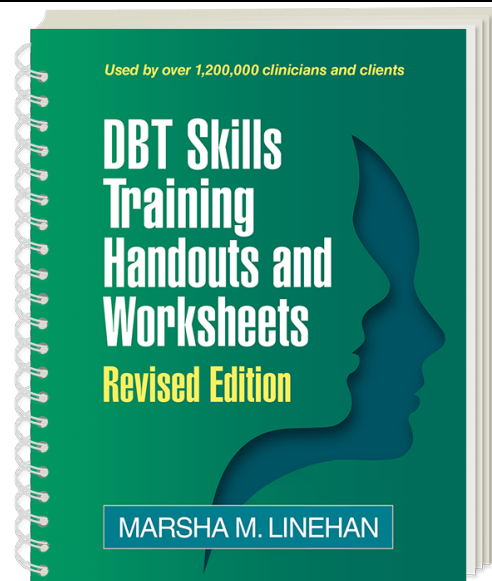
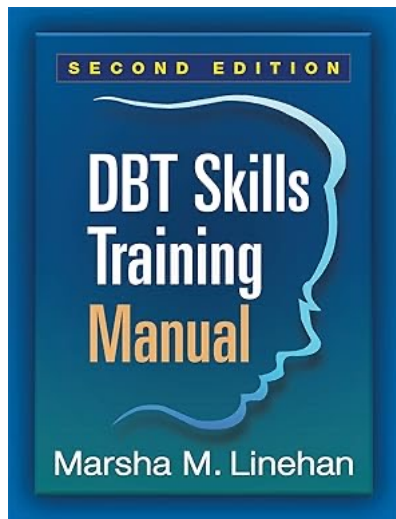


Dialectical Behavior Therapy

Dr. Carissa Muth
Clinical Director
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1



2

Dialectical Behavior Therapy

- Originally developed for chronically suicidal individuals diagnosed with borderline personality disorder (BPD).
- Full protocol consists of combination of individual psychotherapy, group skills training, telephone coaching, and a therapist consultation team
- Skills training alone is a promising intervention for a variety of populations



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3

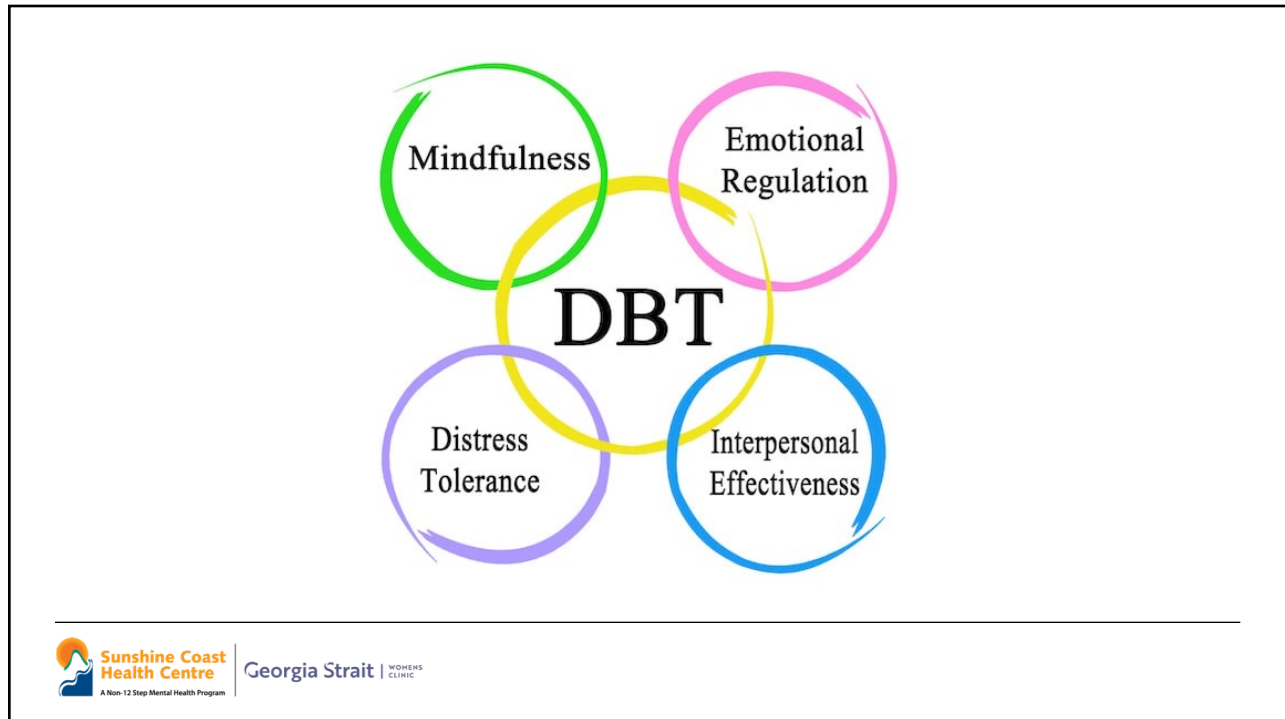
Dialectical Behavior Therapy

- Emotion dysregulation has been linked to a variety of mental health problems stemming from patterns of instability in emotion regulation, impulse control, interpersonal relationships, and self-image.
- The overall goal of DBT skills training is to help individuals change behavioral, emotional, thinking, and interpersonal patterns associated with problems in living.



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4




5

Dialectical World View

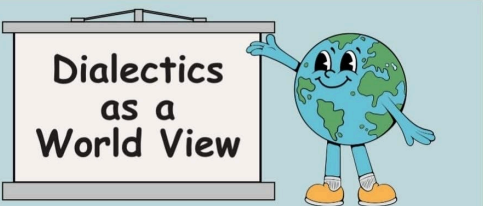
- Views analysis of individual parts of a system (e.g. one specific behavior) as well as the interrelatedness of those parts (e.g. other behaviors, environment) and the larger whole (e.g. the culture, state of the world at the time)
- Learning one new set of skills is extremely difficult without learning other related skills simultaneously (e.g. the individual must learn not only self-regulation skills and skills for influencing his or her environment, but also when to regulate them.)

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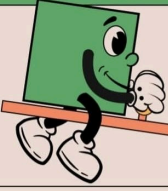

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6

**UNDERSTANDING DIALECTICS
IN DIALECTICAL BEHAVIOR THERAPY (DBT)**





A **dialectical** philosophy guides **DBT**. It assumes that everything is interrelated, that tension is inevitable, and that change is constant. To adopt a dialectical worldview means to strive to embrace that seemingly opposite ideas can both be true and to accept change as a natural occurrence.

