Distress Tolerance Handouts

Goals of Distress Tolerance

SURVIVE CRISIS SITUATIONS

Without Making Them Worse

ACCEPT REALITY

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

BECOME FREE

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

OTHER: _____

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When to Use Crisis Survival Skills

YOU ARE IN A CRISIS when the situation is:

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

USE CRISIS SURVIVAL SKILLS when:

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

DON'T USE CRISIS SURVIVAL SKILLS for:

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

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DISTRESS TOLERANCE HANDOUT 4

(Distress Tolerance Worksheets 2, 2a)

STOP Skill

Stop	Do not just react. Stop! Freeze! Do not move a muscle! Your emotions may try to make you act without thinking. Stay in control!
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.
Observe	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?
Proceed mindfully	Act with awareness. In deciding what to do, consider your thoughts and feelings, the situation, and other people's thoughts and feelings. Think about your goals. Ask Wise Mind: Which actions will make it better or worse?

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 Adapted from an unpublished worksheet by Francheska Perepletchikova and Seth Axelrod, with their permission.

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DISTRESS TOLERANCE HANDOUT 5

(Distress Tolerance Worksheets 3, 3a)

Pros and Cons

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

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

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

Before an overwhelming crisis urge hits:

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

When an overwhelming crisis urge hits:

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

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

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DISTRESS TOLERANCE HANDOUT 6

(Distress Tolerance Worksheet 4)

TIP Skills: Changing Your Body Chemistry

To reduce extreme emotion mind *fast*.

Remember these as **TIP** skills:

T

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

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

I

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

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

P

PACED BREATHING
(pace your breathing by slowing it down)

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

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

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

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

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DISTRESS TOLERANCE HANDOUT 6A

(Distress Tolerance Worksheet 4)

Using Cold Water, Step by Step

COLD WATER CAN WORK WONDERS*

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

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

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

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

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

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

TRY IT OUT!

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

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DISTRESS TOLERANCE HANDOUT 7

(Distress Tolerance Worksheets 5–5b)

Distracting

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

With **A**ctivities:

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

With **C**ontributing:

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

With **C**omparisons:

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

With different **E**motions:

- ❑ Read emotional books or stories, old letters.
- ❑ Watch emotional TV shows; go to emotional movies.
- ❑ Listen to emotional music.

(Be sure the event creates different emotions.)

Ideas: Scary movies, joke books, comedies, funny records, religious music, soothing music or music that fires you up, going to a store and reading funny greeting cards.

- ❑ Other: _____

With **P**ushing away:

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

With other **T**houghts:

- ❑ Count to 10; count colors in a painting or poster or out the window; count anything.
- ❑ Repeat words to a song in your mind.
- ❑ Work puzzles.
- ❑ Watch TV or read.
- ❑ Other: _____

With other **S**ensations:

- ❑ Squeeze a rubber ball very hard.
- ❑ Listen to very loud music.
- ❑ Hold ice in your hand or mouth.
- ❑ Go out in the rain or snow.
- ❑ Take a hot or cold shower.
- ❑ Other: _____

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DISTRESS TOLERANCE HANDOUT 8

(Distress Tolerance Worksheet 6–6b)

Self-Soothing

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

With **Vision:**

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

With **Hearing:**

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

With **Smell:**

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

With **Taste:**

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

With **Touch:**

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

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DISTRESS TOLERANCE HANDOUT 9

(Distress Tolerance Worksheets 7, 7a, 7b)

Improving the Moment

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

With **Imagery:**

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

With **Meaning:**

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

With **Prayer:**

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

With **Relaxing** actions**:**

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

With **One thing in the moment:**

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

With a brief **Vacation:**

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

With self-**Encouragement and rethinking the situation:**

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

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

❑ _____ ❑ _____

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DISTRESS TOLERANCE HANDOUT 10

(Distress Tolerance Worksheets 8–12a)

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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DISTRESS TOLERANCE HANDOUT 11

(Distress Tolerance Worksheets 8–9a)

Radical Acceptance

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

WHAT IS RADICAL ACCEPTANCE?

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

WHAT HAS TO BE ACCEPTED?

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

WHY ACCEPT REALITY?

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

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Radical Acceptance: Factors That Interfere

RADICAL ACCEPTANCE IS NOT:

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

FACTORS THAT INTERFERE WITH ACCEPTANCE

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

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DISTRESS TOLERANCE HANDOUT 11B

(Distress Tolerance Worksheets 9, 9a)

Practicing Radical Acceptance Step by Step

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

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DISTRESS TOLERANCE HANDOUT 12

(Distress Tolerance Worksheets 8, 8a, 10)

Turning the Mind

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

TURNING THE MIND is choosing to accept.

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

TURNING THE MIND, STEP BY STEP

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

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DISTRESS TOLERANCE HANDOUT 13

(Distress Tolerance Worksheets 8, 8a, 10)

Willingness

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

Find a WILLING RESPONSE to each situation.

Willingness is DOING JUST WHAT IS NEEDED:

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

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

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

Replace WILLFULNESS with WILLINGNESS.

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

WILLINGNESS, STEP BY STEP

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

Situations where I notice my own:

Willfulness: _____

Willingness: _____

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DISTRESS TOLERANCE HANDOUT 14

(Distress Tolerance Worksheets 8, 8a, 11)

Half-Smiling and Willing Hands

Accepting reality with your body.

HALF-SMILING

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

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

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

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

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

3rd. Try to adopt a serene facial expression.

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

WILLING HANDS

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

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

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

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

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(Distress Tolerance Worksheet 10)

Practicing Half-Smiling and Willing Hands

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

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

2. **HALF-SMILE DURING YOUR FREE MOMENTS.**

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

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

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

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

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

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

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

6. **HALF-SMILE IN A SITTING POSITION.**

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

(***continued on next page***)

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

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

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

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

DISTRESS TOLERANCE HANDOUT 15

(Distress Tolerance Worksheets 8, 8a, 12)

Mindfulness of Current Thoughts

1. OBSERVE YOUR THOUGHTS.

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

2. ADOPT A CURIOUS MIND.

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

3. REMEMBER: YOU ARE NOT YOUR THOUGHTS.

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

4. DON'T BLOCK OR SUPPRESS THOUGHTS.

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

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(Distress Tolerance Worksheets 8, 8a, 12)

Practicing Mindfulness of Thoughts

PRACTICE MINDFULNESS OF THOUGHTS BY OBSERVING THEM

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

PRACTICE MINDFULNESS OF THOUGHTS BY USING WORDS AND VOICE TONE

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

PRACTICE MINDFULNESS OF THOUGHTS WITH OPPOSITE ACTION

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

(***continued on next page***)

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PRACTICE MINDFULNESS OF THOUGHTS BY IMAGINING THAT YOUR MIND IS:

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

Other: _____

Other: _____

Other: _____

Other: _____

Other: _____

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.		*I was able to cope somewhat, at least for a little while. It helped somewhat.*		*I could use skills, tolerated distress, and resisted problem urges.*
1	**2**	**3**	**4**	**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.		*I was able to cope somewhat, at least for a little while. It helped somewhat.*		*I could use skills, tolerated distress, and resisted problem urges.*
1	**2**	**3**	**4**	**5**

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DISTRESS TOLERANCE WORKSHEET 1A

(Distress Tolerance Handouts 2–9a)

Crisis Survival Skills

Name: _____ Week Starting: _____

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

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

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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.		*I was able to cope somewhat, at least for a little while. It helped somewhat.*		*I could use skills, tolerated distress, and resisted problem urges.*
1	**2**	**3**	**4**	**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.		*I was able to cope somewhat, at least for a little while. It helped somewhat.*		*I could use skills, tolerated distress, and resisted problem urges.*
1	**2**	**3**	**4**	**5**

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DISTRESS TOLERANCE WORKSHEET 3

(Distress Tolerance Handout 5)

Pros and Cons of Acting on Crisis Urges

Due Date: _____ Name: _____ Week Starting: _____

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

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

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

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

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DISTRESS TOLERANCE WORKSHEET 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): _____

_____

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 5B

(Distress Tolerance Handout 7)

Distracting with Wise Mind ACCEPTS

Due Date: _____ Name: _____ Week Starting: _____

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

I still couldn't stand the situation, even for one more minute.		*I was able to cope somewhat, at least for a little while. It helped somewhat.*		*I could use skills, tolerated distress, and resisted problem urges.*
1	**2**	**3**	**4**	**5**

Day: **ACTIVITIES**

_____ /_____ Effectiveness: _____

_____ /_____ Effectiveness: _____

_____ /_____ Effectiveness: _____

Day: **CONTRIBUTIONS**

_____ /_____ Effectiveness: _____

_____ /_____ Effectiveness: _____

_____ /_____ Effectiveness: _____

Day: **COMPARISONS**

_____ /_____ Effectiveness: _____

_____ /_____ Effectiveness: _____

_____ /_____ Effectiveness: _____

Day: **EMOTIONS**

_____ /_____ Effectiveness: _____

_____ /_____ Effectiveness: _____

_____ /_____ Effectiveness: _____

Day: **PUSHING AWAY**

_____ /_____ Effectiveness: _____

_____ /_____ Effectiveness: _____

_____ /_____ Effectiveness: _____

Day: **THOUGHTS**

_____ /_____ Effectiveness: _____

_____ /_____ Effectiveness: _____

_____ /_____ Effectiveness: _____

Day: **SENSATIONS**

_____ /_____ Effectiveness: _____

_____ /_____ Effectiveness: _____

_____ /_____ Effectiveness: _____

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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.		*I was able to cope somewhat, at least for a little while. It helped somewhat.*		*I could use skills, tolerated distress, and resisted problem urges.*
1	**2**	**3**	**4**	**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.		*I was able to cope somewhat, at least for a little while. It helped somewhat.*		*I could use skills, tolerated distress, and resisted problem urges.*
1	**2**	**3**	**4**	**5**

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DISTRESS TOLERANCE WORKSHEET 6B

(Distress Tolerance Handout 8)

Self-Soothing

Due Date: _____ Name: _____ Week Starting: _____

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

I still couldn't stand the situation, even for one more minute.		*I was able to cope somewhat, at least for a little while. It helped somewhat.*		*I could use skills, tolerated distress, and resisted problem urges.*
1	**2**	**3**	**4**	**5**

Day: **VISION**

_____ /_____ Effectiveness: _____

_____ /_____ Effectiveness: _____

_____ /_____ Effectiveness: _____

_____ /_____ Effectiveness: _____

Day: **HEARING**

_____ /_____ Effectiveness: _____

_____ /_____ Effectiveness: _____

_____ /_____ Effectiveness: _____

_____ /_____ Effectiveness: _____

Day: **SMELL**

_____ /_____ Effectiveness: _____

_____ /_____ Effectiveness: _____

_____ /_____ Effectiveness: _____

_____ /_____ Effectiveness: _____

Day: **TASTE**

_____ /_____ Effectiveness: _____

_____ /_____ Effectiveness: _____

_____ /_____ Effectiveness: _____

_____ /_____ Effectiveness: _____

Day: **TOUCH**

_____ /_____ Effectiveness: _____

_____ /_____ Effectiveness: _____

_____ /_____ Effectiveness: _____

_____ /_____ Effectiveness: _____

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DISTRESS TOLERANCE WORKSHEET 6C

(Distress Tolerance Handout 8a)

Body Scan Meditation, Step by Step

Due Date: _____ Name: _____ Week Starting: _____

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

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

Conclusions or questions about this skills practice:

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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?

