



# **DBT SKILLS MANUAL**

From DBT Skills Training Handouts and Worksheets, Second Edition, by Marsha M. Linehan (2015).

## Table of Contents

<b>General Worksheets:</b>	<b>1</b>
General Worksheet 1: Pros and Cons of Using Skills	2
<b>Wise Mind:</b>	<b>3</b>
Mindfulness Worksheet 3: Wise Mind Practice	4
The Three Minds	5
<b>Loving Kindness Meditation:</b>	<b>6</b>
Loving Kindness Meditation	7-8
<b>Values &amp; Priorities:</b>	<b>9</b>
Emotion Regulation Worksheet 11a: Getting from Values to Specific Action Steps	10
Emotion Regulation Worksheet 11b: Diary of Daily Actions on Values and Priorities	11
Values List	12
What is a Life Worth Living?	13-16
<b>Mindfulness Skills:</b>	<b>17</b>
Mindfulness Worksheet 1: Pros and Cons of Practicing Mindfulness	18
Mindfulness Worksheet 2: Mindfulness Core Skills Practice	19
Mindfulness Worksheet 3: Wise Mind Practice	20
Mindfulness Worksheet 4: Mindfulness “What” Skills: Observing, Describing, Participating	21
Mindfulness Worksheet 4a: Observing, Describing, Participating Checklist	22
Mindfulness Worksheet 4b: Observing, Describing, Participating Calendar	23-24
Mindfulness Worksheet 5: Mindfulness “How” Skills: Nonjudgmentalness, One-Mindfulness, Effectiveness	25
Mindfulness Worksheet 5a: Nonjudgmentalness, One-Mindfulness, Effectiveness Checklist	26
Mindfulness Worksheet 5b: Nonjudgmentalness, One-Mindfulness, Effectiveness Calendar	27-28
Mindfulness Worksheet 5c: Nonjudgmentalness Calendar	29-30
Mindfulness Worksheet 8: Mindfulness of Pleasant Events Calendar	31-32
Mindfulness Worksheet 9: Mindfulness of Unpleasant Events Calendar	33-34
Mindfulness Worksheet 10: Walking the Middle Path to Wise Mind	35
<b>Interpersonal Effectiveness Skills:</b>	<b>36</b>
Interpersonal Effectiveness Worksheet 1: Pros & Cons of Using Interpersonal Effectiveness Skills	37
Interpersonal Effectiveness Worksheet 3: Clarifying Priorities in Interpersonal Situations	38
Interpersonal Effectiveness Worksheet 4: Writing Out Interpersonal Effectiveness Scripts	39
Interpersonal Effectiveness Worksheet 5: Tracking Interpersonal Effectiveness Skills Use	40
Interpersonal Effectiveness Worksheet 6: The Dime Game: Figuring Out How Strongly to Ask or Say No	41-42
Interpersonal Effectiveness Worksheet 7: Troubleshooting Interpersonal Effectiveness Skills	43-44
Interpersonal Effectiveness Worksheet 8: Finding and Getting People to Like You	45
Interpersonal Effectiveness Worksheet 9: Mindfulness of Others	46
Interpersonal Effectiveness Worksheet 11: Practicing Dialectics	47
Interpersonal Effectiveness Worksheet 11b: Noticing When You’re Not Dialectical	48
Interpersonal Effectiveness Worksheet 12: Validating Others	49

<b>Emotional Regulation &amp; Reducing Emotional Vulnerability:</b>	50
Emotion Regulation Worksheet 2a: Example: Figuring Out What My Emotions Are Doing for Me	51
Emotion Regulation Worksheet 2b: Emotion Diary	52
Emotion Regulation Worksheet 2c: Example: Emotion Diary	53
Emotion Regulation Worksheet 4a: Observing and Describing Emotions	54
Emotion Regulation Worksheet 5: Check the Facts	55-56
Emotion Regulation Worksheet 6: Figuring Out How to Change Unwanted Emotions	57
Emotion Regulation Worksheet 7: Opposite Action to Change Emotions	58
Emotion Regulation Worksheet 8: Problem Solving to Change Emotions	59-60
Emotion Regulation Worksheet 9: Steps for Reducing Vulnerability to Emotion Mind	61-62
Emotion Regulation Worksheet 11a: Getting from Values to Specific Action Steps	63
Emotion Regulation Worksheet 11b: Diary of Daily Actions on Values and Priorities	64
Emotion Regulation Worksheet 12: Build Mastery and Cope Ahead	65
Emotion Regulation Worksheet 13: Putting ABC Skills Together Day by Day	66
Emotion Regulation Worksheet 14: Practicing PLEASE Skills	67
Emotion Regulation Worksheet 15: Mindfulness of Current Emotions	68
Emotion Regulation Worksheet 16: Troubleshooting Emotion Regulation Skills	69
<b>Distress Tolerance Skills:</b>	70
Distress Tolerance Worksheet 1: Crisis Survival Skills	71
Distress Tolerance Worksheet 2: Practicing the STOP Skill	72
Distress Tolerance Worksheet 4: Changing Body Chemistry with TIP Skills	73
Distress Tolerance Worksheet 5: Distracting with Wise Mind ACCE PTS	74
Distress Tolerance Worksheet 6: Self-Soothing	75
Distress Tolerance Worksheet 7: IMPROVE the Moment	76
Distress Tolerance Worksheet 8: Reality Acceptance Skills	77
Distress Tolerance Worksheet 9: Radical Acceptance	78
Distress Tolerance Worksheet 9a: Practicing Radical Acceptance	79
Distress Tolerance Worksheet 10: Turning the Mind, Willingness, Willfulness	80
Distress Tolerance Worksheet 11: Half-Smiling and Willing Hands	81
Distress Tolerance Worksheet 12: Mindfulness of Current Thoughts	82
<b>Worksheets for Analyzing Behaviour:</b>	83
General Worksheet 2: Chain Analysis of Problem Behavior	84-87
General Worksheet 2a: Example: Chain Analysis of Problem Behavior	88-90
General Worksheet 3: Missing-Links Analysis	91
<b>What is a Life Worth Living?:</b>	92
What is a Life Worth Living?	93-96
<b>YouTube Links</b>	97-98

# GENERAL WORKSHEETS

## General Worksheet 1: Pros and Cons of Using Skills



# GENERAL WORKSHEET 1

(General Handout 1)

## Pros and Cons of Using Skills

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

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

**Describe the situation or problem:**

**Describe your goal in this situation:**

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

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

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

Write on the back if you need more space.

<b>PROS</b>	<b>Practicing Skills</b>	<b>Not Practicing Skills</b>
	_____	_____
	_____	_____
	_____	_____
<b>CONS</b>	<b>Practicing Skills</b>	<b>Not Practicing Skills</b>
	_____	_____
	_____	_____
	_____	_____

**What did you decide to do in this situation?** \_\_\_\_\_

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

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# WISE MIND WORKSHEETS

Mindfulness Worksheet 3: Wise Mind Practice

The Three Minds



# Wise Mind Practice

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

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

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

**Describe the situation and how you practiced Wise Mind:**

---

---

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

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

**1**

**2**

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

**3**

**4**

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

**5**

**Describe the situation and how you practiced Wise Mind:**

---

---

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

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

**1**

**2**

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

**3**

**4**

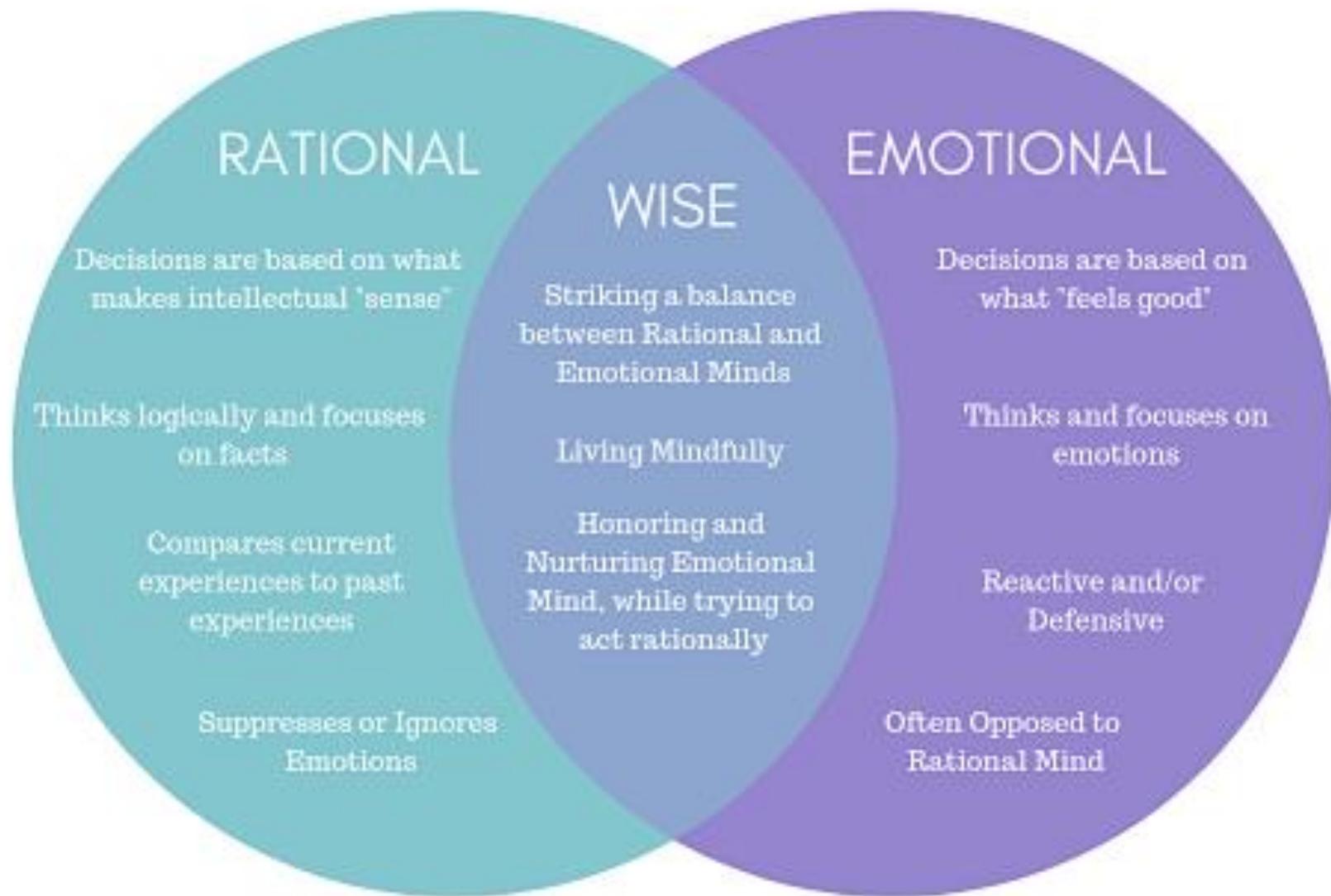
*Very effective:  
I became centered in Wise  
Mind, and was free to do  
what needed to be done.*

**5**

**List any and all wise things you did this week:** \_\_\_\_\_

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# THE THREE MINDS



# LOVING KINDNESS MEDITATION

Loving Kindness Meditation



Atreyi Mukherji, MD, ELM Medicine, 2021

# Loving Kindness Meditation

## Reasons to Practice Living Kindness Meditation:



### To connect with through loving yourself and others

Being more compassionate has a host of benefits, including improved health, well-being, and relationships. Loving others is easy when you love and accept yourself.