THESIS	ANTITHESIS
	

Dialectics is like a teeter-totter: the two seats reflect opposite sides or truths that can exist at the same time. These opposites sides are called **"thesis"** and **"antithesis."**

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 & DR. ANDREW GOLD - WWW.PORCONIETY.ORG

*Adapted from Linehan, M. M. (2015). DBT Skills Training Manual (2nd ed). Guilford Press.

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Polarities

1. The dialectic between the need for clients to accept themselves as they are in the moment and the need for them to change.
2. The tension between clients' getting what they need to become more competent, and losing what they need if they become more competent.
3. Maintaining personal integrity and validating their own views of their difficulties versus learning new skills that will help them emerge from their suffering.

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Therapy does not focus on maintaining a stable, consistent environment, but rather aims to help the client become comfortable with change.



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Theory of Emotional Dysregulation

- Emotions are brief, involuntary, full-system, patterned responses to internal and external stimuli.
- Emotions are evolutionarily adaptive
- Suicidality is a response to extreme emotional suffering
- Emotion dysregulation is the inability, even when one's best efforts are applied, to change or regulate emotional cues, experiences, actions, verbal responses, and/or nonverbal expressions under normative conditions.



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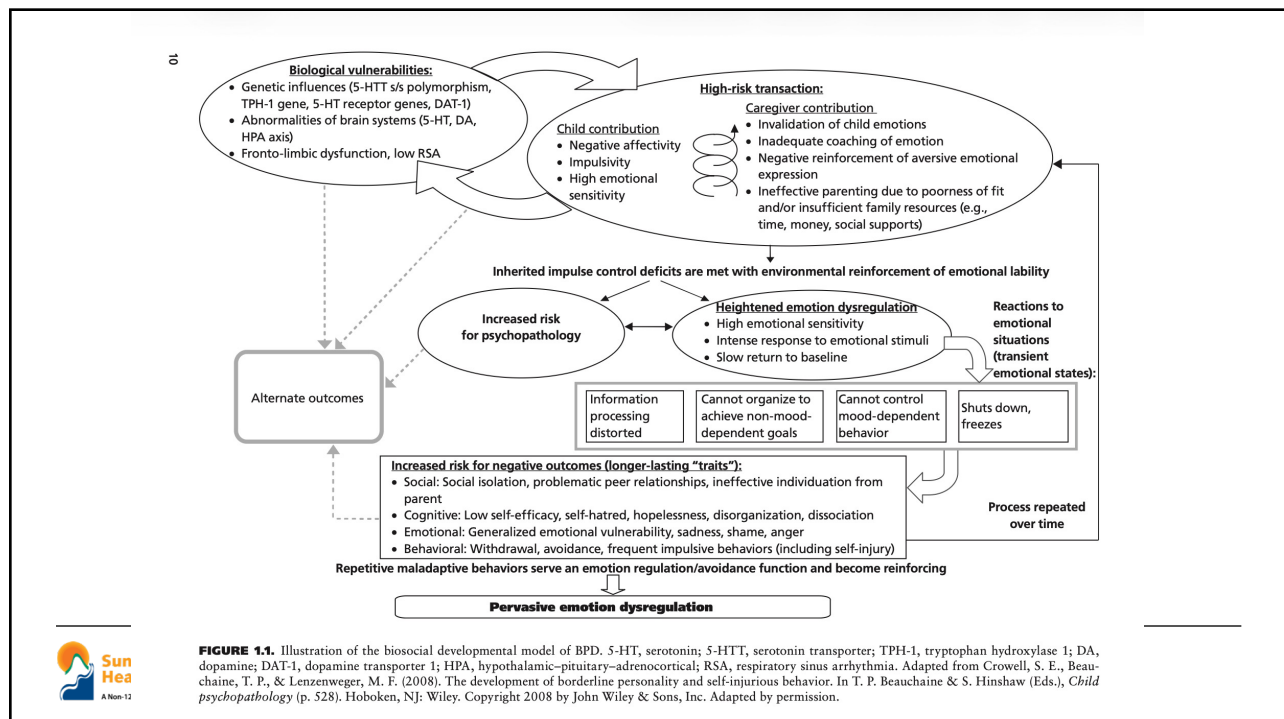
10

Theory of Emotional Dysregulation

- Pervasive emotion dysregulation is due to vulnerability to high emotionality, together with an inability to regulate intense emotion-linked responses.
- Emotion dysregulation in general, as well as the dysregulation encountered in BPD specifically, is an outcome of biological disposition, environmental context, and the transaction between the two during development.
- Emotion regulation, in contrast, is the ability to (1) inhibit impulsive and inappropriate behavior related to strong negative or positive emotions; (2) organize oneself for coordinated action in the service of an external goal (i.e., act in a way that is not mood dependent when necessary); (3) self-soothe any physiological arousal that the strong emotion has induced; and (4) refocus attention in the presence of strong emotion.



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Treatment

1. Synthesis of acceptance with change.
2. Inclusion of mindfulness as a practice for therapists and as a core skill for clients.
3. Emphasis on treating therapy- interfering behaviors of both client and therapist.
4. Emphasis on the therapeutic relationship and therapist self- disclosure as essential to therapy.
5. Emphasis on dialectical processes.

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Treatment

6. Emphasis on stages of treatment, and on targeting behaviors according to severity and threat.
7. Inclusion of a specific suicide risk assessment and management protocol.
8. Inclusion of behavioral skills drawn primarily from other evidence-based interventions.
9. The treatment team as an integral component of therapy.
10. Focus on continual assessment of multiple outcomes via diary cards.

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Skills Training in Non- DBT Programing/ Sessions

- Many non-DBT psychotherapists, counselors, case managers,, other mental health providers will find it useful at times to integrate DBT skills into their treatment of clients.
- What is important here is that providers know the skills and know what skills go with what problem or set of problems.
- Decide whether to use a handout and/or worksheet in teaching the skill, or to teach it orally without these materials.
- Practice the skill with the client if possible, and give an assignment or suggestion that the client practice the skill before the next visit.