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

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

Describe the outcome of using skills:

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

I still couldn't stand the situation, even for one more minute.		*I was able to cope somewhat, at least for a little while. It helped somewhat.*		*I could use skills, tolerated distress, and resisted problem urges.*
1	**2**	**3**	**4**	**5**

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

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

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

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

Describe the outcome of using skills:

Circle effectiveness of skills:

I still couldn't stand the situation, even for one more minute.		*I was able to cope somewhat, at least for a little while. It helped somewhat.*		*I could use skills, tolerated distress, and resisted problem urges.*
1	**2**	**3**	**4**	**5**

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DISTRESS TOLERANCE WORKSHEET 7B

(Distress Tolerance Handout 9)

IMPROVE the Moment

Due Date: _____ Name: _____ Week Starting: _____

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

I still couldn't stand the situation, even for one more minute.		*I was able to cope somewhat, at least for a little while. It helped somewhat.*		*I could use skills, tolerated distress, and resisted problem urges.*
1	**2**	**3**	**4**	**5**

Day: **IMAGERY**

_____ /_____ Effectiveness: _____

_____ /_____ Effectiveness: _____

_____ /_____ Effectiveness: _____

Day: **MEANING**

_____ /_____ Effectiveness: _____

_____ /_____ Effectiveness: _____

_____ /_____ Effectiveness: _____

Day: **PRAYER**

_____ /_____ Effectiveness: _____

_____ /_____ Effectiveness: _____

_____ /_____ Effectiveness: _____

Day: **RELAXATION**

_____ /_____ Effectiveness: _____

_____ /_____ Effectiveness: _____

_____ /_____ Effectiveness: _____

Day: **ONE THING IN THE MOMENT**

_____ /_____ Effectiveness: _____

_____ /_____ Effectiveness: _____

_____ /_____ Effectiveness: _____

Day: **VACATION**

_____ /_____ Effectiveness: _____

_____ /_____ Effectiveness: _____

_____ /_____ Effectiveness: _____

Day: **ENCOURAGEMENT**

_____ /_____ Effectiveness: _____

_____ /_____ Effectiveness: _____

_____ /_____ Effectiveness: _____

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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:

- ❑ Radical acceptance
- ❑ Turning the mind
- ❑ Willingness
- ❑ Half-smiling
- ❑ Willing hands
- ❑ 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.		*I was able to cope somewhat, at least for a little while. It helped somewhat.*		*I could use skills, tolerated distress, and resisted problem urges.*
1	**2**	**3**	**4**	**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.		*I was able to cope somewhat, at least for a little while. It helped somewhat.*		*I could use skills, tolerated distress, and resisted problem urges.*
1	**2**	**3**	**4**	**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 8B

(Distress Tolerance Handouts 10–15a)

Reality Acceptance Skills

Due Date: _____ Name: _____ Week Starting: _____

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

No acceptance; I am in complete denial and/or rebellion		*I was able to accept somewhat or for a little while.*		*Complete acceptance; I am at peace with this.*
1	**2**	**3**	**4**	**5**

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

_____ /_____ Effectiveness: _____

_____ /_____ Effectiveness: _____

_____ /_____ Effectiveness: _____

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

_____ /_____ Effectiveness: _____

_____ /_____ Effectiveness: _____

_____ /_____ Effectiveness: _____

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

_____ /_____ Effectiveness: _____

_____ /_____ Effectiveness: _____

_____ /_____ Effectiveness: _____

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

_____ /_____ Effectiveness: _____

_____ /_____ Effectiveness: _____

_____ /_____ Effectiveness: _____

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

_____ /_____ Effectiveness: _____

_____ /_____ Effectiveness: _____

_____ /_____ Effectiveness: _____

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

_____ /_____ Effectiveness: _____

_____ /_____ Effectiveness: _____

_____ /_____ Effectiveness: _____

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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:			/	/	/	
			/	/	/	
Did pros and cons:			/	/	/	
			/	/	/	

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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.

- ❑ 1. Half-smiled when I first woke up in the morning.
- ❑ 2. Half-smiled during my free moments.
- ❑ 3. Half-smiled with willing hands while I was listening to music.
- ❑ 4. Half-smiled with willing hands when I was irritated.
- ❑ 5. Half-smiled in a lying-down position.
- ❑ 6. Half-smiled in a sitting position.
- ❑ 7. Half-smiled when I was walking down the street.
- ❑ 8. Half-smiled with willing hands when my feelings were hurt.
- ❑ 9. Half-smiled with willing hands when I did not want to accept something.
- ❑ 10. Half-smiled with willing hands when I started getting really angry.
- ❑ 11. Half-smiled when I had negative thoughts.
- ❑ 12. Half-smiled when I couldn't sleep.
- ❑ 13. Half-smiled with another person.
- ❑ 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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DISTRESS TOLERANCE WORKSHEET 12

(Distress Tolerance Handouts 15, 15a)

Mindfulness of Current Thoughts

Due Date: _____ Name: _____ Week Starting: _____

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

Check off any of the following exercises that you did.

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

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

1. Thought: _____
Describe strategies you used or give numbers from above: _____
Circle how effective was this at helping you be more mindful and less reactive:

1	2	3	4	5
Not effective		*Somewhat effective*		*Very effective*

2. Thought: _____
Describe strategies you used or give numbers from above: _____
Circle how effective was this at helping you be more mindful and less reactive:

1	2	3	4	5
Not effective		*Somewhat effective*		*Very effective*

3. Thought: _____
Describe strategies you used or give numbers from above: _____
Circle how effective was this at helping you be more mindful and less reactive:

1	2	3	4	5
Not effective		*Somewhat effective*		*Very effective*

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EMOTION REGULATION HANDOUT 1

(Emotion Regulation Worksheet 1)

Goals of Emotion Regulation

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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EMOTION REGULATION HANDOUT 3

(Emotion Regulation Worksheets 2–2c)

What Emotions Do for You

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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EMOTION REGULATION HANDOUT 4

(Emotion Regulation Worksheets 3, 16)

What Makes It Hard to Regulate Your Emotions

BIOLOGY

- ❑ Biological factors can make emotion regulation harder.

LACK OF SKILL

- ❑ You don't know what to do to regulate your emotions.

REINFORCEMENT OF EMOTIONAL BEHAVIOR

- ❑ Your environment reinforces you when you are highly emotional.

MOODINESS

- ❑ Your current mood controls what you do instead of your Wise Mind.
- ❑ You don't really want to put in time and effort to regulate your emotions.

EMOTIONAL OVERLOAD

- ❑ High emotional arousal causes you to reach a skills breakdown point. You can't follow skills instructions or figure out what to do.

EMOTION MYTHS

- ❑ Myths (e.g., mistaken beliefs) about emotions get in the way of your ability to regulate emotions.
  - ❑ Myths that emotions are bad or weak lead to avoiding emotions.
  - ❑ Myths that extreme emotions are necessary or are part of who you are keep you from trying to regulate your emotions.

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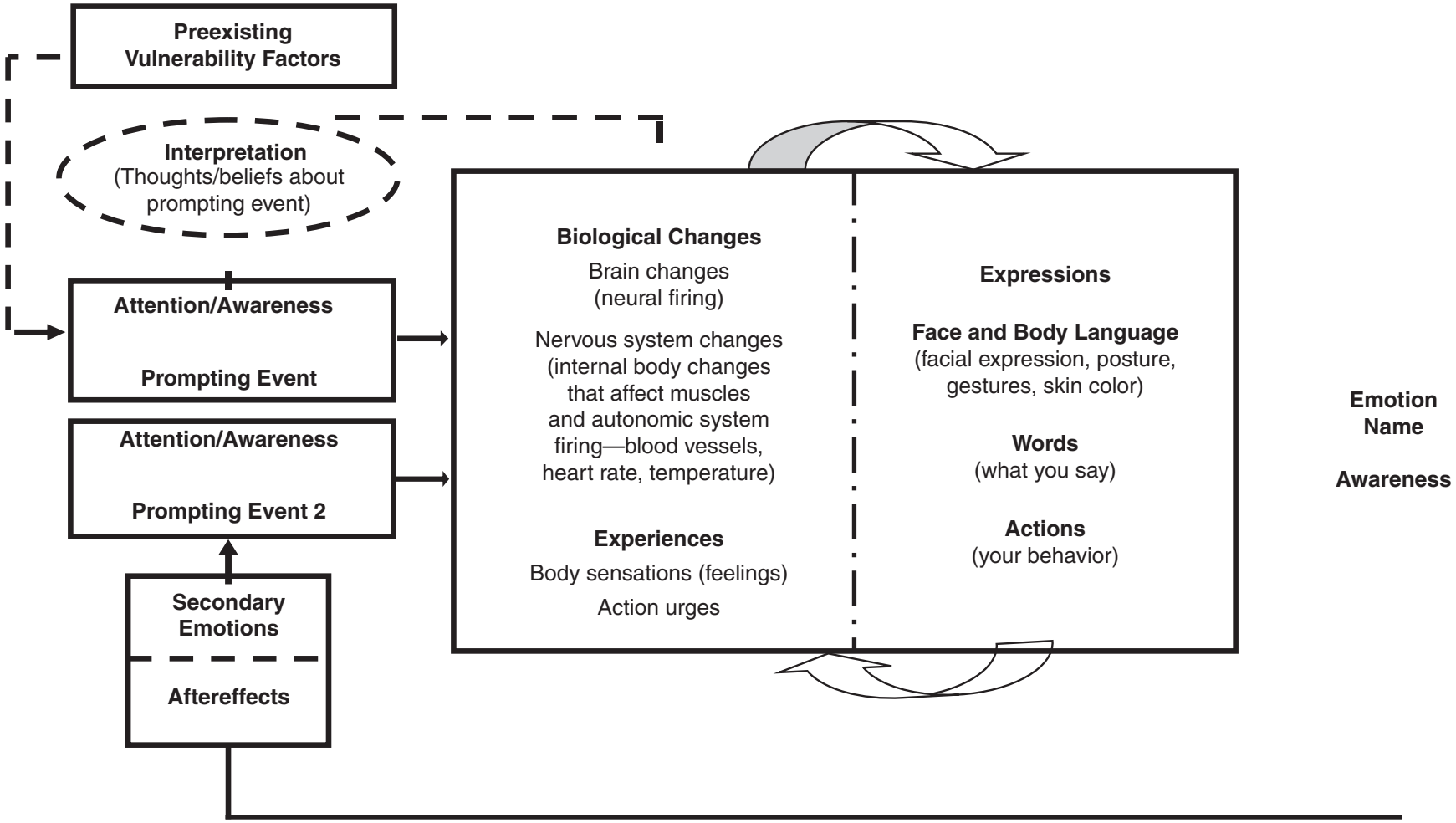
EMOTION REGULATION HANDOUT 5