### Quiets your inner critic

We all have an internal dialogue and near constant chatter that goes on inside our minds. For many of us, this voice inside our heads can be downright nasty. Research shows this critical voice can be tamed through practicing Loving Kindness Meditation.



### Increase Compassion

According to the Dalai Lama, love and compassion are necessities, not luxuries. Without them, humanity cannot survive. The good news is: Loving Kindness Meditation may be one of the most effective practices for increasing compassion.



### Increases positive emotions

If you're looking to boost your happiness and well-being, loving kindness meditation could be just the practice for you. One study showed that practicing seven weeks of Loving Kindness Meditation increased multiple positive emotions including love, joy, contentment and gratitude.



### Strengthens your capacity for empathy

Because of recent advances in the field of neuroplasticity, we know that what we think, do, and pay attention to changes the structure and function of our brains. Regularly practicing Loving Kindness Meditation has been shown to activate and strengthen areas of the brain responsible for empathy.

## Loving Kindness Script

May I be Happy  
May I be Healthy  
May I be free of inner and outer harm  
May I care for myself joyfully

May you be Happy  
May you be Healthy  
May you be free of inner and outer harm  
May you care for yourself joyfully



# VALUES & PRIORITIES WORKSHEETS

Emotion Regulation Worksheet 11a: Getting from Values to Specific Action Steps

Emotion Regulation Worksheet 11b: Diary of Daily Actions on Values and Priorities

Values List

What is a Life Worth Living?



# EMOTION REGULATION WORKSHEET 11A

(Emotion Regulation Handouts 17, 18)

## Getting from Values to Specific Action Steps

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

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

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

Possible **GOALS:**

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

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

- Join a club.

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

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

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

2. Identify three **GOALS:**  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

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

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

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

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

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

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

\_\_\_\_\_

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## EMOTION REGULATION WORKSHEET 11B

(Emotion Regulation Handouts 17, 18)

### Diary of Daily Actions on Values and Priorities

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

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

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

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# VALUES LIST

**Accomplishment**

**Accuracy**

**Acknowledgment**

**Adventure**

**Authenticity**

**Beauty**

**Calm**

**Collaboration**

**Community**

**Compassion**

**Comradeship**

**Confidence**

**Connectedness**

**Contentment**

**Contribution**

**Cooperation**

**Courage**

**Creativity**

**Curiosity**

**Determination**

**Directness**

**Discovery**

**Ease**

**Effortlessness**

**Empowerment**

**Enthusiasm**

**Environment**

**Excellence**

**Focus**

**Freedom**

**Friendship**

**Fun**

**Generosity**

**Gentleness**

**Growth**

**Happiness**

**Harmony**

**Health**

**Helpfulness**

**Honesty**

**Humour**

**Idealism**

**Independence**

**Integrity**

**Joy**

**Kindness**

**Learning**

**Love**

**Loyalty**

**Orderliness**

**Participation**

**Partnership**

**Passion**

**Patience**

**Peace**

**Productivity**

**Recognition**

**Respect**

**Romance**

**Self-Esteem**

**Service**

**Simplicity**

**Spirituality**

**Spontaneity**

**Strength**

**Tact**

**Thankfulness**

**Tolerance**

**Tradition**

**Trust**

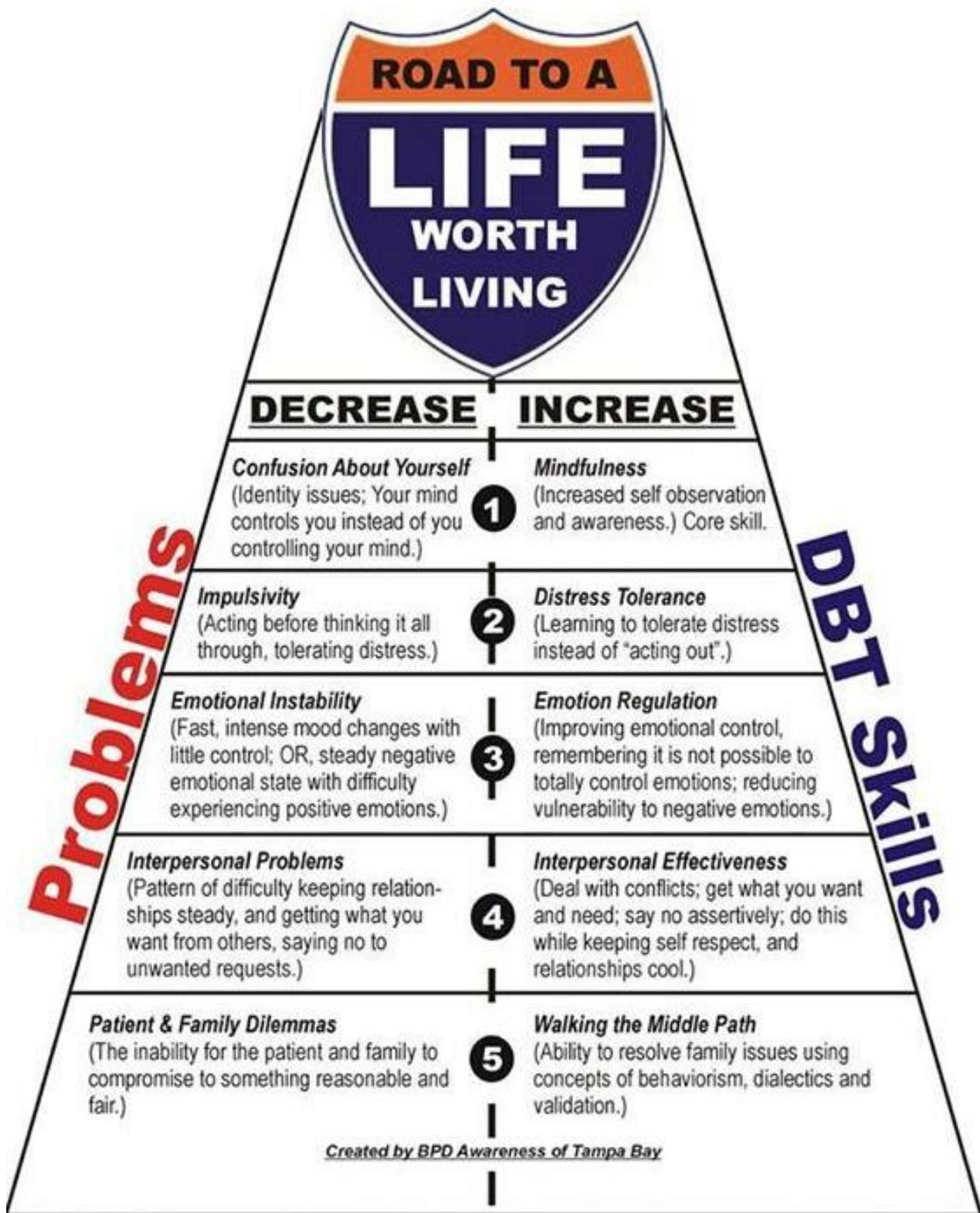
**Understanding**

**Unity**

**Vitality**

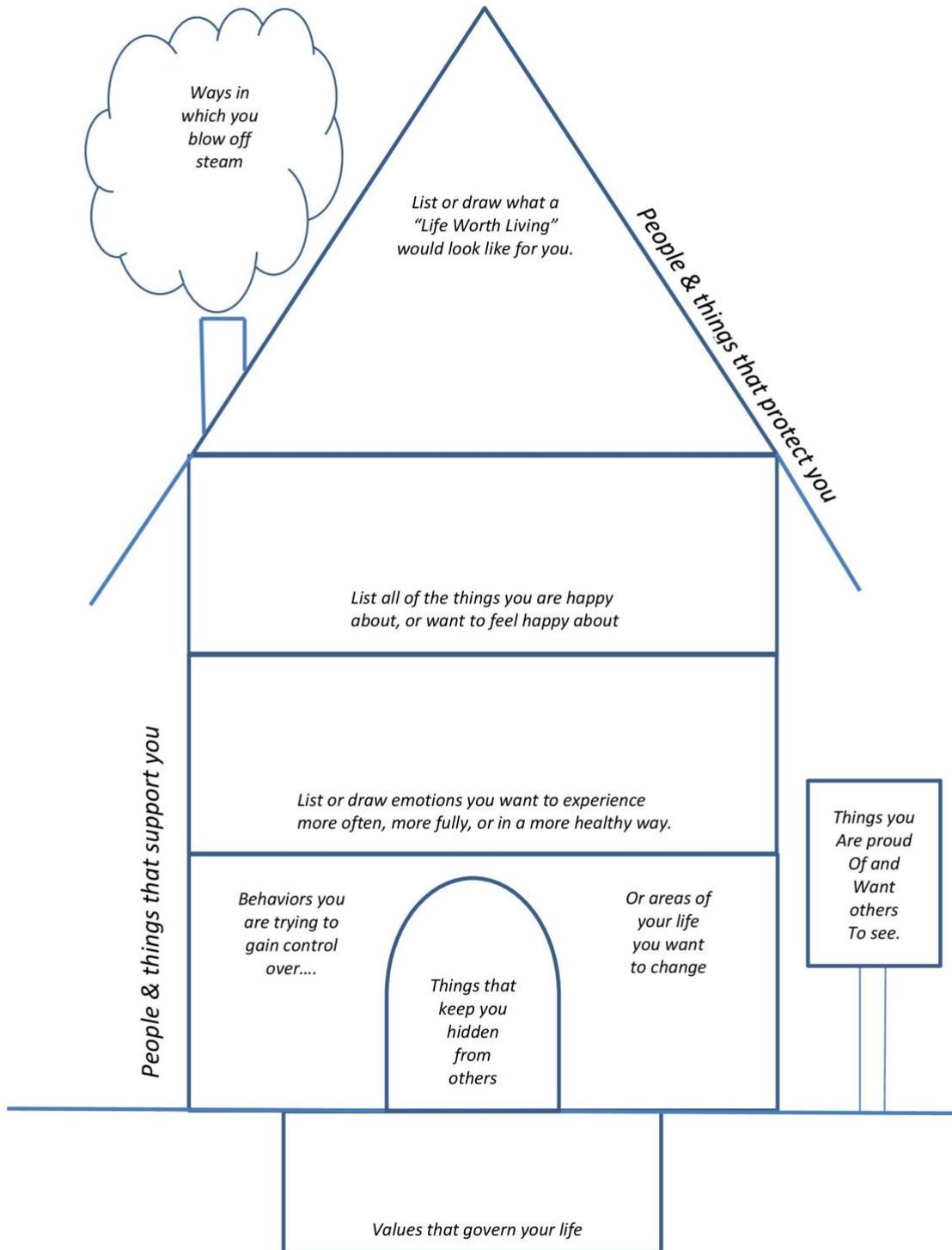
Use this values list to begin getting familiar with what matters most to you. Core values are the traits and qualities that are most important to you. Learning what your core values are and creating a life that meets your values will help you find a deeply meaningful existence.