Skill Building

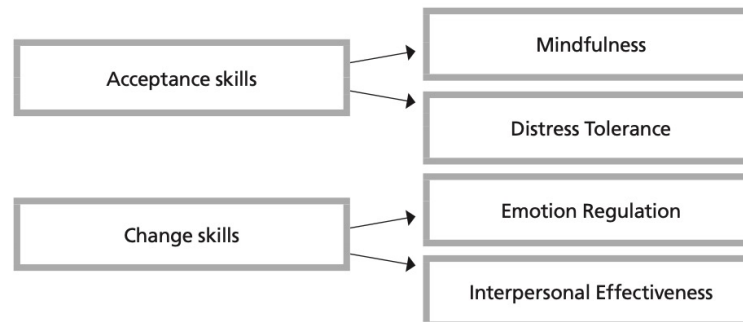



TABLE 1.1. Overview of Specific DBT Skills by Module


<p>Mindfulness Skills</p> <p>Core mindfulness skills Wise mind (states of mind) "What" skills (observe, describe, participate) "How" skills (nonjudgmentally, one-mindedly, effectively)</p> <p>Other Perspectives on Mindfulness Mindfulness practice: A spiritual perspective (including wise mind and practicing loving kindness) Skillful means: Balancing doing mind and being mind Wise mind: Walking the middle path</p> <p>Interpersonal Effectiveness Skills Obtaining objectives skillfully Clarifying priorities Objectives effectiveness DEAR MAN (Describe, Express, Assert, Reinforce; stay Mindful, Appear confident, Negotiate) Relationship effectiveness GIVE (be Gentle, act Interested, Validate, use an Easy manner) Self-respect effectiveness FAST (be Fair, no Apologies, Stick to values, be Truthful) Whether and how intensely to ask or say no Supplementary interpersonal effectiveness skills Building relationships and ending destructive ones Skills for finding potential friends Mindfulness of others How to end relationships Walking the middle path skills Dialectics Validation Behavior change strategies</p>	<p>Emotion Regulation Skills Understanding and naming emotions Changing emotional responses Checking the facts Opposite action Problem solving Reducing vulnerability to emotion mind ABC PLEASE (Accumulate positive emotions, Build mastery, Cope ahead; treat Physical illness, balance Eating, avoid mood-Altering substances, balance Sleep, get Exercise) Managing really difficult emotions Mindfulness of current emotions Managing extreme emotions</p> <p>Distress Tolerance Skills Crisis survival skills STOP skill Pros and cons TIP body chemistry (Temperature, Intense exercise, Paced breathing, Paired muscle relaxation) Distracting with wise mind ACCEPTS (Activities, Contributing, Comparisons, Emotions, Pushing away, Thoughts, Sensations) Self-soothing through the senses (vision, hearing, smell, taste, touch; body scan) IMPROVE the moment (Imagery, Meaning, Prayer, Relaxation, One thing in the moment, Vacation, Encouragement)</p> <p>Reality acceptance skills Radical acceptance Turning the mind Willingness Half-smiling Willing hands Mindfulness of current thoughts</p> <p>Supplementary distress tolerance skills when the crisis is addiction: Dialectical abstinence</p>
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Dialectical Behavior Therapy Diary Card				Name: _____		Filled Out in Session? Y N		How Often Did You Fill Out? ___ Daily ___ 2-3x ___ 4-6x ___ Once		Last Day Filled Out: Month ___ Year ___ Day ___						
Circle Start Day	Highest Urge To:			Highest Rating for Each Day			Drugs/Medications				Actions		Emotions		Optional	
	Commit Suicide	Self-Harm	Use Drugs	Emotion Misery	Physical Misery	Joy	Alcohol	Illegal Drugs	Meds. as Prescribed	p.r.n./Over-the-Counter Meds.	Self-Harm	Lied	Used Skills*			
Day of week	0-5	0-5	0-5	0-5	0-5	0-5	# What?	# What?	Y/N	# What?	Y/N	#	0-7			
MON																
TUE																
WED																
THUR																
FRI																
SAT																
SUN																
Med. Change This Week							*Used Skills 0 = Not thought about or used 1 = Thought about, not used, didn't want to 2 = Thought about, not used, wanted to 3 = Tried but couldn't use them 4 = Tried, could do them but they didn't help 5 = Tried, could use them, helped 6 = Automatically used them, didn't help 7 = Automatically used them, helped									
Homework Assigned and Results This Week:							Urge to:	Coming into Session (0-5)	Belief I Can Change or Regulate My:		Coming into Session (0-5)					
							Quit Therapy		Emotions							
							Use Drugs		Actions							
							Commit Suicide		Thoughts							
Skills Focus This Week:																



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DBT Diary Card	Filled out this card? ... Daily ... 2-3x ... 4-6x ... Once ... In session	Check skills; circle days skill was practiced
DEAR (Describe, Express, Assert, Reinforce) MAN (Mindful, Appear confident, Negotiate) GIVE (Gentle, Interested, Validate, Easy manner) FAST (Fair, no Apologies, Stick to values, Truthful) PLEASE (Acknowledge positive emotions, Build mastery, Express appreciation, Share, Exercise) TIP (Temperature, Intense Exercise, Paced Breathing, Pained muscle relaxation)	Wise mind	MON TUE WED THUR FRI SAT SUN
	Observe: Just notice	MON TUE WED THUR FRI SAT SUN
	Describe: Put words on, just the facts	MON TUE WED THUR FRI SAT SUN
	Participate: Enter into the experience	MON TUE WED THUR FRI SAT SUN
	Nonjudgmentally	MON TUE WED THUR FRI SAT SUN
	One-mindedly: Present moment	MON TUE WED THUR FRI SAT SUN
	Effectively: Focus on what works	MON TUE WED THUR FRI SAT SUN
	DEAR	MON TUE WED THUR FRI SAT SUN
	MAN	MON TUE WED THUR FRI SAT SUN
	GIVE	MON TUE WED THUR FRI SAT SUN
	FAST	MON TUE WED THUR FRI SAT SUN
	Walked the middle path; Dialectics	MON TUE WED THUR FRI SAT SUN
	Validation	MON TUE WED THUR FRI SAT SUN
	Strategies to change behavior	MON TUE WED THUR FRI SAT SUN
	Checked the facts	MON TUE WED THUR FRI SAT SUN
	Did opposite action	MON TUE WED THUR FRI SAT SUN
	Problem-solved	MON TUE WED THUR FRI SAT SUN
	Accumulated positive emotions A	MON TUE WED THUR FRI SAT SUN
	Built mastery B	MON TUE WED THUR FRI SAT SUN
	Coped ahead C	MON TUE WED THUR FRI SAT SUN
	Reduced vulnerability: PLEASE	MON TUE WED THUR FRI SAT SUN
	Mindfulness of current emotion	MON TUE WED THUR FRI SAT SUN
	CRISIS STOP skill	MON TUE WED THUR FRI SAT SUN
	SURVIVAL Pros and cons	MON TUE WED THUR FRI SAT SUN
	TIP	MON TUE WED THUR FRI SAT SUN
	Distracted	MON TUE WED THUR FRI SAT SUN
	Self-soothed	MON TUE WED THUR FRI SAT SUN
	Improved the moment	MON TUE WED THUR FRI SAT SUN
	REALITY Radical acceptance	MON TUE WED THUR FRI SAT SUN
	ACCEPT Half-smiling, Willing Hands	MON TUE WED THUR FRI SAT SUN
Willingness, Mindfulness of Current Thoughts	MON TUE WED THUR FRI SAT SUN	

FIGURE 4.1. Front (top) and back (bottom) of a DBT diary card. The entire back half of the card is used in skills training sessions; the front half is used in individual therapy except for the “Used Skills” column, which is also employed in skills training. Should be printed on 4” x 6” card stock (front and back).