(Emotion Regulation Worksheets 4, 4a)

Model for Describing Emotions



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(Emotion Regulation Worksheets 4, 4a)

Ways to Describe Emotions

ANGER WORDS

anger	bitterness	fury	indignation	vengefulness
aggravation	exasperation	grouchiness	irritation	wrath
agitation	ferocity	grumpiness	outrage	
annoyance	frustration	hostility	rage	

Prompting Events for Feeling Anger

- Having an important goal blocked.
- You or someone you care about being attacked or threatened by others.
- Losing power, status, or respect.
- Not having things turn out as expected.
- Physical or emotional pain.
- Other: _____

Interpretations of Events That Prompt Feelings of Anger

- Believing that you have been treated unfairly.
- Blaming.
- Believing that important goals are being blocked or stopped.
- Believing that things "should" be different than they are.
- Rigidly thinking, "I'm right."
- Judging that the situation is illegitimate or wrong.
- Ruminating about the event that set off the anger in the first place.
- Other: _____

Biological Changes and Experiences of Anger

- Muscles tightening.
- Teeth clamping together.
- Hands clenching.
- Feeling your face flush or get hot.
- Feeling like you are going to explode.
- Being unable to stop tears.
- Wanting to hit someone, bang the wall, throw something, blow up.
- Wanting to hurt someone.
- Other: _____

Expressions and Actions of Anger

- Physically or verbally attacking.
- Making aggressive or threatening gestures.
- Pounding, throwing things, breaking things.
- Walking heavily, stomping, slamming doors.
- Walking out.
- Using a loud, quarrelsome, or sarcastic voice.
- Using obscenities or swearing.
- Criticizing or complaining.
- Clenching your hands or fists.
- Frowning, not smiling, mean expression.
- Brooding or withdrawing from others.
- Crying.
- Grinning.
- A red or flushed face.
- Other: _____

Aftereffects of Anger

- Narrowing of attention.
- Attending only to the situation that's making you angry.
- Ruminating about the situation making you angry or about situations in the past.
- Imagining future situations that will make you angry.
- Depersonalization, dissociative experiences, numbness.
- Other: _____

(***continued on next page***)

Note. Adapted from Table 3 in Shaver, P., Schwartz, J., Kirson, D., & O'Connor, C. (1987). Emotion knowledge: Further exploration of a prototype approach. *Journal of Personality and Social Psychology, 52*(6), 1061–1086. Copyright 1987 by the American Psychological Association. Adapted by permission.

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DISGUST WORDS

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

Prompting Events for Feeling Disgust

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

Interpretations of Events That Prompt Feelings of Disgust

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

Biological Changes and Experiences of Disgust

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

Expressions and Actions of Disgust

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

Aftereffects of Disgust

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

(*continued on next page*)

ENVY WORDS

envy	craving	displeased	greed	pettiness
bitterness	discontented	dissatisfied	"green-eyed"	resentment
covetous	disgruntled	down-hearted	longing	wishful

Prompting Events for Feeling Envy

- Someone has something you really want or need but don't or can't have.
- You are not part of the "in" crowd.
- Someone appears to have everything.
- You are alone while others are having fun.
- Someone else gets credit for what you've done.
- Someone gets positive recognition for something and you don't.
- Others get something you really want and you don't get it.
- Being around people who have more than you have.
- Someone you are competing with is more successful than you in an area important to you.
- Other: _____

Interpretations of Events That Prompt Feelings of Envy

- Thinking you deserve what others have.
- Thinking others have more than you.
- Thinking about how unfair it is that you have such a bad lot in life compared to others.
- Thinking you have been treated unfairly by life.
- Thinking you are unlucky.
- Thinking you are inferior, a failure, or mediocre in comparison to others whom you want to be like.
- Comparing yourself to others who have more than you.
- Comparing yourself to people who have characteristics that you wish you had.
- Thinking you are unappreciated.
- Other: _____

Biological Changes and Experiences of Envy

- Muscles tightening.
- Teeth clamping together, mouth tightening.
- Feeling your face flush or get hot.
- Feeling rigidity in your body.
- Pain in the pit of the stomach.
- Having an urge to get even.
- Hating the other person.
- Wanting to hurt the people you envy.
- Wanting the person or people you envy to lose what they have, to have bad luck, or to be hurt.
- Feeling pleasure when others experience failure or lose what they have.
- Feeling unhappy if another person experiences some good luck.
- Feeling motivated to improve yourself.
- Other: _____

Expressions and Actions of Envy

- Doing everything you can to get what the other person has.
- Working a lot harder than you were to get what you want.
- Trying to improve yourself and your situation.
- Taking away or ruining what the other person has.
- Attacking or criticizing the other person.
- Doing something to get even.
- Doing something to make the other person fail or lose what he or she has.
- Saying mean things about the other person or making the person look bad to others.
- Trying to show the other person up, to look better than the other person.
- Avoiding persons who have what you want.
- Other: _____

Aftereffects of Envy

- Narrowing of attention.
- Attending only to what others have that you don't.
- Ruminating when others have had more than you.
- Discounting what you do have; not appreciating things you have or things others do for you.
- Ruminating about what you don't have.
- Making resolutions to change.
- Other: _____

(*continued on next page*)

FEAR WORDS

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

Prompting Events for Feeling Fear

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

Interpretations of Events That Prompt Feelings of Fear

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

Biological Changes and Experiences of Fear

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

Expressions and Actions of Fear

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

Aftereffects of Fear

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

(***continued on next page***)

HAPPINESS WORDS

happiness	satisfaction	joviality	exhilaration	ecstasy
joy	bliss	triumph	optimism	gladness
enjoyment	enthusiasm	contentment	zest	pride
relief	jolliness	excitement	eagerness	elation
amusement	thrill	jubilation	gaiety	glee
enthrallment	cheerfulness	zaniness	pleasure	rapture
hope	euphoria	delight	zeal	

Prompting Events for Feeling Happiness

- Receiving a wonderful surprise.
- Reality exceeding your expectations.
- Getting what you want.
- Getting something you have worked hard for or worried about.
- Things turning out better than you thought they would.
- Being successful at a task.
- Achieving a desirable outcome.
- Receiving esteem, respect, or praise.
- Receiving love, liking, or affection.
- Being accepted by others.
- Belonging somewhere or with someone or a group.
- Being with or in contact with people who love or like you.
- Having very pleasurable sensations.
- Doing things that create or bring to mind pleasurable sensations.
- Other: _____

Interpretations of Events That Prompt Feelings of Happiness

- Interpreting joyful events just as they are, without adding or subtracting.
- Other: _____

Biological Changes and Experiences of Happiness

- Feeling excited.
- Feeling physically energetic, active.
- Feeling like giggling or laughing.
- Feeling your face flush.
- Feeling calm all the way through.
- Urge to keep doing what is associated with happiness.
- Feeling at peace.
- Feeling open or expansive.
- Other: _____

Expressions and Actions of Happiness

- Smiling.
- Having a bright, glowing face.
- Being bouncy or bubbly.
- Communicating your good feelings.
- Sharing the feeling.
- Silliness.
- Hugging people.
- Jumping up and down.
- Saying positive things.
- Using an enthusiastic or excited voice.
- Being talkative or talking a lot.
- Other: _____

Aftereffects of Happiness

- Being courteous or friendly to others.
- Doing nice things for other people.
- Having a positive outlook; seeing the bright side.
- Having a high threshold for worry or annoyance.
- Remembering and imagining other times you have felt joyful.
- Expecting to feel joyful in the future.
- Other: _____

(***continued on next page***)

JEALOUSY WORDS

jealous
cautious
clinging
clutching
defensive
mistrustful
fear of losing someone/ something
possessive
rivalrous
suspicious
self-protective
wary
watchful

Prompting Events for Feeling Jealous

- An important relationship is threatened or in danger of being lost.
- A potential competitor pays attention to someone you love.
- Someone:
  - Is threatening to take away important things in your life.
  - Goes out with the person you like.
  - Ignores you while talking to a friend of yours.
  - Is more attractive, outgoing, or self-confident than you.
- You are treated as unimportant by a person you want to be close to.
- Your partner tells you that he or she desires more time alone.
- Your partner appears to flirt with someone else.
- A person you are romantically involved with looks at someone else.
- You find the person you love is having an affair with someone else.
- Other: _____

Interpretations of Events That Prompt Feelings of Jealousy

- Believing that:
  - Your partner does not care for you any more.
  - You are nothing to your partner.
  - Your partner is going to leave you.
  - Your partner is behaving inappropriately.
  - You don't measure up to your peers.
  - I deserve more than what you are receiving.
- Believing that:
  - You were cheated.
  - No one cares about you.
  - Your rival is possessive and competitive.
  - Your rival is insecure.
  - Your rival is envious.
  - Other: _____

Biological Changes and Experiences of Jealousy

- Breathlessness.
- Fast heartbeat.
- Choking sensation, lump in throat.
- Muscles tensing.
- Teeth clenching.
- Becoming suspicious of others.
- Having injured pride.
- Feelings of rejection.
- Needing to be in control.
- Feeling helpless.
- Wanting to grasp or keep hold of what you have.
- Wanting to push away or eliminate your rival.

Expressions and Actions of Jealousy

- Violent behavior or threats of violence toward the person threatening to take something away.
- Attempting to control the freedom of the person you are afraid of losing.
- Verbal accusations of disloyalty or unfaithfulness.
- Spying on the person.
- Interrogating the person; demanding accounting of time or activities.
- Collecting evidence of wrongdoings.
- Clinging; enhanced dependency.
- Increased or excessive demonstrations of love.
- Other: _____

Aftereffects of Jealousy

- Narrowing of attention.
- Seeing the worst in others.
- Being mistrustful across the board.
- Being hypervigilant to threats to your relationships.
- Becoming isolated or withdrawn.
- Other: _____

(*continued on next page*)

LOVE WORDS

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

Prompting Events for Feeling Love

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

Interpretations of Events That Prompt Feelings of Love

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

Biological Changes and Experiences of Love

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

Expressions and Actions of Love

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

Aftereffects of Love

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

(***continued on next page***)

SADNESS WORDS

sadness	disappointment	pity	crushed	disconnected	depression
despair	homesickness	anguish	displeasure	suffering	glumness
grief	neglect	dismay	insecurity	dejection	melancholy
misery	alienation	hurt	sorrow	gloom	alone
agony	discontentment	rejection	defeat	loneliness	woe
			distraught	unhappiness	

Prompting Events for Feeling Sadness

- Losing something or someone irretrievably.
- The death of someone you love.
- Things not being what you expected or wanted.
- Things being worse than you expected.
- Being separated from someone you care for.
- Getting what you don't want.
- Not getting what you have worked for.
- Not getting what you believe you need in life.
- Being rejected, disapproved of, or excluded.
- Discovering that you are powerless or helpless.
- Being with someone else who is sad or in pain.
- Reading or hearing about other people's problems or troubles in the world.
- Being alone, or feeling isolated or like an outsider.
- Thinking about everything you have not gotten.
- Thinking about your losses.
- Thinking about missing someone.
- Other: _____