# What is a Life Worth Living?



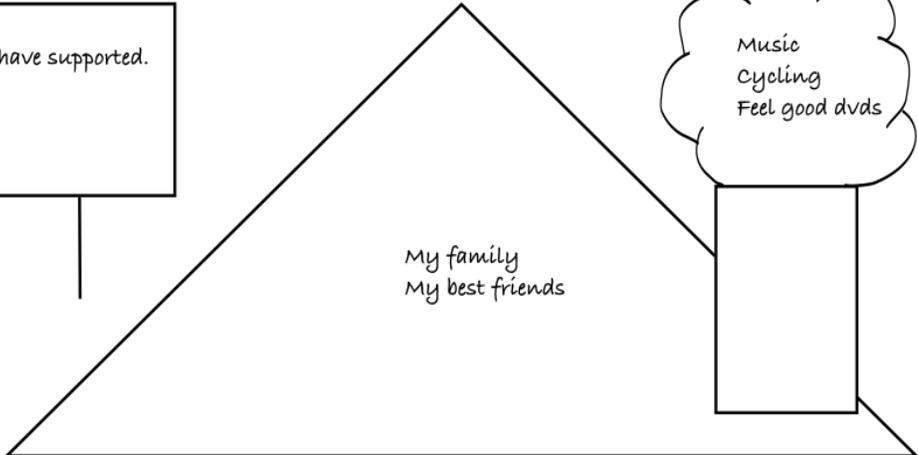
## On What Beliefs is Your House Built?

---



The children I have supported.  
My daughters

Music  
Cycling  
Feel good dvds



Family close by  
Good friends  
Christmas every day  
Snow

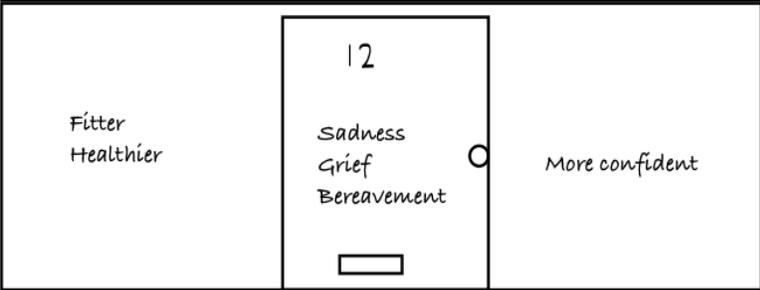
Living in the highlands of  
scotland with mountain views  
Lots of animals and pets

Charity work  
My cat  
ELSA  
Mentoring

My daughters  
My hopes and  
dreams

Happiness  
Pride  
Excitement

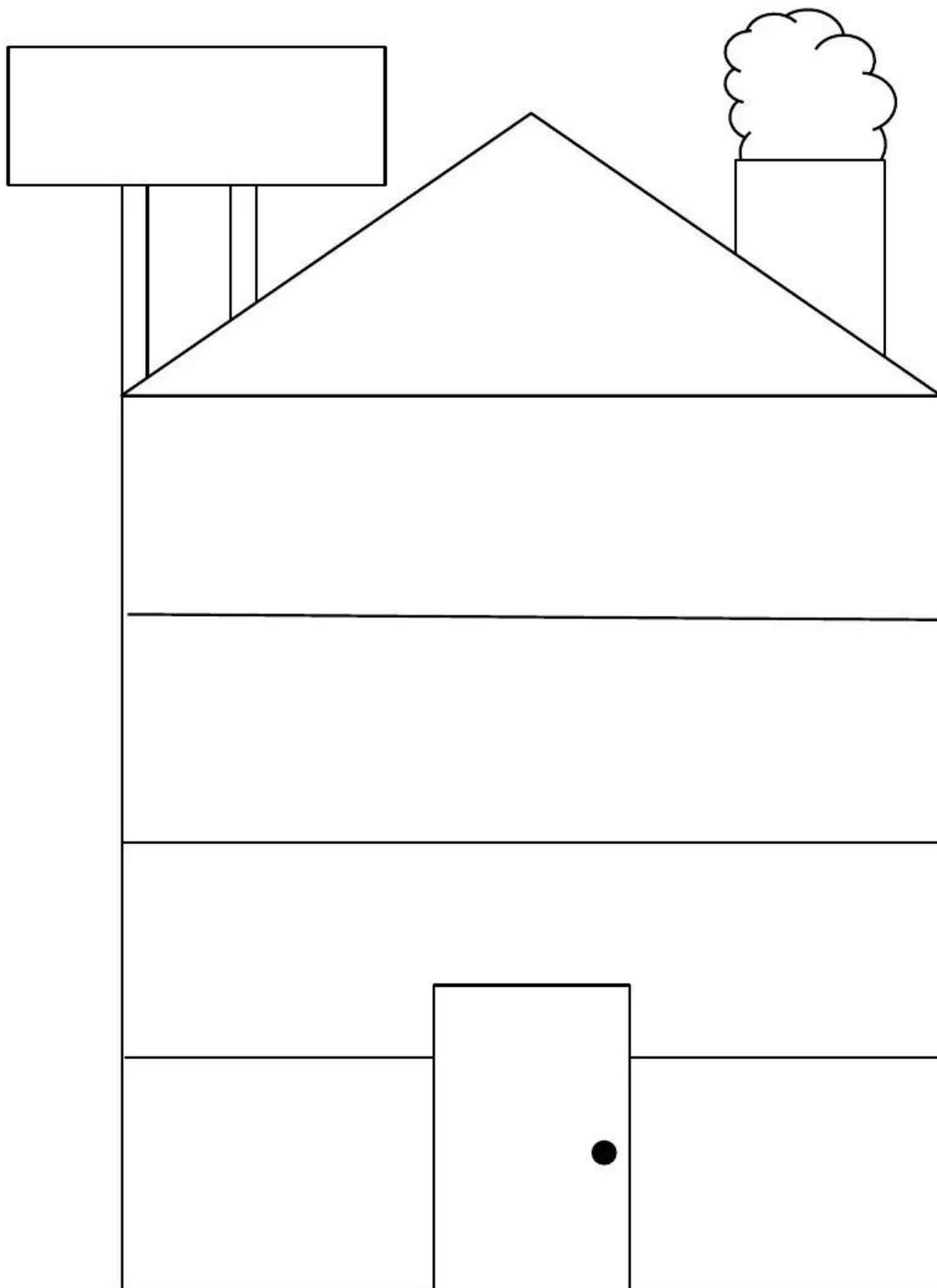
My family and close friends



Honesty      Caring      Kindness      Helpful      Trust

Level 1 - list or draw behaviours or areas of your life you want to change  
Level 2 - list or draw emotions you want to experience more  
Level 3 - list or draw things you feel happy about or want to feel happy about  
Level 4- list or draw what a Life worth living or a perfect life would look like for you.

Roof- who protects you?  
Walls - who supports you?  
Door-what do you hide from others?  
Chimney - how do you blow off steam or calm down?  
Foundation - values in your life  
Billboard - what are you proud of?



# MINDFULNESS SKILLS WORKSHEETS

Mindfulness Worksheet 1: Pros and Cons of Practicing Mindfulness

Mindfulness Worksheet 2: Mindfulness Core Skills Practice

Mindfulness Worksheet 3: Wise Mind Practice

Mindfulness Worksheet 4: Mindfulness “What” Skills: Observing, Describing, Participating

Mindfulness Worksheet 4a: Observing, Describing, Participating Checklist

Mindfulness Worksheet 4b: Observing, Describing, Participating Calendar

Mindfulness Worksheet 5: Mindfulness “How” Skills: Nonjudgmentalness, One-Mindfulness, Effectiveness

Mindfulness Worksheet 5a: Nonjudgmentalness, One-Mindfulness, Effectiveness Checklist

Mindfulness Worksheet 5b: Nonjudgmentalness, One-Mindfulness, Effectiveness Calendar

Mindfulness Worksheet 5c: Nonjudgmentalness Calendar

Mindfulness Worksheet 8: Mindfulness of Pleasant Events Calendar

Mindfulness Worksheet 9: Mindfulness of Unpleasant Events Calendar

Mindfulness Worksheet 10: Walking the Middle Path to Wise Mind



# MINDFULNESS WORKSHEET 1

(Mindfulness Handouts 1, 7)

## Pros and Cons of Practicing Mindfulness

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

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

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

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

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

Fill this worksheet out when you are:

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

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

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

<b>PROS</b>	<b>Stay Mindless, Judgmental, Ineffective</b> <hr/> <hr/> <hr/> <hr/> <hr/>	<b>Practice Mindfulness</b> <hr/> <hr/> <hr/> <hr/> <hr/>
<b>CONS</b>	<b>Stay Mindless, Judgmental, Ineffective</b> <hr/> <hr/> <hr/> <hr/> <hr/>	<b>Practice Mindfulness</b> <hr/> <hr/> <hr/> <hr/> <hr/>

**What did you decide to do?** \_\_\_\_\_

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

**List any and all wise things you did this week.** \_\_\_\_\_

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# MINDFULNESS WORKSHEET 2

(Mindfulness Handouts 2–5c)

## Mindfulness Core Skills Practice

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

Describe the situations that prompted you to practice mindfulness.