Dialectical Behavior Therapy DBT

Analyzing Behaviour



Chain Analysis

TO UNDERSTAND BEHAVIOR, DO A CHAIN ANALYSIS.

The diagram illustrates the chain of events leading to problem behavior. It starts with 'VULNERABILITY' (represented by a circle with a self-loop), followed by a 'PROMPTING EVENT' (circle), then 'LINKS' (represented by three arrows), 'CONSEQUENCES' (circle), and finally 'PROBLEM BEHAVIOR' (circle). Arrows indicate the flow from left to right between these elements.

Step 1: Describe the **PROBLEM BEHAVIOR**.

Step 2: Describe the **PROMPTING EVENT** that started the chain of events leading to the problem behavior.

Step 3: Describe the factors happening before the event that made you **VULNERABLE** to starting down the chain of events toward the problem behavior.

Step 4: Describe in excruciating detail the **CHAIN OF EVENTS** that led to the problem behavior.

Step 5: Describe the **CONSEQUENCES** of the problem behavior.

To change behavior:

Step 6: Describe **SKILLFUL** behaviors to replace problem links in the chain of events.

Step 7: Develop **PREVENTION PLANS** to reduce vulnerability to stressful events.

Step 8: **REPAIR** important or significant consequences of the problem behavior.

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Chain Analysis of Problem Behavior

Due Date: _____ Name: _____ Date: _____

The diagram illustrates the chain of events leading to problem behavior. It starts with 'VULNERABILITY' (represented by a circle with a self-loop), followed by a 'PROMPTING EVENT' (circle), then 'LINKS' (represented by three arrows), 'CONSEQUENCES' (circle), and finally 'PROBLEM BEHAVIOR' (circle). Arrows indicate the flow from left to right between these elements.

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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(continued on next page)

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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. *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.*

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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.

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Dialectical Behavior Therapy DBT

Mindfulness (1)



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(MINDFULNESS WORKSHEET 1, p. 11)

Goals of Mindfulness Practice

REDUCE SUFFERING AND INCREASE HAPPINESS

- Reduce pain, tension, and stress.
- Other: _____

INCREASE CONTROL OF YOUR MIND

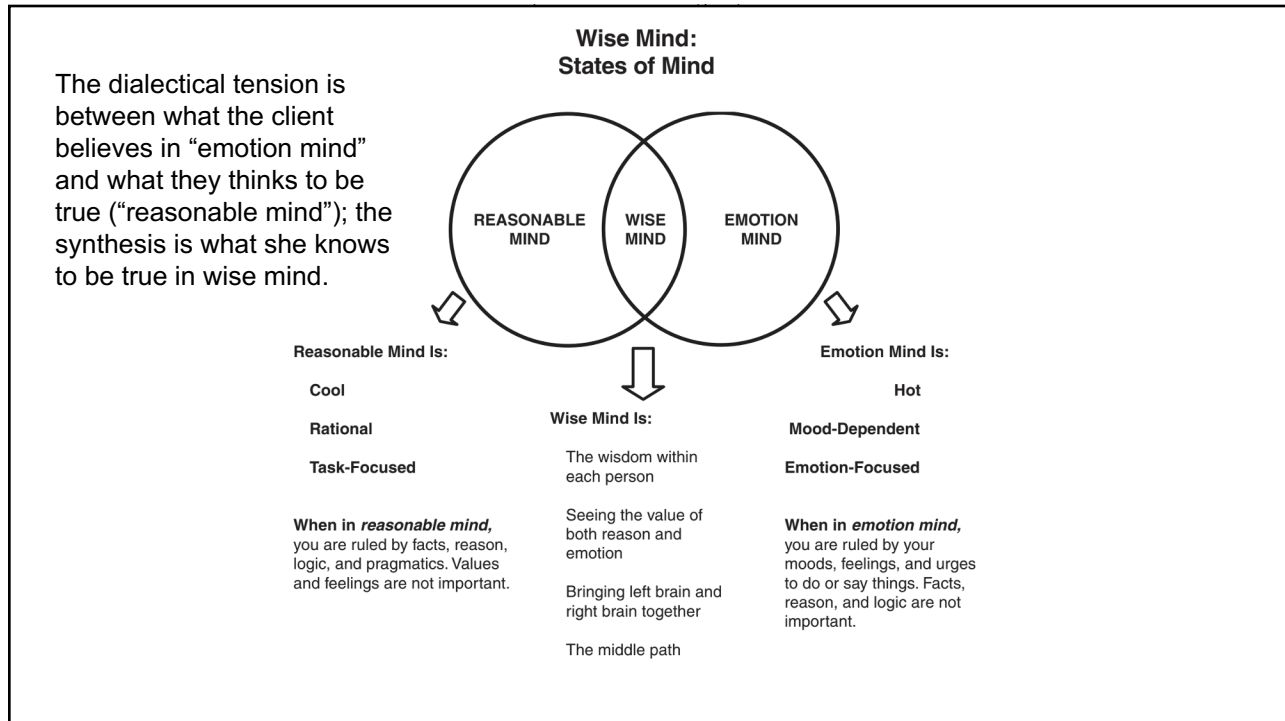
- Stop letting your mind be in control of you.
- Other: _____

EXPERIENCE REALITY AS IT IS

- Live life with your eyes wide open.
- Experience the reality of your . . .
 - connection to the universe.
 - essential "goodness."
 - essential validity.
- Other: _____



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Mindfulness WHAT Skills

What are the core mindfulness skills of DBT?

OBSERVE

Pay attention to the present moment, observing both inside and outside yourself.

Notice your **body sensations** - what can you observe through your eyes, ears, nose, skin and tongue?

DESCRIBE

Label what you observe by putting words to the experience. Unclue interpretations and opinions and only **describe the facts**.

Remember: if you can't observe it through your senses, you can't describe it.

PARTICIPATE

Completely throw yourself into the activity of the current moment, placing your attention fully whatever you are doing.

Act intuitively from a place of **wise mind**.

*In combination with the **Mindfulness HOW Skills**, these underpin all the other DBT skills. Come back to them over and over again as you practice DBT.*

@ellie_blooms
www.bloom.com

MINDFULNESS

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Mindfulness HOW Skills

How to practice mindfulness skills in DBT

NON-JUDGMENTALLY

See, but do not evaluate as good or bad. Stick to the facts. Acknowledge your emotions, values, wishes, but **don't judge them.**

Don't judge your judging. Notice and label judgments as they arise.