Interpretations of Events That Prompt Feelings of Sadness

- Believing that a separation from someone will last for a long time or will never end.
- Believing that you will not get what you want or need in your life.
- Seeing things or your life as hopeless.
- Believing that you are worthless or not valuable.
- Other: _____

Biological Changes and Experiences of Sadness

- Feeling tired, run down, or low in energy.
- Feeling lethargic, listless; wanting to stay in bed all day.
- Feeling as if nothing is pleasurable any more.
- Pain or hollowness in your chest or gut.
- Feeling empty.
- Feeling as if you can't stop crying, or if you ever start crying you will never be able to stop.
- Difficulty swallowing.
- Breathlessness.
- Dizziness.
- Other: _____

Expressions and Actions of Sadness

- Avoiding things.
- Acting helpless; staying in bed; being inactive.
- Moping, brooding, or acting moody.
- Making slow, shuffling movements.
- Withdrawing from social contact.
- Avoiding activities that used to bring pleasure.
- Giving up and no longer trying to improve.
- Saying sad things.
- Talking little or not at all.
- Using a quiet, slow, or monotonous voice.
- Eyes drooping.
- Frowning, not smiling.
- Posture slumping.
- Sobbing, crying, whimpering.
- Other: _____

Aftereffects of Sadness

- Not being able to remember happy things.
- Feeling irritable, touchy, or grouchy.
- Yearning and searching for the thing lost.
- Having a negative outlook.
- Blaming or criticizing yourself.
- Ruminating about sad events in the past.
- Insomnia.
- Appetite disturbance, indigestion.
- Other: _____

(*continued on next page*)

SHAME WORDS

shame	culpability	embarrassment	mortification	shyness
contrition	discomposure	humiliation	self-conscious	

Prompting Events for Feeling Shame

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

Interpretations of Events That Prompt Feelings of Shame

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

Biological Changes and Experiences of Shame

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

Expressions and Actions of Shame

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

Aftereffects of Shame

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

(*continued on next page*)

GUILT WORDS

guilt culpability remorse apologetic regret sorry

Prompting Events for Feeling Guilt

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

Interpretations of Events That Prompt Feelings of Guilt

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

Biological Changes and Experiences of Guilt

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

Expressions and Actions of Guilt

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

Aftereffects of Guilt

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

Other Important Emotion Words

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

EMOTION REGULATION HANDOUT 8

(Emotion Regulation Worksheet 5)

Check the Facts

FACTS

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

Event Thoughts Emotions

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

Event Emotion Thoughts

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

HOW TO CHECK THE FACTS

1. **Ask: What is the emotion I want to change?**
   (See Emotion Regulation Handout 6: Ways of Describing Emotions.)
2. **Ask: What is the event prompting my emotion?**
   Describe the facts that you observed through your senses.
   Challenge judgments, absolutes, and black-and-white descriptions.
   (See Mindfulness Handout 4: Taking Hold of Your Mind: "What" Skills.)
3. **Ask: What are my interpretations, thoughts, and assumptions about the event?**
   Think of other possible interpretations.
   Practice looking at all sides of a situation and all points of view.
   Test your interpretations and assumptions to see if they fit the facts.
4. **Ask: Am I assuming a threat?**
   Label the threat.
   Assess the probability that the threatening event will really occur.
   Think of as many other possible outcomes as you can.
5. **Ask: What's the catastrophe?**
   Imagine the catastrophe really occurring.
   Imagine coping well with a catastrophe (through problem solving, coping ahead, or radical acceptance).
6. **Ask: Does my emotion and/or its intensity fit the actual facts?**
   Check out facts that fit each emotion.
   Ask Wise Mind.
   (See Emotion Regulation Handout 11: Figuring Out Opposite Actions, and Emotion Regulation Handout 13: Reviewing Problem Solving and Opposite Action.)

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EMOTION REGULATION HANDOUT 8A

(Emotion Regulation Worksheet 5)

Examples of Emotions That Fit the Facts

Fear	**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	**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	**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	**1.** Another person or group gets or has things you don't have that you want or need. **2.** Other: _____
Jealousy	**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	**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	**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	**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	**1.** Your own behavior violates your own values or moral code. **2.** Other: _____

Intensity and duration of an emotion are justified by:

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

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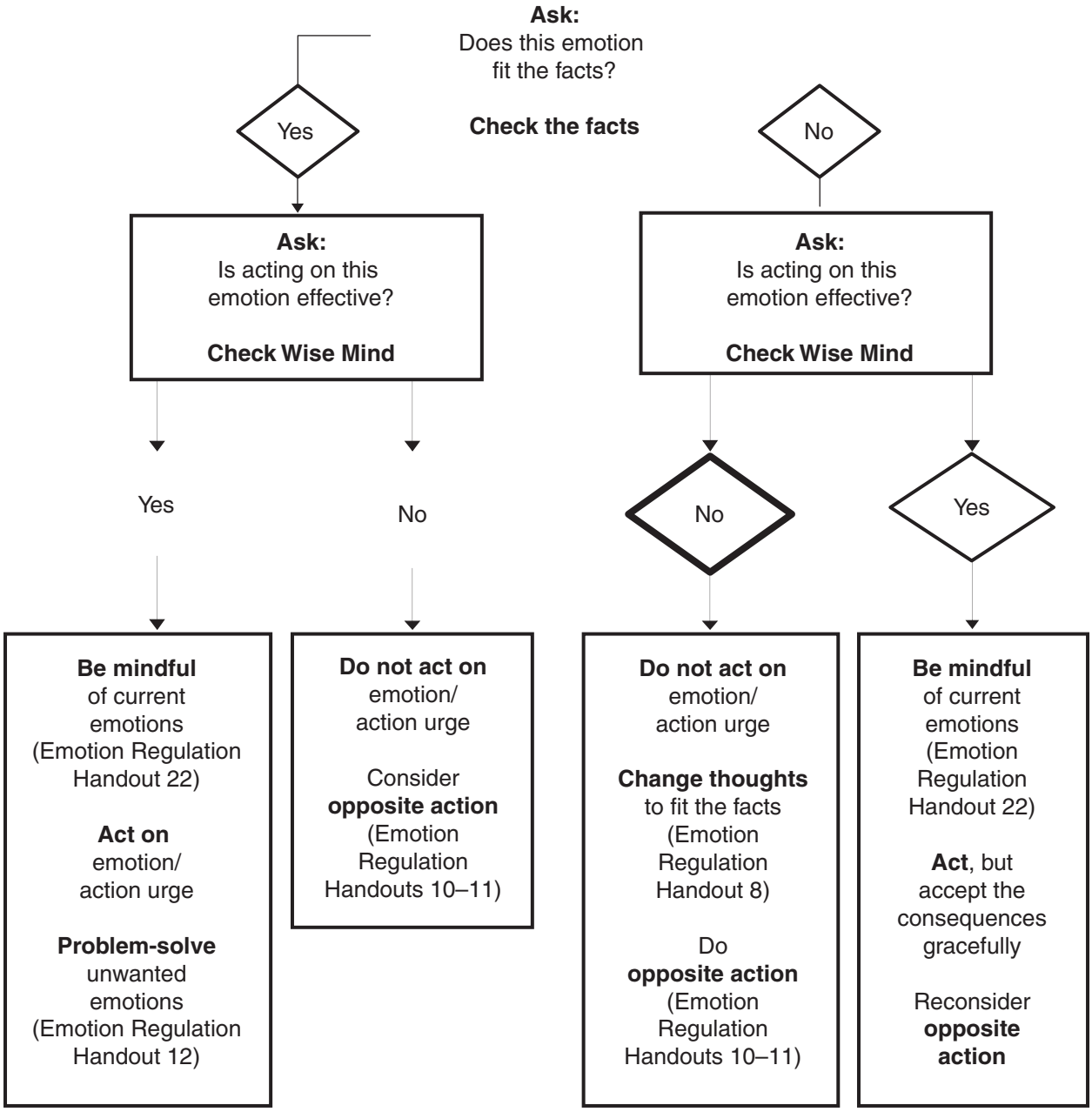
EMOTION REGULATION HANDOUT 9

(Emotion Regulation Worksheet 6)

Opposite Action and Problem Solving: Deciding Which to Use

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

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



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EMOTION REGULATION HANDOUT 10

(Emotion Regulation Worksheet 7)

Opposite Action

Use opposite action when your emotions do NOT fit the facts or when acting on your emotions is NOT effective.

EVERY EMOTION HAS AN ACTION URGE.

CHANGE THE EMOTION BY ACTING OPPOSITE TO ITS ACTION URGE.

Consider these examples:

EMOTION	ACTION URGE	OPPOSITE ACTION
Fear	Run away/avoid	Approach/don't avoid
Anger	Attack	Gently avoid/be a little nice
Sadness	Withdraw/isolate	Get active
Shame	Hide/avoid	Tell the secret to people who will accept it

HOW TO DO OPPOSITE ACTION, STEP BY STEP

Step 1. IDENTIFY AND NAME THE EMOTION you want to change.

Step 2. CHECK THE FACTS to see if your emotion is justified by the facts.
Check also whether the intensity and duration of the emotion fit the facts.
(*Example: "Irritation" fits the facts when your car is cut in front of; "road rage" does not.*)
An emotion is justified when your emotion fits the facts.

Step 3. IDENTIFY AND DESCRIBE YOUR ACTION URGES.

Step 4. ASK WISE MIND: Is expression or acting on this emotion effective in this situation?

If your emotion does not fit the facts or if acting on your emotion is not effective:

Step 5. IDENTIFY OPPOSITE ACTIONS to your action urges.

Step 6. ACT OPPOSITE ALL THE WAY to your action urges.

Step 7. REPEAT ACTING OPPOSITE to your action urges until your emotion changes.

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(Emotion Regulation Worksheet 7)

Figuring Out Opposite Actions

FEAR

Fear FITS THE FACTS of a situation whenever there is a THREAT to:

A. Your life or that of someone you care about.

B. Your health or that of someone you care about.

C. Your well-being or that of someone you care about.

D. Other example: _____

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

OPPOSITE ACTIONS for Fear

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

1. Do what you are afraid of doing . . . OVER AND OVER.
2. APPROACH events, places, tasks, activities, and people you are afraid of.
3. Do things to give yourself a sense of CONTROL and MASTERY over your fears.

ALL-THE-WAY OPPOSITE ACTIONS for Fear

4. Keep your EYES AND EARS OPEN and focused on the feared event.

   Look around slowly; explore.

5. Take in the information from the situation (i.e., notice that you are safe).

6. Change POSTURE AND KEEP A CONFIDENT VOICE TONE.

   Keep your head and eyes up, and your shoulders back but relaxed.
   Adopt an assertive body posture (e.g., knees apart, hands on hips, heels a bit out).

7. Change your BODY CHEMISTRY.

   For example, do paced breathing by breathing in deeply and breathing out slowly.