### SITUATION 1

**Situation (who, what, when, where):**

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

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

Describe experience of using the skill:

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

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

### SITUATION 2

**Situation (who, what, when, where):**

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

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

Describe experience of using the skill:

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

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

**List any and all wise things you did this week.** \_\_\_\_\_

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# MINDFULNESS WORKSHEET 3

(Mindfulness Handouts 3, 3a)

## Wise Mind Practice

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

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

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

**Describe the situation and how you practiced Wise Mind:**

---

---

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

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

**1**

**2**

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

**3**

**4**

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

**5**

**Describe the situation and how you practiced Wise Mind:**

---

---

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

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

**1**

**2**

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

**3**

**4**

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

**5**

**List any and all wise things you did this week:** \_\_\_\_\_

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# MINDFULNESS WORKSHEET 4

(Mindfulness Handouts 4–4c)

## Mindfulness “What” Skills: Observing, Describing, Participating

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

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

\_\_\_ Observing    \_\_\_ Describing    \_\_\_ Participating

**Describe the situation and how you practiced the skill:**

---

---

---

---

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

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

**Describe how the skill helped or did not help you become more mindful:** \_\_\_\_\_

---

**Describe the situation and how you practiced the skill:**

---

---

---

---

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

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

**Describe how the skill helped or did not help you become more mindful:** \_\_\_\_\_

---

**List any and all wise things you did this week:** \_\_\_\_\_

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# MINDFULNESS WORKSHEET 4A

(Mindfulness Handouts 4–4c)

## Observing, Describing, Participating Checklist

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

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

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

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

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

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

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

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

**List any and all wise things you did this week:** \_\_\_\_\_

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## MINDFULNESS WORKSHEET 4B (p. 1 of 2)

(Mindfulness Handouts 4–4c)

### Observing, Describing, Participating Calendar

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

**Check off at least two skills to practice this week:** \_\_\_ Observing \_\_\_ Describing \_\_\_ Participating

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

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

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## MINDFULNESS WORKSHEET 4B (p. 2 of 2)

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

List any and all wise things you did this week: \_\_\_\_\_

# MINDFULNESS WORKSHEET 5

(Mindfulness Handouts 5–5c)

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

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

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

\_\_\_ Nonjudgmentalness \_\_\_ One-mindfulness \_\_\_ Effectiveness

**Describe the situation and how you practiced the skill:**

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

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

**Describe how the skill helped or did not help you become more mindful:** \_\_\_\_\_

---

**Describe the situation and how you practiced the skill:**

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---

---

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

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

**Describe how the skill helped or did not help you become more mindful:** \_\_\_\_\_

---

**List any and all wise things you did this week:** \_\_\_\_\_

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# MINDFULNESS WORKSHEET 5A

(Mindfulness Handouts 5–5c)

## Nonjudgmentalness, One-Mindfulness, Effectiveness Checklist

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

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

- 1. Say in your mind, “A judgmental thought arose in my mind.”
- 2. Count judgmental thoughts.
- 3. Replace judgmental thoughts and statements with nonjudgmental thoughts and statements.
- 4. Observe your judgmental facial expressions, postures, voice tones.
- 5. Change judgmental expressions, postures, voice tones.
- 6. Stay very concrete and describe your day nonjudgmentally.
- 7. Write out a nonjudgmental description of an event that prompted an emotion.
- 8. Write out a nonjudgmental blow-by-blow account of a particularly important episode in your day.
- 9. Imagine a person you are angry with. Imagine understanding that person.
- 10. When you feel judgmental, practice half-smiling and/or willing hands.

**Describe the situation and how you practiced nonjudgmentalness:**

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---

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

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

**Describe the situation and how you practiced one-mindfulness:**

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

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

**Describe the situation and how you practiced effectiveness:**

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**List any and all wise things you did this week:** \_\_\_\_\_

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## MINDFULNESS WORKSHEET 5B (p. 1 of 2)

(Mindfulness Handouts 5–5c)

### Nonjudgmentalness, One-Mindfulness, Effectiveness Calendar

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

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

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

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

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**MINDFULNESS WORKSHEET 5B** (p. 2 of 2)

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

List any and all wise things you did this week: \_\_\_\_\_

# MINDFULNESS WORKSHEET 5C (p. 1 of 2)

(Mindfulness Handouts 5–5c)

## Nonjudgmentalness Calendar

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

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

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

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**MINDFULNESS WORKSHEET 5C** (p. 2 of 2)

<p align="center"><b>Did you practice observing judgmental thoughts?</b></p>	<p align="center"><b>Did you count judgmental thoughts? If so, how many?</b></p>	<p align="center"><b>If you replaced a judgmental thought or assumption, what was the judgmental thought or assumption?</b></p>	<p align="center"><b>What was the replacement thought or assumption?</b></p>	<p align="center"><b>If you replaced judgmental with nonjudgmental facial or other physical expressions, please describe.</b></p>	<p align="center"><b>Describe any change after practicing.</b></p>
<p><b>Thursday:</b></p>					
<p><b>Friday:</b></p>					
<p><b>Saturday:</b></p>					
<p><b>Sunday:</b></p>					

List any and all wise things you did this week: \_\_\_\_\_

## MINDFULNESS WORKSHEET 8 (p. 1 of 2)

(Mindfulness Handouts 9, 9a)

### Mindfulness of Pleasant Events Calendar

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

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

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

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## MINDFULNESS WORKSHEET 8 (p. 2 of 2)

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

List any and all wise things you did this week: \_\_\_\_\_

## MINDFULNESS WORKSHEET 9 (p. 1 of 2)

(Mindfulness Handouts 9, 9a)

### Mindfulness of Unpleasant Events Calendar

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

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

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

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## MINDFULNESS WORKSHEET 9 (p. 2 of 2)

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

List any and all wise things you did this week: \_\_\_\_\_

# MINDFULNESS WORKSHEET 10

(Mindfulness Handouts 3, 10)

## Walking the Middle Path to Wise Mind

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

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

Worked at **balancing**:

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

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

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---

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

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

**1**

**2**

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

**3**

**4**

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

**5**

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

---

---

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

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

**1**

**2**

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

**3**

**4**

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

**5**

**List any and all wise things you did this week:** \_\_\_\_\_

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# INTERPERSONAL EFFECTIVENESS SKILLS WORKSHEETS

Interpersonal Effectiveness Worksheet 1: Pros & Cons of Using Interpersonal Effectiveness Skills

Interpersonal Effectiveness Worksheet 3: Clarifying Priorities in Interpersonal Situations

Interpersonal Effectiveness Worksheet 4: Writing Out Interpersonal Effectiveness Scripts

Interpersonal Effectiveness Worksheet 5: Tracking Interpersonal Effectiveness Skills Use

Interpersonal Effectiveness Worksheet 6: The Dime Game: Figuring Out How Strongly to Ask or Say No

Interpersonal Effectiveness Worksheet 7: Troubleshooting Interpersonal Effectiveness Skills

Interpersonal Effectiveness Worksheet 8: Finding and Getting People to Like You

Interpersonal Effectiveness Worksheet 9: Mindfulness of Others

Interpersonal Effectiveness Worksheet 11: Practicing Dialectics

Interpersonal Effectiveness Worksheet 11b: Noticing When You're Not Dialectical

Interpersonal Effectiveness Worksheet 12: Validating Others



# INTERPERSONAL EFFECTIVENESS WORKSHEET 1

(Interpersonal Effectiveness Handout 1)

## Pros and Cons of Using Interpersonal Effectiveness Skills

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

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

**Describe the interpersonal situation:**

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**Describe your goal in this situation:**

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

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

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

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

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

<b>PROS</b>	Using Skills	Demanding, Attacking, Stonewalling	Giving In, Acting Passively
	_____	_____	_____
	_____	_____	_____
<b>CONS</b>	Using Skills	Demanding, Attacking, Stonewalling	Giving In, Acting Passively
	_____	_____	_____
	_____	_____	_____

**What did you decide to do in this situation?** \_\_\_\_\_

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

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# INTERPERSONAL EFFECTIVENESS WORKSHEET 3

(Interpersonal Effectiveness Handout 4)

## Clarifying Priorities in Interpersonal Situations

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

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

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

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

### My wants and desires in this situation:

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

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

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

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

\_\_\_ Objectives

\_\_\_ Relationship

\_\_\_ Self-respect

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

# INTERPERSONAL EFFECTIVENESS WORKSHEET 4

(Interpersonal Effectiveness Handouts 5, 6, 7)

## Writing Out Interpersonal Effectiveness Scripts

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

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

---

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

OBJECTIVES IN SITUATION (What results I want):

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

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

---

### SCRIPT IDEAS for DEAR MAN, GIVE FAST

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

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

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# INTERPERSONAL EFFECTIVENESS WORKSHEET 5

(Interpersonal Effectiveness Handouts 5, 6, 7)

## Tracking Interpersonal Effectiveness Skills Use

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

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

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

OBJECTIVES IN SITUATION (What results I want):

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

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

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

\_\_\_ OBJECTIVES

\_\_\_ RELATIONSHIP

\_\_\_ SELF-RESPECT

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

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

**DEAR MAN** (Getting what I want):

\_\_\_ Described situation? \_\_\_\_\_

\_\_\_ Expressed feelings/opinions? \_\_\_\_\_

\_\_\_ Asserted? \_\_\_\_\_

\_\_\_ Reinforced? \_\_\_\_\_

\_\_\_ Mindful? \_\_\_\_\_

\_\_\_ Broken record? \_\_\_\_\_

\_\_\_ Ignored attacks? \_\_\_\_\_

\_\_\_ Appeared confident? \_\_\_\_\_

\_\_\_ Negotiated? \_\_\_\_\_

**GIVE** (Keeping the relationship):

\_\_\_ Gentle? \_\_\_\_\_

\_\_\_ No threats? \_\_\_\_\_

\_\_\_ No attacks? \_\_\_\_\_

\_\_\_ No judgments? \_\_\_\_\_

\_\_\_ Interested? \_\_\_\_\_

\_\_\_ Validated? \_\_\_\_\_

\_\_\_ Easy manner? \_\_\_\_\_

**FAST** (Keeping my respect for myself):

\_\_\_ Fair? \_\_\_\_\_

\_\_\_ (No) Apologies? \_\_\_\_\_

\_\_\_ Stuck to values? \_\_\_\_\_

\_\_\_ Truthful? \_\_\_\_\_

**How effective was the interaction?** \_\_\_\_\_

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## INTERPERSONAL EFFECTIVENESS WORKSHEET 6 (p. 1 of 2)

(Interpersonal Effectiveness Handout 8)

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

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

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

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

*(continued on next page)*

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## INTERPERSONAL EFFECTIVENESS WORKSHEET 6 (p. 2 of 2)

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

# INTERPERSONAL EFFECTIVENESS WORKSHEET 7 (p. 1 of 2)

(Interpersonal Effectiveness Handout 9)

## Troubleshooting Interpersonal Effectiveness Skills

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

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

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

- 1** Review what has already been tried.
- Do I know how to be skillful in getting what I want?
  - Do I know how to say what I want to say?
  - Did I follow the skill instructions to the letter?
- Not sure:**
- Wrote out what I wanted to say first.
  - Reread the instructions.
  - Got coaching from someone I trust.
  - Practiced with a friend or in front of a mirror.
- Did it work the next time?**  Yes (Fabulous)  No (Continue)  Didn't try again
- Yes:**

### Do I know what I really want in this interaction?

- 2** Ask:
- Am I undecided about what I really want in this interaction?
  - Am I ambivalent about my priorities?
  - Am I having trouble balancing:
    - Asking for too much versus not asking for anything?
    - Saying no to everything versus giving in to everything?
  - Is fear or shame getting in the way of knowing what I really want?
- Not sure:**
- Did pros and cons to compare different objectives.
  - Used emotion regulation skills to reduce fear and shame.
- Did this help?**  Yes (Fabulous)  No (Continue)  Didn't try again
- Yes:**

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

- 3** Ask:
- Is "now, now, now" winning out over getting what I really want?
  - Is emotion mind controlling what I say and do instead of Wise Mind?
- Yes:**
- Did a pros and cons comparing short-term to long-term goals.
  - Waited until another time when I'm not in emotion mind.
- Did this help?**  Yes (Fabulous)  No (Continue)  Didn't try again
- No:**

*(continued on next page)*

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

**4** Ask:

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

**Yes:**

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

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

**No:**

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

**5** Ask:

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

**Yes:**

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

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

**No:**

**Is the environment more powerful than my skills?**

**6** Ask:

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

**Yes:**

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

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

**No:**

# INTERPERSONAL EFFECTIVENESS WORKSHEET 8

(Interpersonal Effectiveness Handout 11)