ONE-MINDFULLY


Do one thing at a time, with your full attention. Let go of distractions and keep bringing yourself back to the present moment when you notice your attention drifting. Complete one task before starting another.

EFFECTIVELY

Be mindful of your goals in a situation and do what is effective to achieve them. Focus on what works, act as skillfully as you can, and do what is needed for the situation or task at hand.


In combination with the Mindfulness WHAT Skills, these underpin all the other DBT skills. Come back to them over and over again as you practice DBT.

Instead of judging, DBT stresses the consequences of behavior and events.



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Dialectical Behavior Therapy DBT

Distress Tolerance (2)



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Goals of Distress Tolerance

SURVIVE CRISIS SITUATIONS
Without Making Them Worse


ACCEPT REALITY
Replace Suffering and Being "Stuck"
with Ordinary Pain and the Possibility of Moving Forward

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

OTHER: _____



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**Overview:
Crisis Survival Skills**

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

The STOP Skill


Pros and Cons

TIP Your Body Chemistry


Distract with Wise Mind ACCEPTS

Self-Soothe with the Five Senses

Improve the Moment




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STOP Skill



S	top		Do not just react. Stop! Freeze! Do not move a muscle! Your emotions may try to make you act without thinking. Stay in control!
T	Take a step back		Take a step back from the situation. Take a break. Let go. Take a deep breath. Do not let your feelings make you act impulsively.
O	bserve		Notice what is going on inside and outside you. What is the situation? What are your thoughts and feelings? What are others saying or doing?
P	roceed mindfully		Act with awareness. In deciding what to do, consider your thoughts and feelings, the situation, and other people's thoughts and feelings. Think about your goals. Ask Wise Mind: Which actions will make it better or worse?



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TIP Skills: Changing Your Body Chemistry


To reduce extreme emotion mind fast.

Remember these as TIP skills:

T	<p style="text-align: center;">TIP THE TEMPERATURE of your face with COLD WATER* (to calm down fast)</p> <ul style="list-style-type: none"> Holding your breath, put your face in a bowl of cold water, or hold a cold pack (or zip-lock bag of cold water) on your eyes and cheeks. Hold for 30 seconds. Keep water above 50°F. 	
I	<p style="text-align: center;">INTENSE EXERCISE* (to calm down your body when it is revved up by emotion)</p> <ul style="list-style-type: none"> Engage in intense exercise, if only for a short while. Expend your body's stored up physical energy by running, walking fast, jumping, playing basketball, lifting weights, etc. 	
P	<p style="text-align: center;">PACED BREATHING (pace your breathing by slowing it down)</p> <ul style="list-style-type: none"> Breathe deeply into your belly. Slow your pace of inhaling and exhaling way down (on average, five to six breaths per minute). Breathe <i>out</i> more slowly than you breathe <i>in</i> (for example, 5 seconds in and 7 seconds out). 	
	<p style="text-align: center;">PAIRED MUSCLE RELAXATION (to calm down by pairing muscle relaxation with breathing out)</p> <ul style="list-style-type: none"> While breathing into your belly deeply tense your body muscles (<i>not</i> so much as to cause a cramp). Notice the tension in your body. While breathing out, say the word "Relax" in your mind. Let go of the tension. Notice the difference in your body. 	



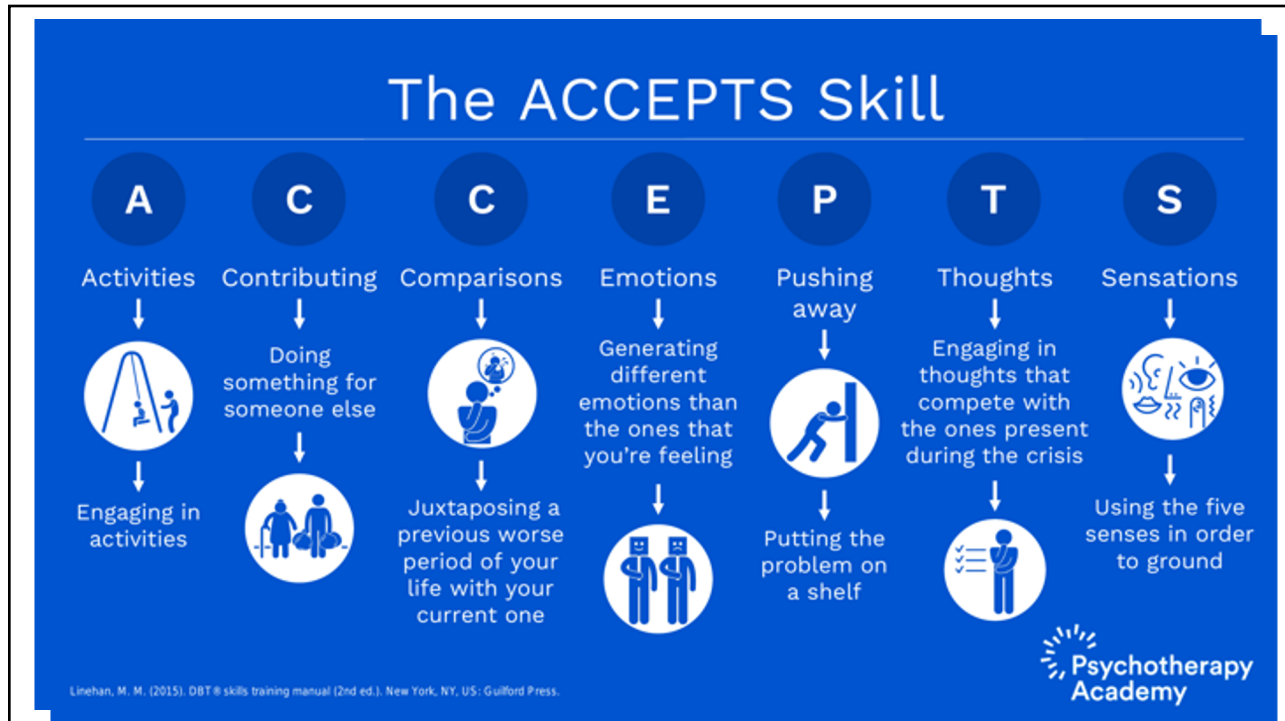
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*Caution: Very cold water decreases your heart rate rapidly. Intense exercise will increase heart rate. Consult your health care provider before using these skills if you have a heart or medical condition, a lowered base heart rate due to medications,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

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	Pros	Cons
Acting on crisis urges	Advantages	Disadvantages
Resisting crisis urges	Advantages	Disadvantages

FIGURE 10.1. Pros and cons for acting versus not acting on urges.