(***continued on next page***)

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ANGER

Anger FITS THE FACTS of a situation whenever:

A. An important goal is blocked or a desired activity is interrupted or prevented.

B. You or someone you care about is attacked or hurt by others.

C. You or someone you care about is insulted or threatened by others.

D. The integrity or status of your social group is offended or threatened.

E. Other example: _____

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

OPPOSITE ACTIONS for Anger

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

1. GENTLY AVOID the person you are angry with (rather than attacking).
2. TAKE A TIME OUT, and breathe in and out deeply and slowly.
3. BE KIND (rather than mean or insulting).

ALL-THE-WAY OPPOSITE ACTIONS for Anger

4. IMAGINE UNDERSTANDING and empathy for the other person.

   Step into the other person's shoes. Try to see the situation from the other person's point of view.
   Imagine really good reasons for what has happened.

5. CHANGE YOUR POSTURE.

   Unclench hands, with palms up and fingers relaxed (WILLING HANDS).
   Relax chest and stomach muscles.
   Unclench teeth.
   Relax facial muscles. Half-smile.

6. CHANGE YOUR BODY CHEMISTRY.

   For example, do paced breathing by breathing in deeply and breathing out slowly.
   Or, run or engage in another physically energetic, nonviolent activity.

(***continued on next page***)

DISGUST

Disgust FITS THE FACTS of a situation whenever:

A. Something you are in contact with could poison or contaminate you.

B. Somebody whom you deeply dislike is touching you or someone you care about.

C. You are around a person or group whose behavior or thinking could seriously damage or harmfully influence you or the group you are part of.

D. Other example: _____

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

OPPOSITE ACTIONS for Disgust

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

1. MOVE CLOSE. Eat, drink, stand near, or embrace what you found disgusting.
2. Be KIND to those you feel contempt for; step into the other person's shoes.

ALL-THE-WAY OPPOSITE ACTIONS for Disgust

3. IMAGINE UNDERSTANDING and empathy for the person you feel disgust or contempt for.

   Try to see the situation from the other person's point of view.
   Imagine really good reasons for how the other person is behaving or looking.

4. TAKE IN what feels repulsive.

   Be sensual (inhaling, looking at, touching, listening, tasting).

5. CHANGE YOUR POSTURE.

   Unclench hands with palms up and fingers relaxed (willing hands).
   Relax chest and stomach muscles.
   Unclench teeth.
   Relax facial muscles.
   Half-smile.

6. CHANGE YOUR BODY CHEMISTRY.

   For example, do paced breathing by breathing in deeply and breathing out slowly.

(***continued on next page***)

ENVY

Envy FITS THE FACTS of a situation whenever:

A. Another person or group has what you want or need but don't have.

B. Other example: _____

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

OPPOSITE ACTIONS for Envy

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

1. INHIBIT DESTROYING what the other person has.
2. COUNT YOUR BLESSINGS. Make a list of the things you are thankful for.

ALL-THE-WAY OPPOSITE ACTIONS for Envy

3. COUNT ALL your blessings.

   Avoid discounting some blessings.
   Avoid exaggerating your deprivations.

4. Stop EXAGGERATING others' net worth or value; check the facts.

5. CHANGE YOUR POSTURE.

   Unclench hands with palms up and fingers relaxed (WILLING HANDS).
   Relax chest and stomach muscles.
   Unclench teeth.
   Relax facial muscles.
   Half-smile.

6. CHANGE YOUR BODY CHEMISTRY.

   For example, do paced breathing by breathing in deeply and breathing out slowly.

(***continued on next page***)

JEALOUSY

Jealousy FITS THE FACTS of a situation whenever:

A. Someone is threatening to take a very important and desired relationship or object away from you.

B. An important and desired relationship is in danger of being damaged or lost.

C. Other example: _____

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

OPPOSITE ACTIONS for Jealousy

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

1. LET GO of controlling others' actions.
2. SHARE the things and people you have in your life.

ALL-THE-WAY OPPOSITE ACTIONS for Jealousy

3. STOP SPYING or snooping.

   Suppress probing questions ("Where were you? Who were you with?").
   Fire your "private detective."

4. NO AVOIDING. Listen to all the details. Focus on sensations.

   Keep your eyes open; look around.
   Take in all the information about the situation.

5. CHANGE YOUR POSTURE.

   Unclench hands with palms up and fingers relaxed (WILLING HANDS).
   Relax chest and stomach muscles.
   Unclench teeth.
   Relax facial muscles.
   Half-smile.

6. CHANGE YOUR BODY CHEMISTRY.

   For example, do paced breathing by breathing in deeply and breathing out slowly.

(***continued on next page***)

LOVE

Love (other than universal love for all) FITS THE FACTS of a situation whenever:

A. Loving a person, animal, or object enhances quality of life for you or for those you care about.

B. Loving a person, animal, or object increases your chances of attaining your own personal goals.

C. Other example: _____

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

OPPOSITE ACTIONS for Love

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

1. AVOID the person, animal, or object you love.
2. DISTRACT yourself from thoughts of the person, animal, or object.
3. REMIND yourself of why love is not justified (rehearse the "cons" of loving) when loving thoughts do arise.

ALL-THE-WAY OPPOSITE ACTIONS for Love

4. AVOID CONTACT with everything that reminds you of a person you love: pictures, letters/messages/e-mails, belongings, mementos, places you were together, places you planned to or wanted to go together, places where you know the person has been or will be. No following, waiting for, or looking for the person.

5. STOP EXPRESSING LOVE for the person, even to friends. Be unfriendly toward the person (e.g., "unfriend" the person on Facebook, Twitter, etc.).

6. ADJUST YOUR POSTURE AND EXPRESSIONS if you are around the person you love.

   No leaning toward him or her.
   No getting close enough to touch.
   No sighing/gazing at the person.

(***continued on next page***)

SADNESS

Sadness FITS THE FACTS of a situation whenever:

A. You have lost something or someone permanently.

B. Things are not the way you want or expected and hoped them to be.

C. Other example: _____

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

OPPOSITE ACTIONS for Sadness

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

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

ALL-THE-WAY OPPOSITE ACTIONS for Sadness

5. Pay attention to the PRESENT MOMENT!

   Be mindful of your environment—each detail as it unfolds.
   Experience new or positive activities you are engaging in.

6. CHANGE YOUR POSTURE (adopt a “bright” body posture, with head up, eyes open, and shoulders back).

   Keep an upbeat voice tone.

7. CHANGE YOUR BODY CHEMISTRY.

   For example, increase physical movement (run, jog, walk, or do other active exercise).

(***continued on next page***)

SHAME

Shame FITS THE FACTS of a situation whenever:

A. You will be rejected by a person or group you care about if your personal characteristics or behavior are made public.

B. Other example: _____

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

OPPOSITE ACTIONS for Shame

Do the OPPOSITE of your action urges. For example:

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

ALL-THE-WAY OPPOSITE ACTIONS for Shame

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

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

OPPOSITE ACTIONS for Shame

Do the OPPOSITE of your action urges. For example:

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

ALL-THE-WAY OPPOSITE ACTIONS for Shame

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

(***continued on next page***)

GUILT

Guilt FITS THE FACTS of a situation whenever:

A. Your behavior violates your own values or moral code.

B. Other example: _____

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

OPPOSITE ACTIONS for Guilt

Do the OPPOSITE of your action urges. For example:

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

ALL-THE-WAY OPPOSITE ACTIONS for Guilt

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

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

OPPOSITE ACTIONS for Guilt

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

ALL-THE-WAY OPPOSITE ACTIONS for Guilt

6. VALIDATE YOURSELF.

EMOTION REGULATION HANDOUT 12

(Emotion Regulation Worksheet 8)

Problem Solving

Step 1. FIGURE OUT and DESCRIBE the problem situation.

Step 2. CHECK THE FACTS (*all* the facts) to be sure you have the right problem situation!

If your facts are correct and the situation is the problem, ***continue with*** **STEP 3.**

If your facts are not correct, ***go back and repeat*** **STEP 1.**

Step 3. IDENTIFY YOUR GOAL in solving the problem.

- Identify what needs to happen or change for you to feel OK.
- Keep it simple, and choose something that can actually happen.

Step 4. BRAINSTORM lots of solutions.

- Think of as many solutions as you can. Ask for suggestions from people you trust.
- Do not be critical of any ideas at first. (Wait for Step 5 to evaluate ideas.)

Step 5. CHOOSE a solution that fits the goal and is likely to work.

- If you are unsure, choose two solutions that look good.
- Do PROS and CONS to compare the solutions.
- Choose the best to try first.

Step 6. Put the solution into ACTION.

- ACT! Try out the solution.
- Take the first step, and then the second . . .

Step 7. EVALUATE the results of using the solution.

It worked? **YEA!!!** *It didn't work?* ***Go back to*** **STEP 5** and choose a new solution to try.

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(Emotion Regulation Worksheets 6, 7, 8)

Reviewing Opposite Action and Problem Solving

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

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	Justifying Events	Act Opposite to Emotion Urge (for Unjustified Emotion)	Act on Emotion Urge, Problem-Solve, or Avoid (for Justified Emotion)
Envy	**A.** Another person or group gets or has things you don't have that you want or need.	**1.** Inhibit destroying other people's things. **2.** Count your blessings. **3.** Imagine how it all makes sense. **4.** Stop exaggerating others' worth or value.	**1.** Improve yourself and your life. **2.** Get others to be fair. **3.** Devalue what others have that you don't have. **4.** Put on rose-colored glasses. **5.** Avoid people who have more than you.
Jealousy	**A.** An important and desired relationship or object is in danger of being damaged or lost. **B.** Someone is threatening to take away an important and desired relationship or object.	**1.** Let go of trying to control others. **2.** Share what you have with others. **3.** Stop spying and snooping. **4.** No avoiding; take in all the information.	**1.** Protect what you have. **2.** Work at being more desirable to the person(s) you want to be in a relationship with (i.e., fight for relationships). **3.** Leave the relationship.
Love	**A.** Loving a valued/admired person, animal, or object enhances the quality of life for you or those you care about. **B.** Loving the person, animal, or object increases your chances of attaining your own personal goals.	**1.** Avoid the person, animal, or object you love altogether. **2.** Distract yourself from thoughts of the beloved. **3.** Avoid contact with all reminders of the beloved. **4.** Remind yourself of why love is not justified.	**1.** Be with the person, animal, or thing that you love. **2.** Touch, hold, etc., the beloved. **3.** Avoid separations when possible. **4.** If the beloved is lost, fight to find or get the beloved back (if it may be possible).
Sadness	**A.** You have lost something or someone permanently. **B.** Things are not the way you expected or wanted or hoped for.	**1.** Activate your behavior. **2.** Avoid avoiding. **3.** Build mastery: Do things that make you feel competent and self-confident. **4.** Increase pleasant events. **5.** Pay attention to pleasant events.	**1.** Grieve; have a memorial service; visit the cemetery (but don't build a house at the cemetery). **2.** Retrieve/replace what is lost. **3.** Plan how to rebuild a life worth living without the beloved or expected outcomes in your life. **4.** Accumulate positives. **5.** Build mastery: Do things that make you feel competent and self-confident. **6.** Communicate need for help. **7.** Accept help offered. **8.** Put on rose-colored glasses.