## Finding and Getting People to Like You

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

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

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

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

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

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

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

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

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

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

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

---

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

\_\_\_\_\_

\_\_\_\_\_

**Check off and describe each skill that you used.**

\_\_\_ Proximity      \_\_\_ Similarity      \_\_\_ Conversation skills      \_\_\_ Expressed liking

\_\_\_\_\_

\_\_\_\_\_

**Describe any efforts you made to join a conversational group.** \_\_\_\_\_

\_\_\_\_\_

**Describe any efforts you made to use your conversation skills with others.** \_\_\_\_\_

\_\_\_\_\_

**How effective was the interaction?** \_\_\_\_\_

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# INTERPERSONAL EFFECTIVENESS WORKSHEET 9

(Interpersonal Effectiveness Handout 12)

## Mindfulness of Others

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

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

Check off any of the following that you practiced:

- Paid attention with interest and curiosity to others around me.
- Let go of a focus on myself, and focused on the people I was with.
- Noticed judgmental thoughts about others and let them go.
- Stayed in the present (instead of planning what I would say next) and listened.
- Put my entire attention on the other person and did not multitask.
- Gave up clinging to being right.
- Other: \_\_\_\_\_
  
- Described in a matter-of-fact way what I observed.
- Replaced judgmental descriptions with descriptive words.
- Described what I observed, instead of making assumptions and interpretations of others.
- Avoided questioning others' motives.
- Other: \_\_\_\_\_
  
- Threw myself into interactions with others.
- Went with the flow, rather than trying to control everything.
- Became one with the conversation I was in.
- Other: \_\_\_\_\_

**Describe a situation where you practiced mindfulness of others in the last week.** \_\_\_\_\_

**Who was the person you were with?** \_\_\_\_\_

**How exactly did you practice mindfulness?** \_\_\_\_\_

**What was the outcome?** \_\_\_\_\_

**How did you feel afterward?** \_\_\_\_\_

**Did being mindful make a difference? If so, what?** \_\_\_\_\_

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# INTERPERSONAL EFFECTIVENESS WORKSHEET 11

(Interpersonal Effectiveness Handouts 15, 16)

## Practicing Dialectics

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

Describe two situations that prompted you to practice dialectics.

### SITUATION 1

**Situation (who, what, when, where):**

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

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

Describe experience of using the skill:

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

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

### SITUATION 2

**Situation (who, what, when, where):**

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

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

Describe experience of using the skill:

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

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

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# INTERPERSONAL EFFECTIVENESS WORKSHEET 11B

(Interpersonal Effectiveness Handouts 15, 16)

## Noticing When You're Not Dialectical

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

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

### SITUATION 1

**Situation (who, what, when, where):**

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

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

What would you do differently next time?

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

\_\_\_ Increased suffering    \_\_\_ Decreased happiness    \_\_\_ Increased friction with others  
\_\_\_ Increased reactivity    \_\_\_ Decreased wisdom    \_\_\_ Harmed relationship  
\_\_\_ Decreased connection    \_\_\_ Other outcome: \_\_\_\_\_

### SITUATION 2

**Situation (who, what, when, where):**

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

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

What would you do differently next time?

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

\_\_\_ Increased suffering    \_\_\_ Decreased happiness    \_\_\_ Increased friction with others  
\_\_\_ Increased reactivity    \_\_\_ Decreased wisdom    \_\_\_ Harmed relationship  
\_\_\_ Decreased connection    \_\_\_ Other outcome: \_\_\_\_\_

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# INTERPERSONAL EFFECTIVENESS WORKSHEET 12

(Interpersonal Effectiveness Handouts 17, 18)

## Validating Others

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

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

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

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

**List one invalidating and two validating statements made to others.**

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

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

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

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

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

**Who was the person you validated?** \_\_\_\_\_

**What exactly did you do or say to validate the person?** \_\_\_\_\_

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

**What was the outcome?** \_\_\_\_\_

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

**How did you feel afterward?** \_\_\_\_\_

**Would you say or do something differently next time? If so, what?** \_\_\_\_\_

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

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# EMOTIONAL REGULATION SKILLS WORKSHEETS

Emotion Regulation Worksheet 2a: Example: Figuring Out What My Emotions Are Doing for Me

Emotion Regulation Worksheet 2b: Emotion Diary

Emotion Regulation Worksheet 2c: Example: Emotion Diary

Emotion Regulation Worksheet 4a: Observing and Describing Emotions

Emotion Regulation Worksheet 5: Check the Facts

Emotion Regulation Worksheet 6: Figuring Out How to Change Unwanted Emotions

Emotion Regulation Worksheet 7: Opposite Action to Change Emotions

Emotion Regulation Worksheet 8: Problem Solving to Change Emotions

Emotion Regulation Worksheet 9: Steps for Reducing Vulnerability to Emotion Mind

Emotion Regulation Worksheet 11a: Getting from Values to Specific Action Steps

Emotion Regulation Worksheet 11b: Diary of Daily Actions on Values and Priorities

Emotion Regulation Worksheet 12: Build Mastery and Cope Ahead

Emotion Regulation Worksheet 13: Putting ABC Skills Together Day by Day

Emotion Regulation Worksheet 14: Practicing PLEASE Skills

Emotion Regulation Worksheet 15: Mindfulness of Current Emotions

Emotion Regulation Worksheet 16: Troubleshooting Emotion Regulation Skills



# EMOTION REGULATION WORKSHEET 2A

(Emotion Regulation Handout 3)

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

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

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

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

### Prompting Event

What happened to prompt this emotion?

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

### Motivation to Action

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

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

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

### Communication to Others

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

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

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

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

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

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

### Communication to Myself

What did my emotion say to me?

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

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

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

What facts did I check out?

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

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## EMOTION REGULATION WORKSHEET 2B

(Emotion Regulation Handout 3)

### Emotion Diary

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

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

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

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## EMOTION REGULATION WORKSHEET 2C

(Emotion Regulation Handout 3)

### Example: Emotion Diary

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

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

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

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# EMOTION REGULATION WORKSHEET 4A

(Emotion Regulation Handouts 5, 6)

## Observing and Describing Emotions

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

(Emotion Regulation Handouts 8, 8a)

## Check the Facts

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

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

**Step 1** { **Ask: What emotion do I want to change?**  
**EMOTION NAME:** \_\_\_\_\_ **INTENSITY (0–100) Before:** \_\_\_\_ **After:** \_\_\_\_

**Step 2** { **Ask: What is the PROMPTING EVENT for my emotional reaction?**  
**DESCRIBE THE PROMPTING EVENT:** What happened that led you to have this emotion? Who did what to whom? What led up to what? What is it about this event that is a problem for you? Be very specific in your answers.

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

### CHECK THE FACTS!

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

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

**Facts**  
→

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

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

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

### CHECK THE FACTS!

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

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

**Facts**  
→

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

*(continued on next page)*

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

Step  
4

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

---

---

---

### CHECK THE FACTS!

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

---

---

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

---

---

---

Facts  
→

Step  
5

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

---

---

---

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

---

---

---

Step  
6

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

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

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

---

---

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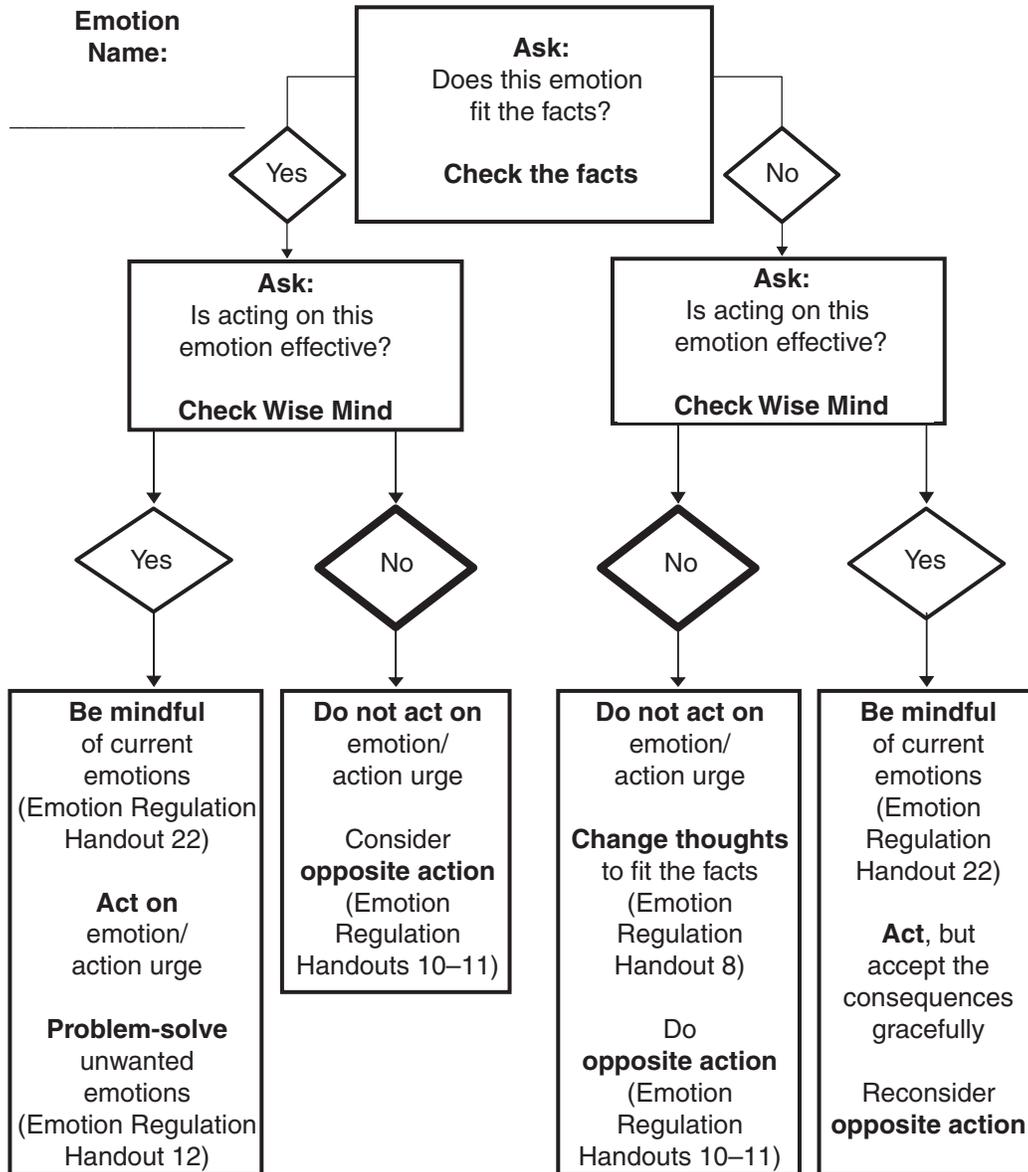
# EMOTION REGULATION WORKSHEET 6

(Emotion Regulation Handout 9)

## Figuring Out How to Change Unwanted Emotions

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

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



Describe what you did to manage the emotion:

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# EMOTION REGULATION WORKSHEET 7

(Emotion Regulation Handouts 10, 11)

## Opposite Action to Change Emotions

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

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

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

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

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

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

Justified	Not justified
_____	_____
_____	_____

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

**NOT JUSTIFIED: Continue**

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

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

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

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

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

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

(Emotion Regulation Handout 12)

## Problem Solving to Change Emotions

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

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

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

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

---

---

---

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

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

---

---

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

---

---

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

---

---

---

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

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*(continued on next page)*

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

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

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

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

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

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

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

\_\_\_\_\_

\_\_\_\_\_

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

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

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

(Emotion Regulation Handouts 14–20)

## Steps for Reducing Vulnerability to Emotion Mind

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

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

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

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

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

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

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

LONG-TERM GOALS worked on (describe):

AVOIDED AVOIDING (describe):

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

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

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

### **BUILD MASTERY**

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

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

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

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

### **COPE AHEAD**

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

Way that I imagined coping effectively (describe):

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

*(continued on next page)*

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# PLEASE

Skills

Have I . . .