Dialectical Behavior Therapy

DBT

Distress Tolerance (3)



**Overview:
Reality Acceptance Skills**

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


RADICAL ACCEPTANCE

TURNING THE MIND

WILLINGNESS


HALF-SMILING AND WILLING HANDS

ALLOWING THE MIND:
MINDFULNESS OF CURRENT THOUGHTS



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RADICAL ACCEPTANCE COPING STATEMENTS

"This situation is only temporary."


"I've dealt with difficulties before and I can deal with this."

"I can't change what has already happened."

"This feeling will pass and I will be okay."

"I won't stress over the things that I can't change."

"I can't change the situation, but I can control how I respond to it."



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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. _____ (____)



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- 1 OBSERVE**


Observe that you are questioning or fighting reality ("it shouldn't be this way")
- 2 THE REALITY**

Remind yourself that the unpleasant reality is just as it is and cannot be changed ("this is what happened")
- 3 THE REASON**

Remind yourself that there are causes for the reality ("this is how things happened")
- 4 PRACTICE**

Practice accepting with your whole self (mind, body, spirit) - Use accepting self-talk, relaxation techniques, mindfulness and/or imagery
- 5 LIST**

List all of the behaviors you would engage in if you did accept the facts and then engage in those behaviors as if you have already accepted the facts



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6 IMAGINE
Imagine, in your mind's eye, believing what you do not want to accept and rehearse in your mind what you would do if you accepted what seems unacceptable

7 ATTEND
Attend to body sensations as you think about what you need to accept

8 ALLOW
Allow disappointment, sadness or grief to arise within you

9 KNOWLEDGE
Acknowledge that life can be worth living even when there is pain

10 PROS & CONS
Do pros and cons if you find yourself resisting practicing acceptance

Principles by Dr. Marsha Linehan | HopeWay® | hopeway.org

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Dialectical Behavior Therapy DBT

Emotional Regulation (4)

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UNDERSTAND AND NAME YOUR OWN EMOTIONS

Identify (observe and describe) your emotions.

Know what emotions do for you.

Other: _____

DECREASE THE FREQUENCY OF UNWANTED EMOTIONS

Stop unwanted emotions from starting in the first place.

Change unwanted emotions once they start.

Other: _____

DECREASE EMOTIONAL VULNERABILITY

Decrease vulnerability to emotion mind.

Increase resilience, your ability to cope with difficult things and positive emotions.


Other: _____


DECREASE EMOTIONAL SUFFERING

Reduce suffering when painful emotions overcome you.

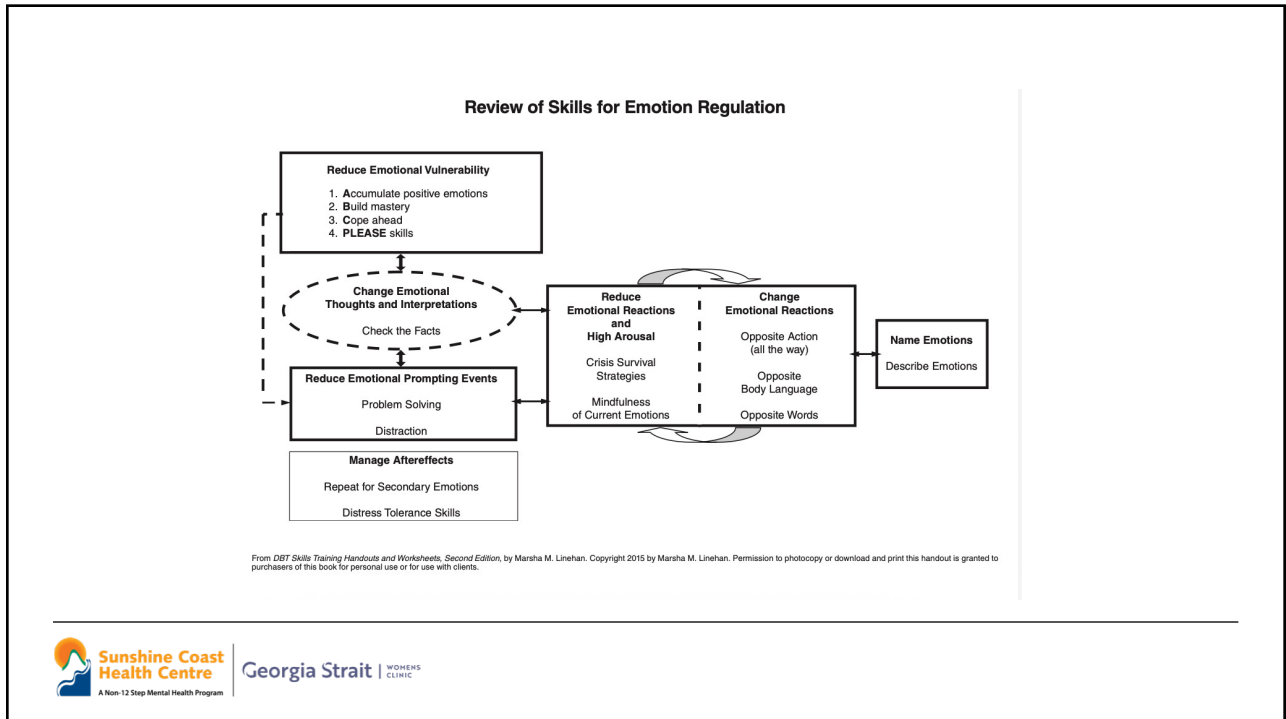
Manage extreme emotions so that you don't make things worse.