(***continued on next page***)

	Justifying Events	Act Opposite to Emotion Urge (for Unjustified Emotion)	Act on Emotion Urge, Problem-Solve, or Avoid (for Justified Emotion)
Shame	**A.** You will be rejected by a very important person or group if characteristics of yourself or of your behavior are made public.	**1.** Make public your personal characteristics or behavior (with people who won't reject you). **2.** Repeat the behavior without hiding from people who won't reject you. **3.** Or, if *your* moral code is violated, apologize and repair; forgive yourself; and let it go.	**1.** Hide what will get you rejected. **2.** Appease those offended. **3.** Change your behavior or personal characteristics to fit in. **4.** Avoid groups who disapprove of you. **5.** Find a new group that fits your values or that likes your personal characteristics. **6.** Work to change society's or a person's values.
Guilt	**A.** Your own behavior violates your own values or moral code.	**1.** Do what makes you feel guilty over and over and over. **2.** Make public your behavior (with people who won't reject you). Or, if *you will be rejected by others:* **3.** Hide your behavior. **4.** Use interpersonal skills. **5.** Work to change your group's values or join a new group.	**1.** Seek forgiveness. **2.** Repair the harm; make things better (or, if not possible, work to prevent or repair similar harm for others). **3.** Accept the consequences gracefully. **4.** Commit to avoiding behaviors that violate your moral values in the future.

EMOTION REGULATION HANDOUT 15

(Emotion Regulation Worksheets 9, 10, 13)

Accumulating Positive Emotions: Short Term

Accumulate positive emotions in the short term by doing these things.

BUILD POSITIVE EXPERIENCES NOW

- INCREASE PLEASANT EVENTS that lead to positive emotions.
- Do ONE THING each day from the Pleasant Events List.
  (See Emotion Regulation Handout 16.)
- Practice opposite action; AVOID AVOIDING.
- BE MINDFUL of pleasant events (no multitasking).

BE MINDFUL OF POSITIVE EXPERIENCES

- FOCUS your attention on positive moments when they are happening. No multitasking.
- REFOCUS your attention when your mind wanders to the negative.
- PARTICIPATE and ENGAGE fully in each experience.

BE UNMINDFUL OF WORRIES

Such as . . .

- When the positive experience will end.
- Whether you deserve this positive experience.
- How much more might be expected of you now.

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(Emotion Regulation Worksheets 9, 10, 13)

Pleasant Events List

1. ❑ Working on my car
2. ❑ Planning a career
3. ❑ Getting out of (paying down) debt
4. ❑ Collecting things (baseball cards, coins, stamps, rocks, shells, etc.)
5. ❑ Going on vacation
6. ❑ Thinking how it will be when I finish school
7. ❑ Recycling old items
8. ❑ Going on a date
9. ❑ Relaxing
10. ❑ Going to or watching a movie
11. ❑ Jogging, walking
12. ❑ Thinking, "I have done a full day's work"
13. ❑ Listening to music
14. ❑ Thinking about past parties
15. ❑ Buying household gadgets
16. ❑ Lying in the sun
17. ❑ Planning a career change
18. ❑ Laughing
19. ❑ Thinking about past trips
20. ❑ Listening to other people
21. ❑ Reading magazines or newspapers
22. ❑ Engaging in hobbies (stamp collecting, model building, etc.)
23. ❑ Spending an evening with good friends
24. ❑ Planning a day's activities
25. ❑ Meeting new people
26. ❑ Remembering beautiful scenery
27. ❑ Saving money
28. ❑ Going home from work
29. ❑ Eating
30. ❑ Practicing karate, judo, yoga
31. ❑ Thinking about retirement
32. ❑ Repairing things around the house
33. ❑ Working on machinery (cars, boats, etc.)
34. ❑ Remembering the words and deeds of loving people
35. ❑ Wearing shocking clothes
36. ❑ Having quiet evenings
37. ❑ Taking care of my plants
38. ❑ Buying, selling stock
39. ❑ Going swimming
40. ❑ Doodling
41. ❑ Exercising
42. ❑ Collecting old things
43. ❑ Going to a party
44. ❑ Thinking about buying things
45. ❑ Playing golf
46. ❑ Playing soccer
47. ❑ Flying kites
48. ❑ Having discussions with friends
49. ❑ Having family get-togethers
50. ❑ Riding a bike or motorbike
51. ❑ Running track
52. ❑ Going camping
53. ❑ Singing around the house
54. ❑ Arranging flowers
55. ❑ Practicing religion (going to church, group praying, etc.)
56. ❑ Organizing tools
57. ❑ Going to the beach
58. ❑ Thinking, "I'm an OK person"
59. ❑ Having a day with nothing to do
60. ❑ Going to class reunions
61. ❑ Going skating, skateboarding, rollerblading
62. ❑ Going sailing or motorboating
63. ❑ Traveling or going on vacations
64. ❑ Painting
65. ❑ Doing something spontaneously
66. ❑ Doing needlepoint, crewel, etc.
67. ❑ Sleeping
68. ❑ Driving
69. ❑ Entertaining, giving parties
70. ❑ Going to clubs (garden clubs, Parents without Partners, etc.)
71. ❑ Thinking about getting married
72. ❑ Going hunting

(***continued on next page***)

Note. For adults or adolescents. Adapted from Linehan, M. M., Sharp, E., & Ivanoff, A. M. (1980, November). *The Adult Pleasant Events Schedule.* Paper presented at the meeting of the Association for Advancement of Behavior Therapy, New York. Adapted by permission of the authors.

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73. ❑ Singing with groups
74. ❑ Flirting
75. ❑ Playing musical instruments
76. ❑ Doing arts and crafts
77. ❑ Making a gift for someone
78. ❑ Buying/downloading music
79. ❑ Watching boxing, wrestling
80. ❑ Planning parties
81. ❑ Cooking
82. ❑ Going hiking
83. ❑ Writing (books, poems, articles)
84. ❑ Sewing
85. ❑ Buying clothes
86. ❑ Going out to dinner
87. ❑ Working
88. ❑ Discussing books; going to a book club
89. ❑ Sightseeing
90. ❑ Getting a manicure/pedicure or facial
91. ❑ Going to the beauty parlor
92. ❑ Early morning coffee and newspaper
93. ❑ Playing tennis
94. ❑ Kissing
95. ❑ Watching my children (play)
96. ❑ Thinking, “I have a lot more going for me than most people”
97. ❑ Going to plays and concerts
98. ❑ Daydreaming
99. ❑ Planning to go (back) to school
100. ❑ Thinking about sex
101. ❑ Going for a drive
102. ❑ Refinishing furniture
103. ❑ Watching TV
104. ❑ Making lists of tasks
105. ❑ Walking in the woods (or at the waterfront)
106. ❑ Buying gifts
107. ❑ Completing a task
108. ❑ Going to a spectator sport (auto racing, horse racing)
109. ❑ Teaching
110. ❑ Photography
111. ❑ Going fishing
112. ❑ Thinking about pleasant events
113. ❑ Staying on a diet
114. ❑ Playing with animals
115. ❑ Flying a plane
116. ❑ Reading fiction
117. ❑ Acting
118. ❑ Being alone
119. ❑ Writing diary entries or letters
120. ❑ Cleaning
121. ❑ Reading nonfiction
122. ❑ Taking children places
123. ❑ Dancing
124. ❑ Weightlifting
125. ❑ Going on a picnic
126. ❑ Thinking, “I did that pretty well,” after doing something
127. ❑ Meditating, yoga
128. ❑ Having lunch with a friend
129. ❑ Going to the mountains
130. ❑ Playing hockey
131. ❑ Working with clay or pottery
132. ❑ Glass blowing
133. ❑ Going skiing
134. ❑ Dressing up
135. ❑ Reflecting on how I’ve improved
136. ❑ Buying small things for myself (perfume, golf balls, etc.)
137. ❑ Talking on the phone
138. ❑ Going to museums
139. ❑ Thinking religious thoughts
140. ❑ Lighting candles
141. ❑ White-water canoeing/rafting
142. ❑ Going bowling
143. ❑ Doing woodworking
144. ❑ Fantasizing about the future
145. ❑ Taking ballet/tap-dancing classes
146. ❑ Debating
147. ❑ Sitting in a sidewalk café
148. ❑ Having an aquarium
149. ❑ Participating in “living history” events
150. ❑ Knitting
151. ❑ Doing crossword puzzles
152. ❑ Shooting pool
153. ❑ Getting a massage
154. ❑ Saying, “I love you”
155. ❑ Playing catch, taking batting practice
156. ❑ Shooting baskets
157. ❑ Seeing and/or showing photos
158. ❑ Thinking about my good qualities
159. ❑ Solving riddles mentally
160. ❑ Having a political discussion
161. ❑ Buying books

(***continued on next page***)

162. ❑ Taking a sauna or a steam bath
163. ❑ Checking out garage sales
164. ❑ Thinking about having a family
165. ❑ Thinking about happy moments in my childhood
166. ❑ Splurging
167. ❑ Going horseback riding
168. ❑ Doing something new
169. ❑ Working on jigsaw puzzles
170. ❑ Playing cards
171. ❑ Thinking, "I'm a person who can cope"
172. ❑ Taking a nap
173. ❑ Figuring out my favorite scent
174. ❑ Making a card and giving it to someone I care about
175. ❑ Instant-messaging/texting someone
176. ❑ Playing a board game (e.g., Monopoly, Life, Clue, Sorry)
177. ❑ Putting on my favorite piece of clothing
178. ❑ Making a smoothie and drinking it slowly
179. ❑ Putting on makeup
180. ❑ Thinking about a friend's good qualities
181. ❑ Completing something I feel great about
182. ❑ Surprising someone with a favor
183. ❑ Surfing the Internet
184. ❑ Playing video games
185. ❑ E-mailing friends
186. ❑ Going walking or sledding in a snowfall
187. ❑ Getting a haircut
188. ❑ Installing new software
189. ❑ Buying a CD or music on iTunes
190. ❑ Watching sports on TV
191. ❑ Taking care of my pets
192. ❑ Doing volunteer service
193. ❑ Watching stand-up comedy on YouTube
194. ❑ Working in my garden
195. ❑ Participating in a public performance (e.g., a flash mob)
196. ❑ Blogging
197. ❑ Fighting for a cause
198. ❑ Conducting experiments
199. ❑ Expressing my love to someone
200. ❑ Going on field trips, nature walks, exploring (hiking away from known routes, spelunking)
201. ❑ Gathering natural objects (wild foods or fruit, driftwood)
202. ❑ Going downtown or to a shopping mall
203. ❑ Going to a fair, carnival, circus, zoo, or amusement park
204. ❑ Going to the library
205. ❑ Joining or forming a band
206. ❑ Learning to do something new
207. ❑ Listening to the sounds of nature
208. ❑ Looking at the moon or stars
209. ❑ Outdoor work (cutting or chopping wood, farm work)
210. ❑ Playing organized sports (baseball, softball, football, Frisbee, handball, paddleball, squash, soccer, tennis, volleyball, etc.)
211. ❑ Playing in the sand, a stream, the grass; kicking leaves, pebbles, etc.
212. ❑ Protesting social, political, or environmental conditions
213. ❑ Reading cartoons or comics
214. ❑ Reading sacred works
215. ❑ Rearranging or redecorating my room or the house
216. ❑ Selling or trading something
217. ❑ Snowmobiling or riding a dune buggy/ATV
218. ❑ Social networking
219. ❑ Soaking in the bathtub
220. ❑ Learning or speaking a foreign language
221. ❑ Talking on the phone
222. ❑ Composing or arranging songs or music
223. ❑ Thrift store shopping
224. ❑ Using computers
225. ❑ Visiting people who are sick, shut in, or in trouble

Other: _____

_____

_____

_____

EMOTION REGULATION HANDOUT 17

(Emotion Regulation Worksheets 9, 11–11b, 13)

Accumulating Positive Emotions: Long Term

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

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

Step 1. Avoid avoiding.