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

\_\_\_\_\_

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

\_\_\_\_\_

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

\_\_\_\_\_

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

\_\_\_\_\_

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

\_\_\_\_\_

# EMOTION REGULATION WORKSHEET 11A

(Emotion Regulation Handouts 17, 18)

## Getting from Values to Specific Action Steps

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

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

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

Possible **GOALS:**

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

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

- Join a club.

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

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

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

2. Identify three **GOALS:**  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

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

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

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

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

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

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

\_\_\_\_\_

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# EMOTION REGULATION WORKSHEET 11B

(Emotion Regulation Handouts 17, 18)

## Diary of Daily Actions on Values and Priorities

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

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

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

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# EMOTION REGULATION WORKSHEET 12

(Emotion Regulation Handout 19)

## Build Mastery and Cope Ahead

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

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

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

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# EMOTION REGULATION WORKSHEET 13

(Emotion Regulation Handout 19)

## Putting ABC Skills Together Day by Day

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

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

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

Daytime Hours	PLANNED ACTIVITIES			WHAT I ACTUALLY DID		
	<u>A</u> ccumulate Positive Emotions	Action to <u>B</u> uild Mastery	<u>C</u> ope-Ahead Task	<u>A</u> ccumulate Positive Emotions	Action to <u>B</u> uild Mastery	<u>C</u> ope-Ahead Task
Before 8 A.M.						
8 A.M. to 12 noon						
12 noon to 4 P.M.						
4 P.M. to 8 P.M.						
After 8 P.M.						
<b>Total Number of Activities</b>						

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# EMOTION REGULATION WORKSHEET 14

(Emotion Regulation Handout 20)

## Practicing PLEASE Skills

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

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

Day	Describe treating <u>P</u> hysical <u>I</u> llness	Describe balanced <u>E</u> ating efforts	List mood- <u>A</u> ltering substances used	Hours of <u>S</u> leep (time to bed; time up)	Describe <u>E</u> xercise (hours and/or minutes)
	Helpful? <input type="checkbox"/> YES <input type="checkbox"/> NO				

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# EMOTION REGULATION WORKSHEET 15

(Emotion Regulation Handouts 21, 22)

## Mindfulness of Current Emotions

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

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

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

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

Check off any of the following that you did:

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

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

Comments and descriptions of experiences:

# EMOTION REGULATION WORKSHEET 16

(Emotion Regulation Handout 24)

## Troubleshooting Emotion Regulation Skills

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

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

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

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

### 1. Am I biologically more vulnerable?

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

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

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

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

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

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

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

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

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

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

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

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# DISTRESS TOLERANCE SKILLS WORKSHEETS

Distress Tolerance Worksheet 1: Crisis Survival Skills

Distress Tolerance Worksheet 2: Practicing the STOP Skill

Distress Tolerance Worksheet 4: Changing Body Chemistry with TIP Skills

Distress Tolerance Worksheet 5: Distracting with Wise Mind ACCE PTS

Distress Tolerance Worksheet 6: Self-Soothing

Distress Tolerance Worksheet 7: IMPROVE the Moment

Distress Tolerance Worksheet 8: Reality Acceptance Skills

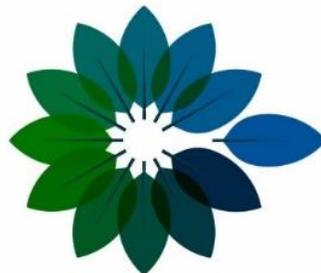
Distress Tolerance Worksheet 9: Radical Acceptance

Distress Tolerance Worksheet 9a: Practicing Radical Acceptance

Distress Tolerance Worksheet 10: Turning the Mind, Willingness, Willfulness

Distress Tolerance Worksheet 11: Half-Smiling and Willing Hands

Distress Tolerance Worksheet 12: Mindfulness of Current Thoughts



# DISTRESS TOLERANCE WORKSHEET 1

(Distress Tolerance Handouts 2–9a)

## 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

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# DISTRESS TOLERANCE WORKSHEET 2

(Distress Tolerance Handout 4)

## 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 4

(Distress Tolerance Handouts 6, 6a, 6b)

## 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.

**T** { **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): \_\_\_\_\_  
\_\_\_\_\_

**I** { **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): \_\_\_\_\_  
\_\_\_\_\_

**P** { **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): \_\_\_\_\_  
\_\_\_\_\_

**P** { **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): \_\_\_\_\_  
\_\_\_\_\_

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# DISTRESS TOLERANCE WORKSHEET 5

(Distress Tolerance Handout 7)

## 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?

- A**ctivities
- C**ontributions
- C**omparisons
- E**motions
- P**ushing away
- T**houghts
- S**ensations

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?

- A**ctivities
- C**ontributions
- C**omparisons
- E**motions
- P**ushing away
- T**houghts
- S**ensations

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 6

(Distress Tolerance Handout 8)

## 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 7

(Distress Tolerance Handout 9)

## IMPROVE the Moment

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

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

**CRISIS EVENT 1:** Rate level of distress (0–100) Before: \_\_\_\_\_ After: \_\_\_\_\_

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

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

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

Describe the outcome of using skills:

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

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

1

2

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

3

4

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

5

**CRISIS EVENT 2:** Rate level of distress (0–100) Before: \_\_\_\_\_ After: \_\_\_\_\_

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

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

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

Describe the outcome of using skills:

Circle effectiveness of skills:

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

1

2

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

3

4

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

5

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# DISTRESS TOLERANCE WORKSHEET 8

(Distress Tolerance Handouts 10–15a)

## 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:** \_\_\_\_\_

---

---

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# DISTRESS TOLERANCE WORKSHEET 9

(Distress Tolerance Handouts 11, 11a, 11b)

## 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)

## Practicing Radical Acceptance

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

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

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

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# DISTRESS TOLERANCE WORKSHEET 10

(Distress Tolerance Handouts 12, 13)

## 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)

## 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*

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# ANALYZING BEHAVIOUR WORKSHEETS

General Worksheet 2: Chain Analysis of Problem Behavior

General Worksheet 2a: Example: Chain Analysis of Problem Behavior

General Worksheet 3: Missing-Links Analysis

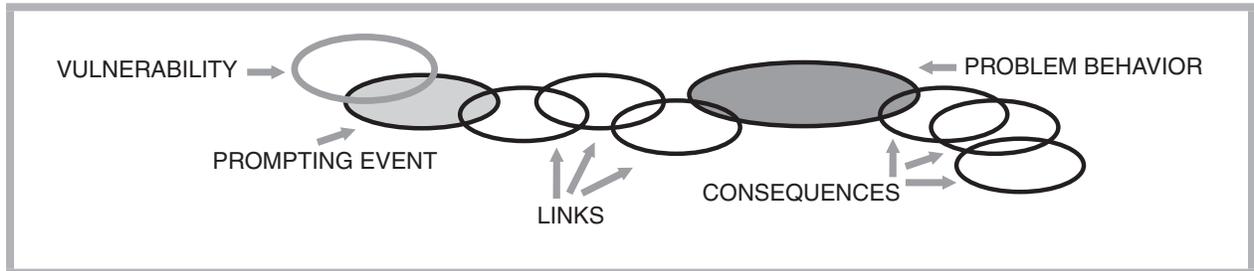


# GENERAL WORKSHEET 2 (p. 1 of 4)

(General Handouts 7, 7a)

## Chain Analysis of Problem Behavior

Due Date: \_\_\_\_\_ Name: \_\_\_\_\_ Date: \_\_\_\_\_



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

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

Day prompting event occurred: \_\_\_\_\_

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

Day the events making me vulnerable started: \_\_\_\_\_

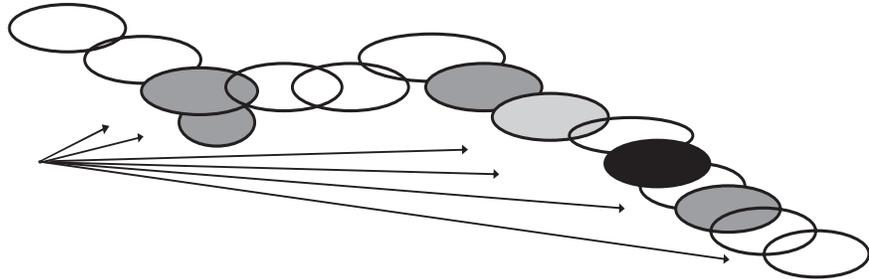
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**LINKS IN THE CHAIN OF EVENTS:** Behaviors (Actions, Body sensations, Cognitions/Thoughts, Feelings) and Events (in the environment)

**Possible Types of Links**

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



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

1st. \_\_\_\_\_

2nd. \_\_\_\_\_

3rd. \_\_\_\_\_

4th. \_\_\_\_\_

5th. \_\_\_\_\_

6th. \_\_\_\_\_

7th. \_\_\_\_\_

8th. \_\_\_\_\_

9th. \_\_\_\_\_

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

1st. \_\_\_\_\_

2nd. \_\_\_\_\_

3rd. \_\_\_\_\_

4th. \_\_\_\_\_

5th. \_\_\_\_\_

6th. \_\_\_\_\_

7th. \_\_\_\_\_

8th. \_\_\_\_\_

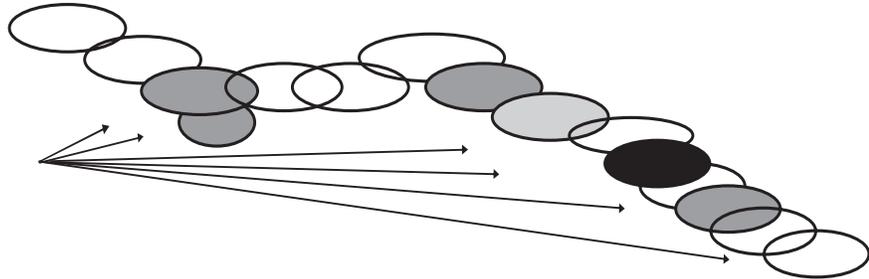
9th. \_\_\_\_\_

(continued on next page)