Other: _____

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What Emotions Do for You



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EMOTIONS MOTIVATE (AND ORGANIZE) US FOR ACTION

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

EMOTIONS COMMUNICATE TO (AND INFLUENCE) OTHERS

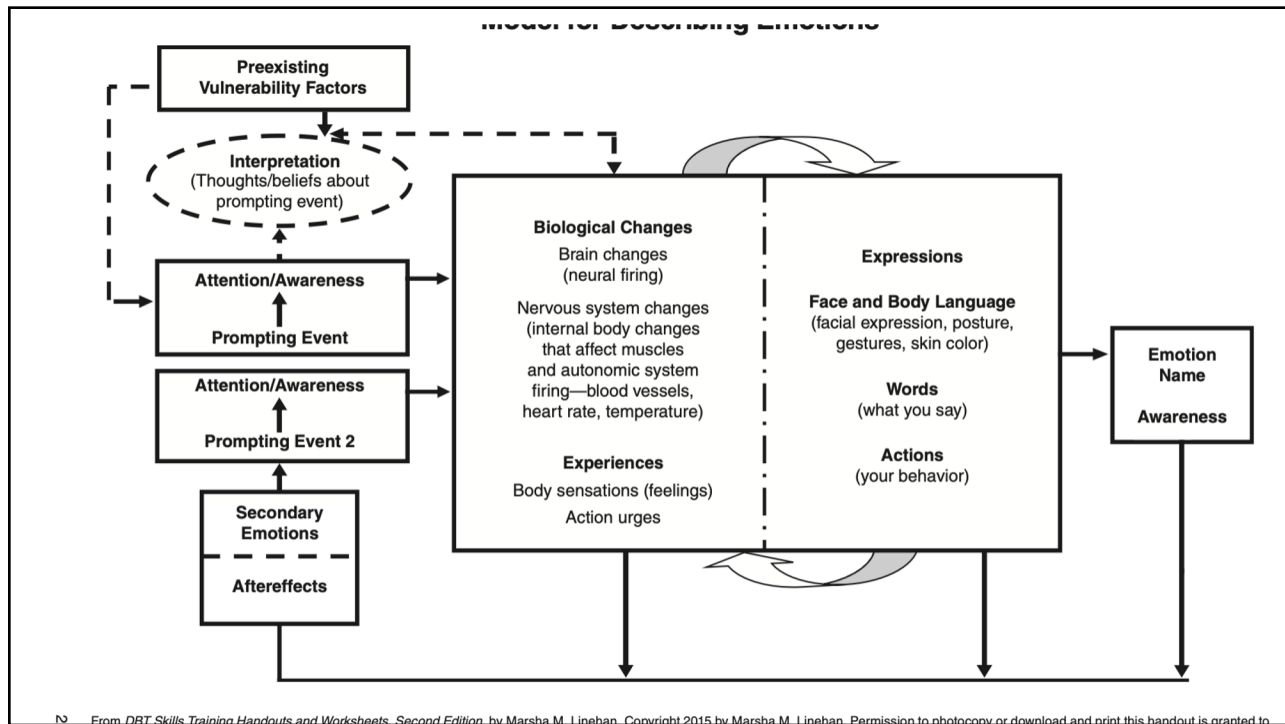
- Facial expressions are hard-wired aspects of emotions. Facial expressions communicate faster than words.
- Our body language and voice tone can also be hard-wired. Like it or not, they also communicate our emotions to others.
- When it is important to communicate to others, or send them a message,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

EMOTIONS COMMUNICATE TO OURSELVES

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

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(277-010) (11001111 11001111 11001111 3, 0, pp. 210-220)

Observing and Describing Emotions

Due Date: _____ Name: _____ Week Starting: _____

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

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

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

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

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

Expressions


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

Expression with Words:
What I SAID

Actions: What I DID

Emotion Name:

Intensity (0-100)



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Dialectical Behavior Therapy DBT

Emotional Regulation (5) Changing Unwanted Emotions



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Changing Unwanted Emotions

CHECK THE FACTS

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

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

OPPOSITE ACTION

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

PROBLEM SOLVING

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

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How to Check the Facts

What emotion do I want to change?

What is the prompting event for my emotional reaction?

- Look for and challenge extremes and judgments as you are describing the prompting event

What are my INTERPRETATIONS (thoughts, beliefs, etc.) about the facts?

- What am I assuming?



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FACTS

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

Event → Thoughts → Emotions

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

Event → Emotion → Thoughts


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

Am I assuming a THREAT?


- What is the threat? What worrisome consequences or outcomes am I expecting?

What's the CATASTROPHE, even if the outcome I am worry about does occur?


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Does my emotion (or it's intensity or duration) FIT THE FACTS?



<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 15%;">Fear</td> <td> <ol style="list-style-type: none"> 1. There is a threat to your life or that of someone you care about. 2. There is a threat to your health or that of someone you care about. 3. There is a threat to your well-being or that of someone you care about. 4. Other: _____ </td> </tr> <tr> <td>Anger</td> <td> <ol style="list-style-type: none"> 1. An important goal is blocked or a desired activity is interrupted or prevented. 2. You or someone you care about is attacked or hurt by others. 3. You or someone you care about is insulted or threatened by others. 4. The integrity or status of your social group is offended or threatened. 5. Other: _____ </td> </tr> <tr> <td>Disgust</td> <td> <ol style="list-style-type: none"> 1. Something you are in contact with could poison or contaminate you. 2. Somebody whom you deeply dislike is touching you or someone you care about. 3. You are around a person or group whose behavior or thinking could seriously damage or harmfully influence you or the group you are part of. 4. Other: _____ </td> </tr> <tr> <td>Envy</td> <td> <ol style="list-style-type: none"> 1. Another person or group gets or has things you don't have that you want or need. 2. Other: _____ </td> </tr> </table>	Fear	<ol style="list-style-type: none"> 1. There is a threat to your life or that of someone you care about. 2. There is a threat to your health or that of someone you care about. 3. There is a threat to your well-being or that of someone you care about. 4. Other: _____ 	Anger	<ol style="list-style-type: none"> 1. An important goal is blocked or a desired activity is interrupted or prevented. 2. You or someone you care about is attacked or hurt by others. 3. You or someone you care about is insulted or threatened by others. 4. The integrity or status of your social group is offended or threatened. 5. Other: _____ 	Disgust	<ol style="list-style-type: none"> 1. Something you are in contact with could poison or contaminate you. 2. Somebody whom you deeply dislike is touching you or someone you care about. 3. You are around a person or group whose behavior or thinking could seriously damage or harmfully influence you or the group you are part of. 4. Other: _____ 	Envy	<ol style="list-style-type: none"> 1. Another person or group gets or has things you don't have that you want or need. 2. Other: _____ 	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 15%;">Jealousy</td> <td> <ol style="list-style-type: none"> 1. A very important and desired relationship or object in your life is in danger of being damaged or lost. 2. Someone is threatening to take a valued relationship or object away from you. 3. Other: _____ </td> </tr> <tr> <td>Love</td> <td> <ol style="list-style-type: none"> 1. Loving a person, animal, or object enhances quality of life for you or for those you care about. 2. Loving a person, animal, or object increases your chances of attaining your own personal goals. 3. Other: _____ </td> </tr> <tr> <td>Sadness</td> <td> <ol style="list-style-type: none"> 1. You have lost something or someone permanently. 2. Things are not the way you wanted or expected and hoped them to be. 3. Other: _____ </td> </tr> <tr> <td>Shame</td> <td> <ol style="list-style-type: none"> 1. You will be rejected by a person or group you care about if characteristics of yourself or of your behavior are made public. 2. Other: _____ </td> </tr> <tr> <td>Guilt</td> <td> <ol style="list-style-type: none"> 1. Your own behavior violates your own values or moral code. 2. Other: _____ </td> </tr> </table>	Jealousy	<ol style="list-style-type: none"> 1. A very important and desired relationship or object in your life is in danger of being damaged or lost. 2. Someone is threatening to take a valued relationship or object away from you. 3. Other: _____ 	Love	<ol style="list-style-type: none"> 1. Loving a person, animal, or object enhances quality of life for you or for those you care about. 2. Loving a person, animal, or object increases your chances of attaining your own personal goals. 3. Other: _____ 	Sadness	<ol style="list-style-type: none"> 1. You have lost something or someone permanently. 2. Things are not the way you wanted or expected and hoped them to be. 3. Other: _____ 	Shame	<ol style="list-style-type: none"> 1. You will be rejected by a person or group you care about if characteristics of yourself or of your behavior are made public. 2. Other: _____ 	Guilt	<ol style="list-style-type: none"> 1. Your own behavior violates your own values or moral code. 2. Other: _____
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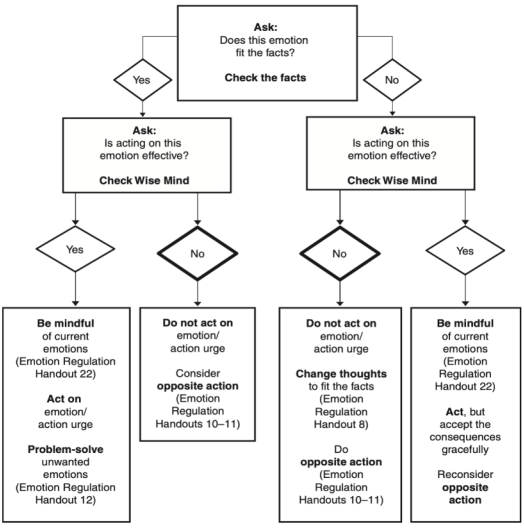
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Which to use:

Opposite Action

OR

Problem Solving




```


graph TD
    Start[Ask: Does this emotion fit the facts? Check the facts] -- Yes --> Q1{Ask: Is acting on this emotion effective? Check Wise Mind}
    Start -- No --> Q2{Ask: Is acting on this emotion effective? Check Wise Mind}
    Q1 -- Yes --> A1[Be mindful of current emotions Emotion Regulation Handout 22]
    Q1 -- No --> A2[Do not act on emotion/ action urge Consider opposite action Emotion Regulation Handouts 10-11]
    Q2 -- No --> A3[Do not act on emotion/ action urge Change thoughts to fit the facts Emotion Regulation Handout 8]
    Q2 -- Yes --> A4[Be mindful of current emotions Emotion Regulation Handout 22]
    A1 --> A1_1[Act on emotion/ action urge]
    A1_1 --> A1_2[Problem-solve unwanted emotions Emotion Regulation Handout 12]
    A3 --> A3_1[Do opposite action Emotion Regulation Handouts 10-11]
    A4 --> A4_1[Act, but accept the consequences gracefully]
    A4_1 --> A4_2[Reconsider opposite action]
    
```

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Opposite Action

What is Opposite Action?

Acting opposite to the emotional urge to do or say something.

Why act Opposite?

An effective way to change or reduce unwanted emotions when your emotion does not fit the facts.

When Opposite Action Works Best

When Knowing the Facts about a Situation Does Not Work

When the Emotion (or Its Intensity or Duration) Is Not Justified by the Situation

When the Emotion (or Its Intensity or Duration) Is Not Effective for Meeting Goals in the Situation

When You Are Avoiding What Needs to Be Done



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Step-by- Step: How to do Opposite Action

1. Identify and Name the Emotion You Want to Change
2. Check the Facts
3. Identify and Describe Your Action Urges
4. Ask Wise Mind: Is Expressing or Acting on This Emotion Effective in This Situation?
5. Act Opposite to the Emotion's Urges
 - Do the Opposite of Your Actual Action Urges
 - Let Opposite Actions Do the Work; Do Not Suppress Emotions
6. Do Opposite Action All the Way
 - Opposite Words and Opposite Thinking
 - Opposite Facial Expression, Voice Tone, and Posture
 - Halfway Opposite Actions Don't Work
7. Continue Acting Opposite until the Emotion Goes Down



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Dialectical Behavior Therapy DBT

Interpersonal Effectiveness



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Goals of Interpersonal Effectiveness

BE SKILLFUL IN GETTING WHAT YOU WANT AND NEED FROM OTHERS

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

BUILD RELATIONSHIPS AND END DESTRUCTIVE ONES

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

WALK THE MIDDLE PATH

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



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Factors in the Way of Interpersonal Effectiveness

YOU DON'T HAVE THE INTERPERSONAL SKILLS YOU NEED

YOU DON'T KNOW WHAT YOU WANT

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

YOUR EMOTIONS ARE GETTING IN THE WAY

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

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


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

OTHER PEOPLE ARE GETTING IN YOUR WAY


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

YOUR THOUGHTS AND BELIEFS ARE GETTING IN THE WAY

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



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(INTERPERSONAL EFFECTIVENESS WORKSHEET 2, p. 100)


Myths in the Way of Interpersonal Effectiveness

Myths in the Way of Objectives Effectiveness


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

Other myth: _____

Other myth: _____



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Myths in the Way of Relationship and Self-Respect Effectiveness

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

Other myth: _____

Other myth: _____

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

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

Describe
Express
Assert
Reinforce
(Stay) Mindful
Appear Confident
Negotiate

Describe

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

"You told me you would be home by dinner but you didn't get here until 11."

Express

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

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

Use phrases such as "I want" instead of "You should," "I don't want" instead of "You shouldn't."

Assert

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

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

Reinforce

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

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

Remember also to reward desired behavior after the fact.



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(Stay)

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

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

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

"I would still like a call."

Apppear confident Appear EFFECTIVE and competent.

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

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


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

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


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

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

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



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Guidelines for Relationship Effectiveness: Keeping the Relationship (GIVE)

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

(Be) Gentle
 (Act) Interested
 Validate
 (Use an) Easy manner

(Be)

Gentle BE NICE and respectful.

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

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

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

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

(Act)


Interested LISTEN and APPEAR INTERESTED in the other person.
 Listen to the other person's point of view.
 Face the person; maintain eye contact; lean toward the person rather than away. Don't interrupt or talk over the person.
 Be sensitive to the person's wish to have the discussion at a later time. Be patient.

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


"I realize this is hard for you, and . . .", "I see that you are busy, and . . ."
 Go to a private place when the person is uncomfortable talking in a public place.

(Use an)

Easy manner Use a little humor.
 SMILE. Ease the person along. Be light-hearted. Sweet-talk.
 Use a "soft sell" over a "hard sell." Be "political."
 Leave your attitude at the door.



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