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

Step 2. Identify values that are important to you.

ASK*:* What values are really important to me in my life?
Examples: Be productive; be part of a group; treat others well; be physically fit.

Step 3. Identify one value to work on now.

ASK*:* What is really important to me, right now, to work on in my life?
Example: Be productive.

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

ASK*:* What specific goals can I work on that will make this value part of my life?
Examples: Get a job where I can do something useful.
Be more active keeping up with important tasks at home.
Find a volunteer job that will use skills I already have.

Step 5. Choose one goal to work on now.

Do pros and cons, if necessary, to select a goal to work on now.
Example: Get a job where I can do something useful.

Step 6. Identify small action steps toward your goal.

ASK*:* What small steps can I take to get to my goal?
Examples: Visit places and look for job openings on the Internet in my area.
Submit applications for jobs at places I want to work.
Write résumé.
Check out benefits at places I might want to work.

Step 7. Take one action step now.

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

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(Emotion Regulation Worksheets 10, 12, 13)

Values and Priorities List

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

❑ **A. Attend to relationships.**

1. ❑ Repair old relationships.
2. ❑ Reach out for new relationships.
3. ❑ Work on current relationships.
4. ❑ End destructive relationships.

❑ Other: _____

❑ **B. Be part of a group.**

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

❑ Other: _____

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

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

❑ Other: _____

❑ **D. Achieve things in life.**

18. ❑ Achieve significant goals; be involved in undertakings I believe are significant.
19. ❑ Be productive.
20. ❑ Work toward goals; work hard.
21. ❑ Be ambitious.

❑ Other: _____

(***continued on next page***)

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

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❑ **E. Live a life of pleasure and satisfaction.**

22. ❑ Have a good time.
23. ❑ Seek fun and things that give pleasure.
24. ❑ Have free time.
25. ❑ Enjoy the work I do.
❑ Other: _____

❑ **F. Keep life full of exciting events, relationships, and things.**

26. ❑ Try new and different things in life.
27. ❑ Be daring and seek adventures.
28. ❑ Have an exciting life.
❑ Other: _____

❑ **G. Behave respectfully.**

29. ❑ Be humble and modest; do not draw attention to myself.
30. ❑ Follow traditions and customs; behave properly.
31. ❑ Do what I am told and follow rules.
32. ❑ Treat others well.
❑ Other: _____

❑ **H. Be self-directed.**

33. ❑ Follow my own path in life.
34. ❑ Be innovative, think of new ideas, and be creative.
35. ❑ Make my own decisions and be free.
36. ❑ Be independent; take care of myself and those I am responsible for.
37. ❑ Have freedom of thought and action; be able to act in terms of my own priorities.
❑ Other: _____

❑ **I. Be a spiritual person.**

38. ❑ Make room in life for spirituality; live life according to spiritual principles.
39. ❑ Practice a religion or faith.
40. ❑ Grow in understanding of myself, my personal calling, and life's real purpose.
41. ❑ Discern and do the will of God (or a higher power) and find lasting meaning in life.
❑ Other: _____

❑ **J. Be secure.**

42. ❑ Live in secure and safe surroundings.
43. ❑ Be physically healthy and fit.
44. ❑ Have a steady income that meets my own and my family's basic needs.
❑ Other: _____

(***continued on next page***)

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

45. ❑ Be fair, treat people equally, and provide equal opportunities.
46. ❑ Understand different people; be open-minded.
47. ❑ Care for nature and the environment.
❑ Other: _____

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

48. ❑ Help people and those in need; care for others' well-being; improve society.
49. ❑ Be loyal to friends and devoted to close people; be committed to a group that shares my beliefs, values, and ethical principles.
50. ❑ Be committed to a cause or to a group that has a larger purpose beyond my own.
51. ❑ Make sacrifices for others.
❑ Other: _____

❑ **M. Work at self-development.**

52. ❑ Develop a personal philosophy of life.
53. ❑ Learn and do challenging things that help me grow and mature as a human being.
❑ Other: _____

❑ **N. Have integrity.**

54. ❑ Be honest, and acknowledge and stand up for my personal beliefs.
55. ❑ Be a responsible person; keep my word to others.
56. ❑ Be courageous in facing and living life.
57. ❑ Be a person who pays debts to others and repairs damage I have caused.
58. ❑ Be accepting of myself, others, and life as it is; live without resentment.
❑ Other: _____

❑ **O. Other:** _____

_____

_____

_____

EMOTION REGULATION HANDOUT 19

(Emotion Regulation Worksheets 12, 13)

Build Mastery and Cope Ahead

Build Mastery

1. Plan on doing at least one thing each day to build a sense of accomplishment.
   Example: _____
2. Plan for success, not failure.
   - Do something difficult, but possible.
3. Gradually increase the difficulty over time.
   - If the first task is too difficult, do something a little easier next time.
4. Look for a challenge.
   - If the task is too *easy*, try something a little harder next time.

Cope Ahead of Time with Difficult Situations

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

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EMOTION REGULATION HANDOUT 20

(Emotion Regulation Worksheets 9, 14)

Taking Care of Your Mind by Taking Care of Your Body

Remember these as **PLEASE** skills.

P

L

1. Treat PhysicaL Illness. Take care of your body. See a doctor when necessary. Take prescribed medication.

E

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

A

3. Avoid Mood-Altering Substances. Stay off illicit drugs, and use alcohol in moderation (if at all).

S

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

E

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

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EMOTION REGULATION HANDOUT 20A

(Emotion Regulation Worksheet 14a)

Nightmare Protocol, Step by Step

When Nightmares Keep You from Sleeping

1. **Practice relaxation, pleasant imagery, and coping skills first, to be sure you are ready to work on changing your nightmares.**

   Do progressive relaxation, paced breathing, and/or Wise Mind exercises; listen to music or guided imagery; review the distress tolerance crisis survival skills.

2. **Choose a recurring nightmare you would like to work on.**

   This will be your target nightmare. Select a nightmare you can manage now. Put off trauma nightmares until you are ready to work with them—or, if you target a trauma nightmare, skip Step 3.

3. **Write down your target nightmare.**

   Include sensory descriptions (sights, smells, sounds, tastes, etc.). Also include any thoughts, feelings, and assumptions about yourself during the dream.

4. **Choose a changed outcome for the nightmare.**

   The change should occur BEFORE anything traumatic or bad happens to you or others in the nightmare. Essentially, you want to come up with a change that will prevent the bad outcome of the usual nightmare from occurring. Write an ending that will give you a sense of peace when you wake up.

   Note: Changes in the nightmare can be very unusual and out of the ordinary (e.g., you might become a person with superhuman powers who is able to escape to safety or fight off attackers). Changed outcomes can include changed thoughts, feelings, or assumptions about yourself.

5. **Write down the full nightmare with the changes.**

6. **REHEARSE and RELAX each night before going to sleep.**

   Rehearse the *changed* nightmare by visualizing the entire dream with the changes each night, *before* practicing relaxation techniques.

7. **REHEARSE and RELAX during the day.**

   Visualize the entire dream with the change, and practice relaxation as often as possible during the day.

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EMOTION REGULATION HANDOUT 20B

(Emotion Regulation Worksheet 14b)

Sleep Hygiene Protocol

When You Can't Sleep, What to Do Instead of Ruminating

TO INCREASE THE LIKELIHOOD OF RESTFULNESS/SLEEP:

1. **Develop and follow a consistent sleep schedule even on weekends.** Go to bed and get up at the same times each day, and avoid anything longer than a 10-minute nap during the day.
2. **Do not use your bed in the daytime** for things like watching TV, talking on the phone, or reading.
3. **Avoid** caffeine, nicotine, alcohol, heavy meals, and exercise late in the day before going to sleep.
4. **When prepared to sleep, turn off the light, and keep the room quiet and the temperature comfortable and relatively cool.** Try an electric blanket if you are cold; putting your feet outside of the blanket or turning on a fan directed toward your bed if you are hot; or wearing a sleeping mask, using earplugs, or turning on a "white noise" machine if needed.
5. **Give yourself half an hour to at most an hour to fall asleep.** If it doesn't work, evaluate whether you are calm, or anxious (even if only "background anxiety"), or ruminating.
6. **DO NOT CATASTROPHIZE.** Remind yourself that you need rest, and aim for reverie (i.e., dreaminess) and resting your brain. Sell yourself on the idea that staying awake is not a catastrophe. Do not decide to give up on sleeping for the night and get up for the "day."

IF YOU ARE CALM BUT WIDE AWAKE:

7. **Get out of bed; go to another room and read a book** or do some other activity that will not wake you up further. As you begin to get tired and/or sleepy, go back to bed.
8. **Try a light snack** (e.g., an apple).

IF YOU ARE ANXIOUS OR RUMINATING

9. **Use the cold water TIP skill. Get right back in bed and do the paced breathing TIP skill.**
   (See Distress Tolerance Handout 6: TIP Skills: Changing Your Body Chemistry.)
   Remember, if you have any medical condition, get medical approval before using cold water.
10. **Try the 9–0 meditation practice.** Breathe in deeply and breathe out slowly, saying in your mind the number 9. On the next breath out, say 8; then say 7; and so on until you breathe out saying 0. Then start over, but this time start with 8 (instead of 9) as you breathe out, followed by 7, and so on until you reach 0. Next start with 6 as you breathe out, and so on to 0. Then start with 5, then with 4, and so on until you have gone all the way down to starting with 1. (If you get lost, start over with the last number you remember.) Continue until you fall asleep.
11. **Focus on the bodily sensation** of the rumination (rumination is often escape from difficult emotional sensations).
12. **Reassure yourself** that worries in the middle of the night are just "middle-of-the-night-thinking," and that in the morning you will think and feel differently.
13. **Read an emotionally engrossing novel** for a few minutes until you feel somewhat tired. Then stop reading, close your eyes, and try to continue the novel in your head.
14. **If rumination doesn't stop,** follow these guidelines: "If it's solvable, solve it. If it is insolvable, go deep into the worry all the way to the "catastrophe"—the very worst outcome you can imagine—and then imagine coping ahead with the catastrophe.
    (See Emotion Regulation Handout 19: Build Mastery and Cope Ahead.)