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

**Possible Types of Links**

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



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

10th. \_\_\_\_\_

11th. \_\_\_\_\_

12th. \_\_\_\_\_

13th. \_\_\_\_\_

14th. \_\_\_\_\_

15th. \_\_\_\_\_

16th. \_\_\_\_\_

17th. \_\_\_\_\_

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

10th. \_\_\_\_\_

11th. \_\_\_\_\_

12th. \_\_\_\_\_

13th. \_\_\_\_\_

14th. \_\_\_\_\_

15th. \_\_\_\_\_

16th. \_\_\_\_\_

17th. \_\_\_\_\_

(continued on next page)

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

**And in myself?**

**What *harm* did my problem behavior cause?**

**7. *Prevention plans:***

**Ways to reduce my *vulnerability* in the future:**

**Ways to prevent *precipitating event* from happening again:**

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

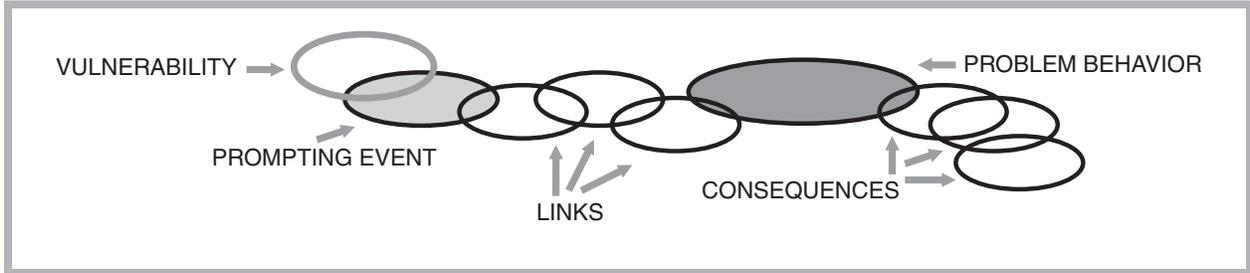
# GENERAL WORKSHEET 2A (p. 1 of 3)

(General Handouts 7, 7a)

## Example: Chain Analysis of Problem Behavior

Due Date: \_\_\_\_\_ Name: \_\_\_\_\_ Date: \_\_\_\_\_

Problem Behavior: \_\_\_\_\_



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

*Drinking too much and driving drunk*

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

Day prompting event occurred: Monday

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

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

Day the events making me vulnerable started: Sunday

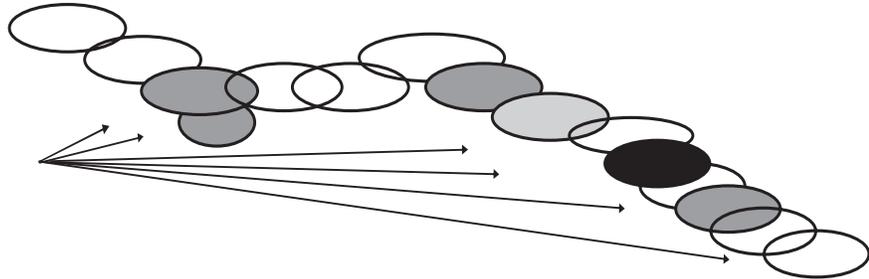
*My boyfriend said he had to take a business trip sometime in the next month.*

*(continued on next page)*

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

**Possible Types of Links**

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



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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

(continued on next page)

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

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

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

**And in myself?**

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

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

**What *harm* did my problem behavior cause?**

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

**7. *Prevention plans:***

**Ways to reduce my *vulnerability* in the future:**

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

**Ways to prevent *precipitating event* from happening again:**

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

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

*Apologize to my sister and reassure her that she has a perfect right to change her plans.*

*Work with her to plan a new time for a visit. Ask if it would be easier for her if I came to visit her.*

# GENERAL WORKSHEET 3

(General Handout 8)

## Missing-Links Analysis

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

Due Date: \_\_\_\_\_ Name: \_\_\_\_\_ Date: \_\_\_\_\_

Missing Behavior: \_\_\_\_\_

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

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

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

Describe problem solving: \_\_\_\_\_

STOP

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

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

Describe problem solving: \_\_\_\_\_

STOP

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

IF NO to Question 3, describe problem solving: \_\_\_\_\_

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

STOP

Describe problem solving: \_\_\_\_\_

STOP

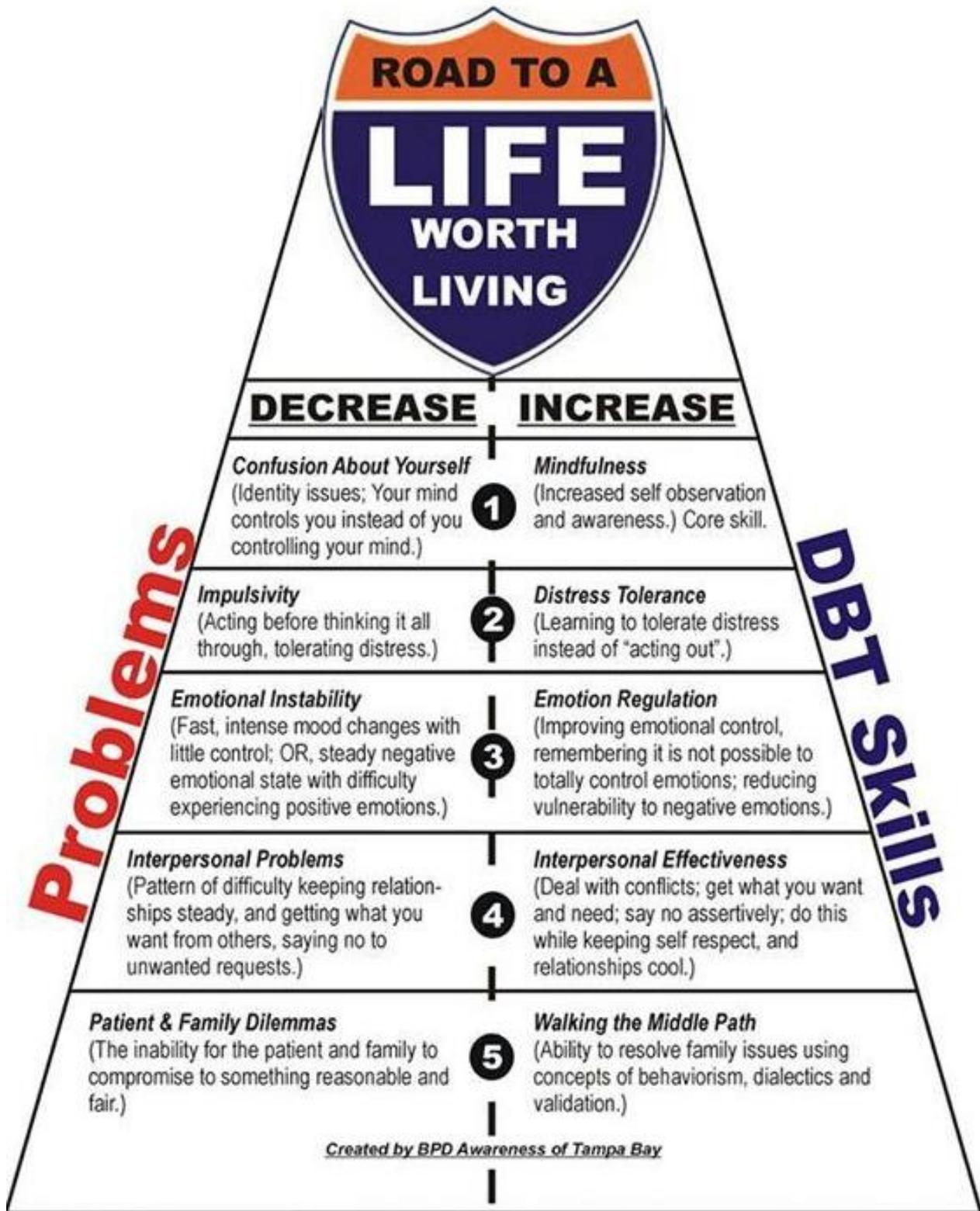
From *DBT Skills Training Handouts and Worksheets, Second Edition*, by Marsha M. Linehan. Copyright 2015 by Marsha M. Linehan. Permission to photocopy this worksheet is granted to purchasers of *DBT Skills Training Handouts and Worksheets, Second Edition*, and *DBT Skills Training Manual, Second Edition*, for personal use and use with individual clients only. (See page ii of this packet for details.)

# WHAT IS A LIFE WORTH LIVING? WORKSHEET

What is a Life Worth Living?

