			/	/	/	
<u>O</u> ne thing:			/	/	/	
			/	/	/	
<u>V</u> acation:			/	/	/	
			/	/	/	
<u>E</u> ncouragement:			/	/	/	
			/	/	/	

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DISTRESS TOLERANCE WORKSHEET 7B

(Distress Tolerance Handout 9; p. 336)

IMPROVE the Moment

Due Date: _____ Name: _____ Week Starting: _____

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

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

1

2

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

3

4

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

5

Day:

IMAGERY

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

Day:

MEANING

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

Day:

PRAYER

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

Day:

RELAXATION

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

Day:

ONE THING IN THE MOMENT

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

Day:

VACATION

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

Day:

ENCOURAGEMENT

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

*Worksheets for Reality
Acceptance Skills*

DISTRESS TOLERANCE WORKSHEET 8

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

Reality Acceptance Skills

Due Date: _____ Name: _____ Week Starting: _____

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

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

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

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

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

1

2

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

3

4

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

5

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

Describe how the skill helped or did not help: _____

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

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

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

1

2

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

3

4

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

5

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

Describe how the skill helped or did not help: _____

DISTRESS TOLERANCE WORKSHEET 8A

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

Reality Acceptance Skills

Due Date: _____ Name: _____ Week Starting: _____

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

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

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DISTRESS TOLERANCE WORKSHEET 8B

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

Reality Acceptance Skills

Due Date: _____ Name: _____ Week Starting: _____

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

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

1

2

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

3

4

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

5

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

_____/_____ Effectiveness: _____

_____/_____ Effectiveness: _____

_____/_____ Effectiveness: _____

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

_____/_____ Effectiveness: _____

_____/_____ Effectiveness: _____

_____/_____ Effectiveness: _____

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

_____/_____ Effectiveness: _____

_____/_____ Effectiveness: _____

_____/_____ Effectiveness: _____

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

_____/_____ Effectiveness: _____

_____/_____ Effectiveness: _____

_____/_____ Effectiveness: _____

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

_____/_____ Effectiveness: _____

_____/_____ Effectiveness: _____

_____/_____ Effectiveness: _____

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

_____/_____ Effectiveness: _____

_____/_____ Effectiveness: _____

_____/_____ Effectiveness: _____

DISTRESS TOLERANCE WORKSHEET 9

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

Radical Acceptance

Due Date: _____ Name: _____ Week Starting: _____

FIGURE OUT WHAT YOU NEED TO RADICALLY ACCEPT

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

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

1. _____ (____)

2. _____ (____)

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

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

1. _____ (____)

2. _____ (____)

REFINE YOUR LIST

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

PRACTICE RADICAL ACCEPTANCE

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

1. _____

2. _____

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

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

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

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

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DISTRESS TOLERANCE WORKSHEET 9A

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

Practicing Radical Acceptance

Due Date: _____ Name: _____ Week Starting: _____

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

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

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DISTRESS TOLERANCE WORKSHEET 10

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

Turning the Mind, Willingness, Willfulness

Due Date: _____ Name: _____ Week Starting: _____

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

Turning the Mind: Acceptance Before: _____ After: _____

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

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

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

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

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

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

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

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

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

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DISTRESS TOLERANCE WORKSHEET 11

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

Half-Smiling and Willing Hands

Due Date: _____ Name: _____ Week Starting: _____

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

Check off any of the following exercises that you did.

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

Describe practicing half-smiling and willing hands.

1. Situation: _____

Describe strategies you used or give numbers from above: _____

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

1	2	3	4	5
Not effective		Somewhat effective		Very effective

2. Situation: _____

Describe strategies you used or give numbers from above: _____

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

1	2	3	4	5
Not effective		Somewhat effective		Very effective

3. Situation: _____

Describe strategies you used or give numbers from above: _____

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

1	2	3	4	5
Not effective		Somewhat effective		Very effective

DISTRESS TOLERANCE WORKSHEET 11A

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

Practicing Half-Smiling and Willing Hands

Due Date: _____ Name: _____ Week Starting: _____

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

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

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DISTRESS TOLERANCE WORKSHEET 12

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

Mindfulness of Current Thoughts

Due Date: _____ Name: _____ Week Starting: _____

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

Check off any of the following exercises that you did.

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

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

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

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

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

DISTRESS TOLERANCE WORKSHEET 12A

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

Practicing Mindfulness of Thoughts

Due Date: _____ Name: _____ Week Starting: _____

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

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

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.....

*Worksheets for Skills When the Crisis
Is Addiction*

.....

DISTRESS TOLERANCE WORKSHEET 13

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

Skills When the Crisis Is Addiction

Due Date: _____ Name: _____ Week Starting: _____

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

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

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

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

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

1

2

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

3

4

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

5

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

Describe how the skill helped or did not help: _____

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

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

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

1

2

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

3

4

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

5

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

Describe how the skill helped or did not help: _____

DISTRESS TOLERANCE WORKSHEET 14 (p. 1 of 3)

(Distress Tolerance Handout 17; p. 357)

Planning for Dialectical Abstinence

Due Date: _____ Name: _____ Week Starting: _____

Problem Behavior: _____

Check each activity and describe what you did.

PLAN FOR ABSTINENCE

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

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

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

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

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

- ☐ Avoid cues for problem behaviors. Cues include:

(continued on next page)

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DISTRESS TOLERANCE WORKSHEET 14 (p. 2 of 3)

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

- ☐ Find alternative ways to rebel. These include:

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

PLAN FOR HARM REDUCTION

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

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

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

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

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

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

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

(continued on next page)

DISTRESS TOLERANCE WORKSHEET 14 (p. 3 of 3)

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

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

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

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

- ☐ Recommit to 100% total abstinence.

DISTRESS TOLERANCE WORKSHEET 15

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

From Clean Mind to Clear Mind

Due Date: _____ Name: _____ Week Starting: _____

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

CLEAN MIND BEHAVIORS

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

CLEAR MIND BEHAVIORS AS REPLACEMENTS

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DISTRESS TOLERANCE WORKSHEET 16

(Distress Tolerance Handout 19; p. 361)

Reinforcing Nonaddictive Behaviors

Due Date: _____ Name: _____ Week Starting: _____

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

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

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

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

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

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

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

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

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

Nonaddictive activity

Positive events and consequences

DISTRESS TOLERANCE WORKSHEET 17

(Distress Tolerance Handout 20; p. 362)

Burning Bridges and Building New Ones

Due Date: _____ Name: _____ Week Starting: _____

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

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

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

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

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

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

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

Describe imagery you can use to help reduce cravings:

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

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

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DISTRESS TOLERANCE WORKSHEET 18

(Distress Tolerance Handout 21; p. 363)

Practicing Alternate Rebellion and Adaptive Denial

Due Date: _____ Name: _____ Week Starting: _____

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

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

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

- ☐ 1. _____
- ☐ 2. _____

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

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

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

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

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

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

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

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

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

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

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

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

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