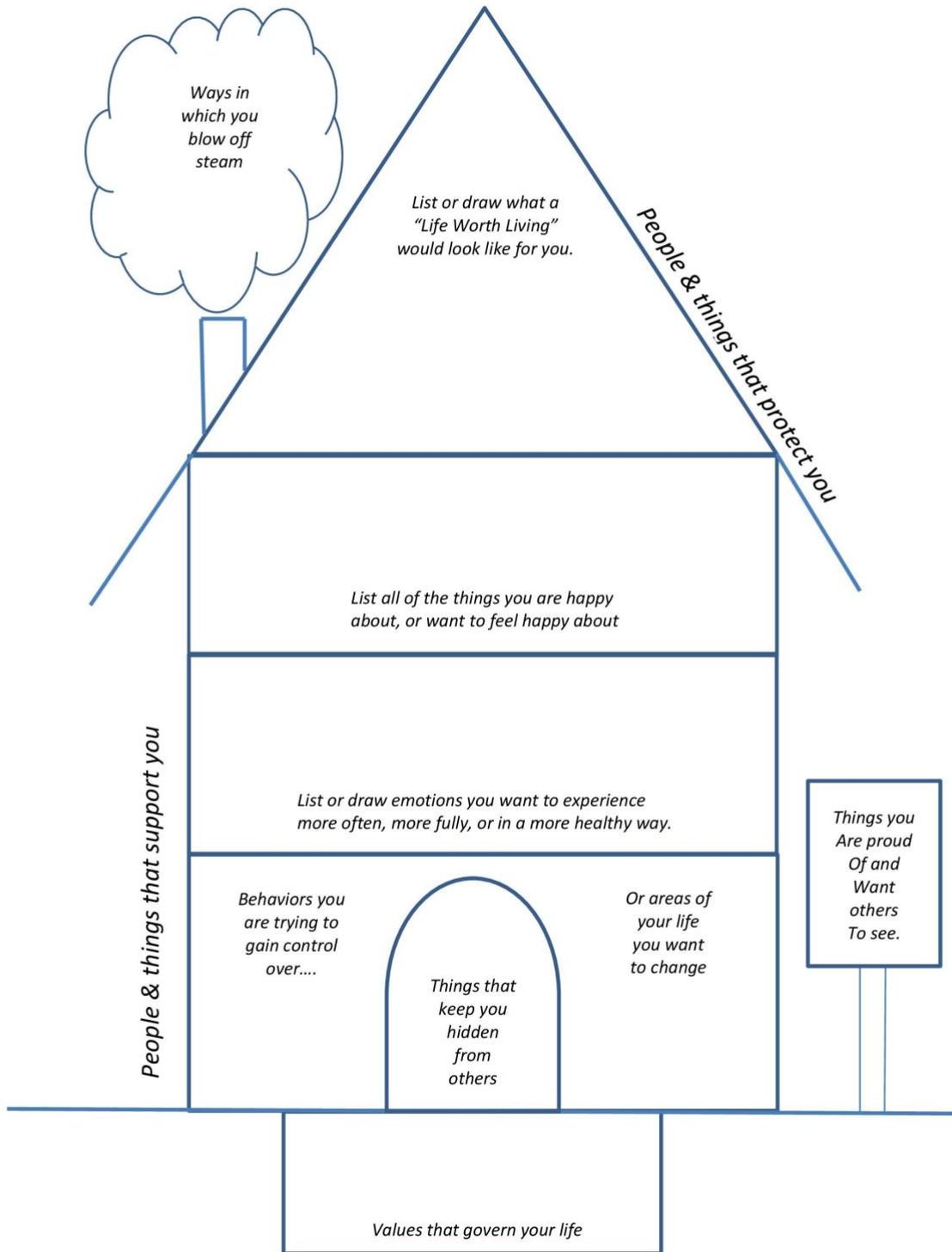


# What is a Life Worth Living?



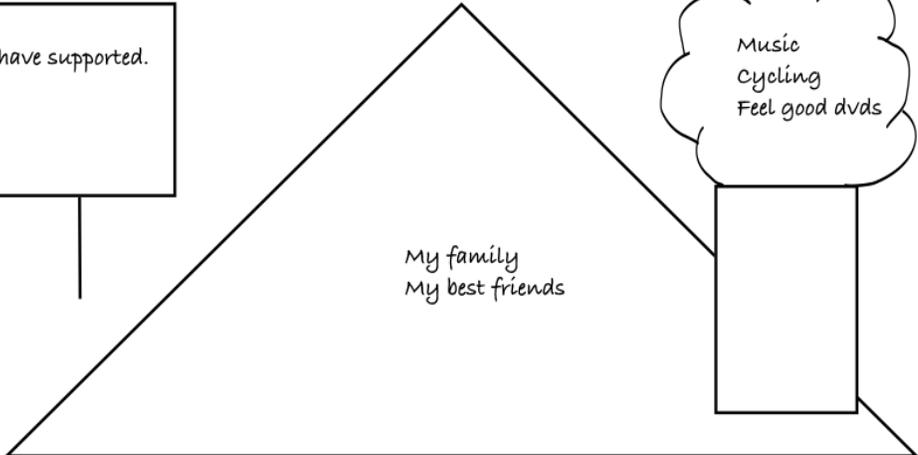
## On What Beliefs is Your House Built?

---



The children I have supported.  
My daughters

Music  
Cycling  
Feel good dvds



Family close by  
Good friends  
Christmas every day  
Snow

Living in the highlands of  
scotland with mountain views  
Lots of animals and pets

Charity work  
My cat  
ELSA  
Mentoring

My daughters  
My hopes and  
dreams

Happiness  
Pride  
Excitement

My family and close friends

Fitter  
Healthier

12

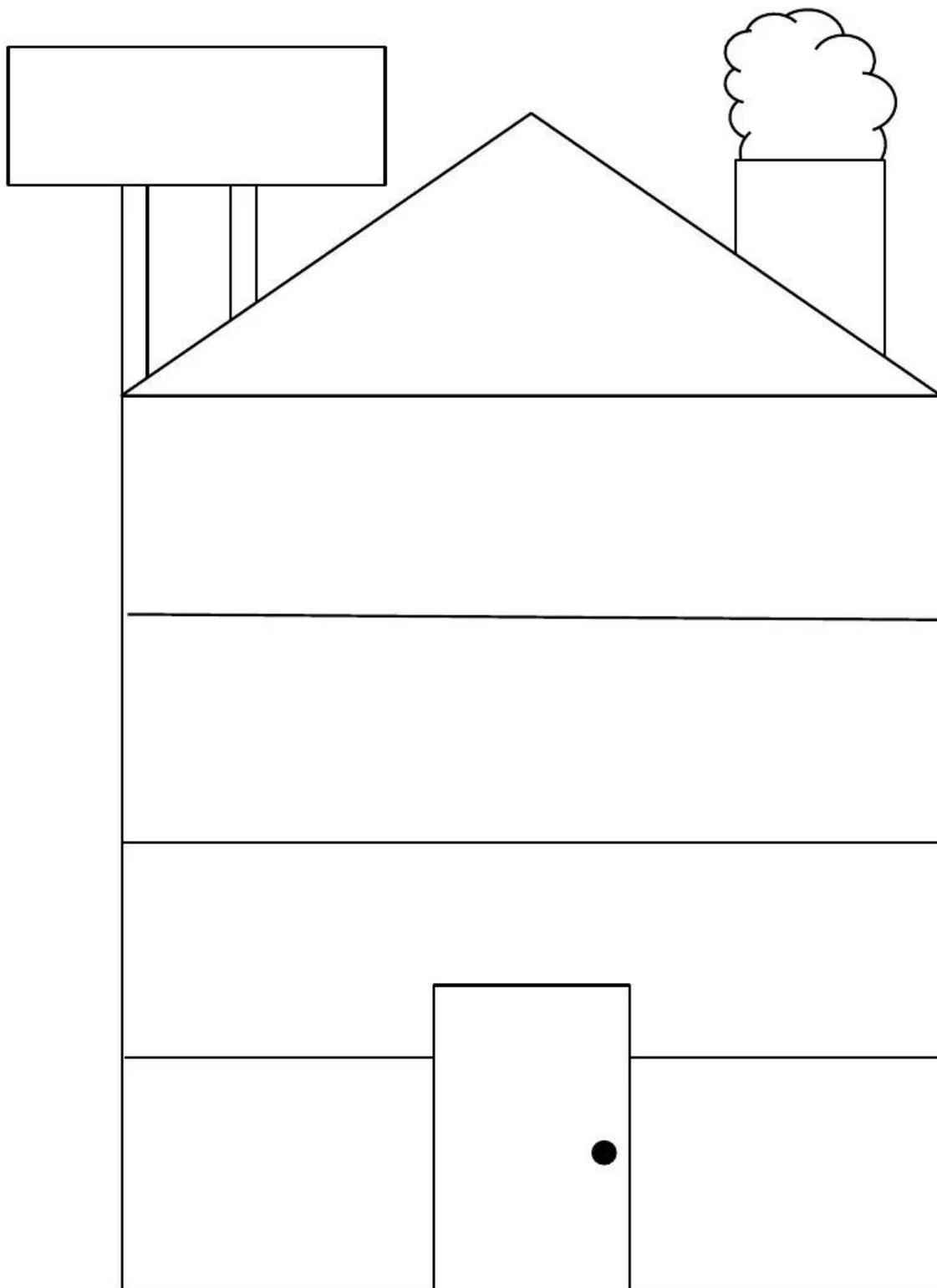
Sadness  
Grief  
Bereavement

More confident

Honesty      Caring      Kindness      Helpful      Trust

Level 1 - list or draw behaviours or areas of your life you want to change  
Level 2 - list or draw emotions you want to experience more  
Level 3 - list or draw things you feel happy about or want to feel happy about  
Level 4- list or draw what a Life worth living or a perfect life would look like for you.

Roof- who protects you?  
Walls - who supports you?  
Door-what do you hide from others?  
Chimney - how do you blow off steam or calm down?  
Foundation - values in your life  
Billboard - what are you proud of?



# YouTube Links

## **Introductory Video:**

DBT Coach Introduction: <https://youtu.be/rzqiPaAxbgo>

## **Wise Mind Videos:**

Wise Mind: <https://youtu.be/-uOGRaTaVv4>

WiseMind: [https://youtu.be/hv7EIN\\_f4RA](https://youtu.be/hv7EIN_f4RA)

Stone Flake on a Lake – Wise Mind Meditation: <https://youtu.be/8fDTIBVJMUA>

WISEMIND – Spiral Staircase: <https://youtu.be/sUVcqIDHVG0>

## **Mindfulness Videos:**

DBT Skills: Wise Mind, Emotional Mind, & Reasonable Mind: [https://youtu.be/MLnUvvg\\_9po](https://youtu.be/MLnUvvg_9po)

Mindfulness What: [https://youtu.be/JUSaQL1\\_zXE](https://youtu.be/JUSaQL1_zXE)

Participate: <https://youtu.be/xJ5zUZx-Qw>

Mindfulness How: <https://youtu.be/oYdrMpnE93s>

One Mindful: <https://youtu.be/M2cETXB7p6Y>

## **Interpersonal Effectiveness Skills Videos:**

DEARMAN: <https://youtu.be/EC-M59r-0jg>

FAST: <https://youtu.be/Gmjd-9PmCi4>

Validation: [https://youtu.be/9w1GmvrNC\\_Q](https://youtu.be/9w1GmvrNC_Q)

Six Levels of Validation [DBT Essentials]: <https://youtu.be/49Blk3eR5C8>

## **Emotional Regulation Skills Videos:**

Check the Facts: <https://youtu.be/yLQ9Ddu29c8>

DBT Skills: Opposite Action & Emotion Regulation: <https://youtu.be/wkxOICjG2is>

### **Distress Tolerance Skills Videos:**

DBT Distress Tolerance Skills: <https://youtu.be/9Imu7jCxWWY>

Overview of Crisis Survival Skills: <https://youtu.be/3fMGH97Llsk>

When to Use Crisis Survival Skills: <https://youtu.be/SBIZypsVgrw>

TIP: [https://youtu.be/UuvH\\_j9O0f4](https://youtu.be/UuvH_j9O0f4)

DBT Crisis Survival Skills Part 1: Wise Mind ACCEPTS: <https://youtu.be/seKJvCiT4w>

Crisis Survival Skill: Self Soothe: [https://youtu.be/3H9NL\\_iN4F0](https://youtu.be/3H9NL_iN4F0)

How to Soothe Ourselves & Others: <https://youtu.be/bl9eAbr3Bjo>

DBT Crisis Survival Skills Part 2: IMPROVE the Moment: <https://youtu.be/Ao2RnkGKlo8>

Radical Acceptance: <https://youtu.be/iVwIVwGOnpo>

Willingness: <https://youtu.be/nLYotnBXzsA>

Mindfulness of Current Emotions: [https://youtu.be/NECs97k\\_8Z4](https://youtu.be/NECs97k_8Z4)

### **Other Videos:**

Biosocial Model in DBT: How Symptoms Arise & Are Maintained:

<https://youtu.be/b6D37Lid5ms>

Brain & Amygdala – Hand Model: <https://youtu.be/2xeDcPBD5Fk>

Brené Brown: The Power of Vulnerability <https://youtu.be/iCvmsMzIF7o>

Brené Brown: Empathy vs Sympathy: <https://youtu.be/KZBTYViDPIQ>

Cognitive Distortions & Negative Thinking in CBT: <https://youtu.be/uG4hDX4QUV0>

Nail in Head Mental Health Means Listening Unifor 649: [https://youtu.be/\\_mIDAoJHqgw](https://youtu.be/_mIDAoJHqgw)