If nothing else works, with eyes closed, listen to public radio (BBC, NPR, etc.) at low volume (use headphones if necessary). Public radio is a good choice for this, because there is little fluctuation in voice tone or volume.

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EMOTION REGULATION HANDOUT 21

(Emotion Regulation Worksheets 15, 16)

Overview:
Managing Really Difficult Emotions

MINDFULNESS OF CURRENT EMOTIONS

Suppressing emotion increases suffering.

Mindfulness of current emotions is the path to emotional freedom.

MANAGING EXTREME EMOTIONS

Sometimes emotional arousal is so high that you can't use any skills, particularly if the skills are complicated or take any thought on your part.

This is a skills breakdown point.

Crisis survival skills are needed.

TROUBLESHOOTING AND REVIEW

There are many ways to change emotions.

It can be helpful to have a list of the important skills to look at when you can't remember the skills you need to regulate your emotions.

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EMOTION REGULATION HANDOUT 22

(Emotion Regulation Worksheet 15)

Mindfulness of Current Emotions: Letting Go of Emotional Suffering

OBSERVE YOUR EMOTION

- Step back and just notice your emotion.
- Experience your emotion as a WAVE, coming and going.
- Now imagine surfing the emotion wave.

- Try not to BLOCK or SUPPRESS the emotion.
- Don't try to GET RID of or PUSH away the emotion.

- Don't try to KEEP the emotion around.
- Don't HOLD ON to it.
- Don't AMPLIFY it.

PRACTICE MINDFULNESS OF BODY SENSATIONS

- Notice WHERE in your body you are feeling emotional sensations.
- Experience the SENSATIONS as fully as you can.
- Observe how LONG it takes before the emotion goes down.

REMEMBER: YOU ARE NOT YOUR EMOTION

- Do not necessarily ACT on your emotion.
- Remember times when you have felt DIFFERENT.

PRACTICE LOVING YOUR EMOTION

- RESPECT your emotion.
- Do not JUDGE your emotion.
- Practice WILLINGNESS.
- Radically ACCEPT your emotion.

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(Emotion Regulation Worksheet 16)

Troubleshooting Emotion Regulation Skills: When What You Are Doing Isn't Working

1

CHECK YOUR BIOLOGICAL SENSITIVITY

- ASK: Am I biologically more vulnerable?
  Do I have untreated physical illness or distress?
  Am I out of balance on eating, use of drugs, sleep, exercise?
  Have I taken medications as prescribed?

- WORK on your PLEASE skills.
  1. Take care of physical illness and distress.
  2. Take medications as prescribed. Check if others are needed.
  3. Try again.

2

CHECK YOUR SKILLS

- REVIEW what you have tried.
  Did you try a skill likely to be effective?
  Did you follow the skill instructions to the letter?

- WORK on your skills.
  1. Review and try other skills.
  2. Get coaching if you need it.
  3. Try again.

3

CHECK FOR REINFORCERS

- ASK: Do my emotions . . .
  COMMUNICATE an important message or influence people to do things?
  MOTIVATE me to do things I think are important?
  VALIDATE my beliefs or my identity?
  FEEL GOOD?

- IF YES:
  1. Practice interpersonal effectiveness skills to communicate.
  2. Work to find new reinforcers to motivate yourself.
  3. Practice self-validation.
  4. Do PROS AND CONS for changing emotions.
     (See Emotion Regulation Worksheet 1.)

(***continued on next page***)

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4

CHECK YOUR MOOD

- ASK: Am I putting in the time and effort that solving my problem will take?
- IF NO:
  1. Do PROS AND CONS for working hard on skills.
  2. Practice RADICAL ACCEPTANCE and WILLINGNESS skills.
  3. Practice the mindfulness skills of PARTICIPATING and EFFECTIVENESS
     (See Mindfulness Handouts 4 and 5.)

5

CHECK FOR EMOTIONAL OVERLOAD

- ASK: Am I too upset to use complicated skills?
- IF YES, ask: Can the problems I am worrying about be easily solved now?
  - IF YES, do PROBLEM SOLVING.
    (See Emotion Regulation Handouts 9, 12.)
  - IF NO, practice mindfulness of CURRENT EMOTIONS.
    (See Emotion Regulation Handout 22.)
- IF your emotions are too high for you to think straight:
  - Go to TIP skills.
    (See Distress Tolerance Handout 5.)

6

CHECK FOR EMOTION MYTHS GETTING IN THE WAY

- CHECK FOR:
  Judgmental myths about emotions (e.g., “Some emotions are stupid,” “There is a right way to feel in every situation”)?
  Beliefs that emotions and identity are the same (e.g., “My emotions are who I am”)?
- IF YES:
  1. Check the facts.
  2. Challenge myths.
  3. Practice thinking nonjudgmentally.

EMOTION REGULATION WORKSHEET 2

(Emotion Regulation Handout 3)

Figuring Out What My Emotions Are Doing for Me

Due Date: _____ Name: _____ Week Starting: _____

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

EMOTION NAME: _____ **INTENSITY (0–100):** _____

Describe Prompting Event

What happened to prompt this emotion?

Describe Motivation to Action

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

Describe Communication to Others

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

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

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

Describe Communication to Myself

What did my emotion say to me?

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

What facts did I check out?

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EMOTION REGULATION WORKSHEET 4

(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.

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

_____

_____

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

_____

_____

_____

_____

Prompting Event: What set off the emotion? What happened in the few minutes right before the emotion started? Just the facts!

_____

_____

_____

Aftereffects: Emotions, behavior, thoughts, etc.?

_____

_____

Biological Changes

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

_____

_____

_____

_____

_____

Action Urges

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

_____

_____

_____

_____

Expressions

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

_____

_____

_____

Expression with Words:
What I SAID

_____

_____

_____

_____

Actions: What I DID

_____

_____

_____

Emotion Name:

_____

Intensity (0–100)

_____

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(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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Step 4

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

_____

_____

_____

CHECK THE FACTS!

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

_____

_____

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

_____

Facts ➔

_____

_____

Step 5

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

_____

_____

_____

DESCRIBE WAYS TO COPE if the worst does happen.

_____

_____

_____

Step 6

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

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

Describe what you did to check the facts:

_____

_____

_____

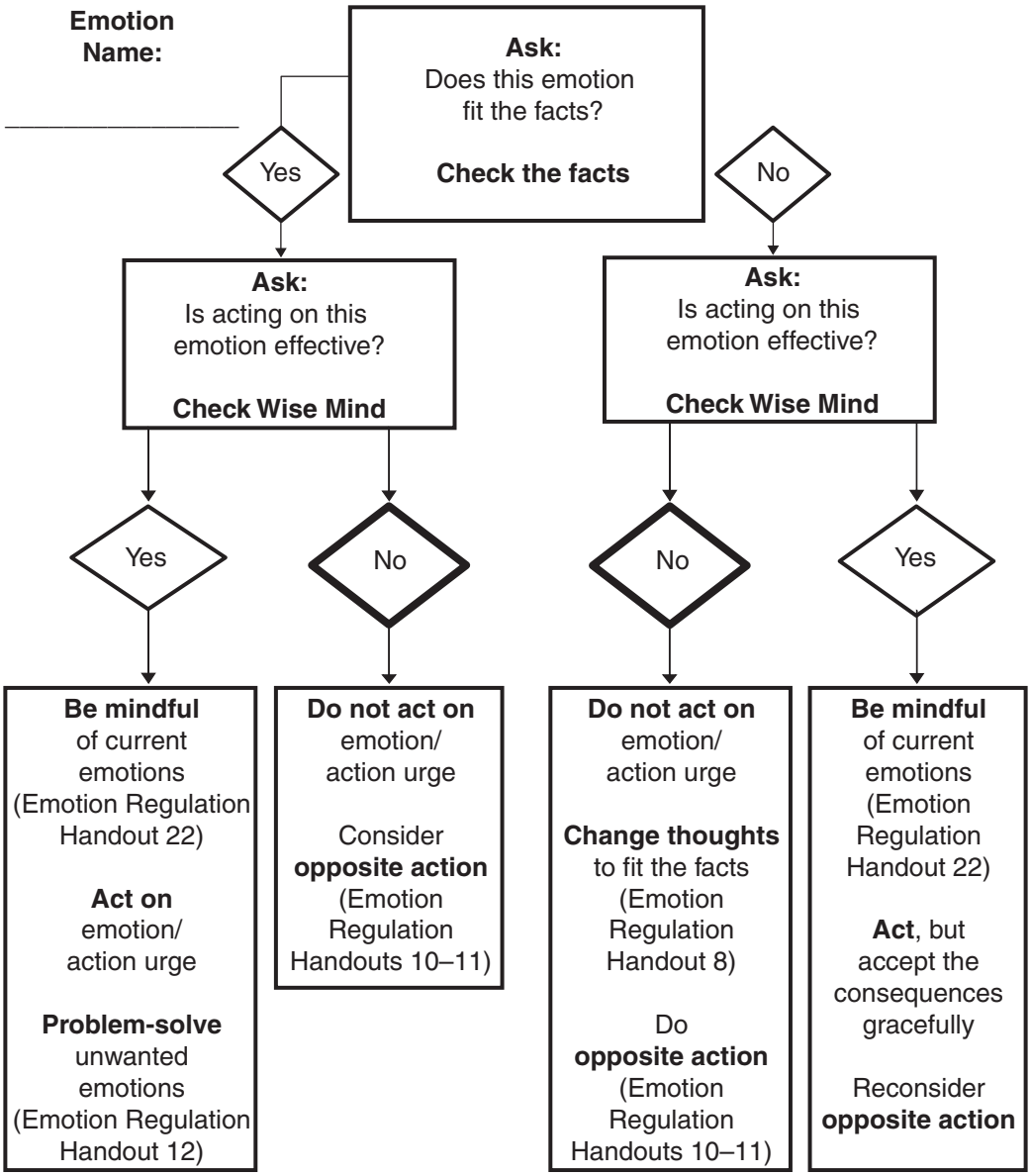
EMOTION REGULATION WORKSHEET 6

(Emotion Regulation Handout 9)

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.)?

_____

_____

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(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**!**

   _____

   _____

   _____

   _____

   _____

   _____

(***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 10

(Emotion Regulation Handouts 15, 16)

Pleasant Events Diary

Due Date: _____ Name: _____ Week Starting: _____

Accumulating pleasant events can take planning. For each day of the week, write down at least one pleasant activity or event that is possible for you. In the next column, write down for each day the pleasant event or activity that you actually engaged in. Fill out an Observing and Describing Emotions worksheet (Emotion Regulation Worksheet 4 or 4a) if necessary, plus this diary sheet.

Day of week	Pleasant event(s) planned	Pleasant event(s) I actually did	Mindfulness of pleasant event (0–5)	Letting go of worries (0–5)	Pleasant experience (0–100)	Comments

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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 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 PhysicaL illness	Describe balanced Eating efforts	List mood-Altering substances used	Hours of Sleep (time to bed; time up)	Describe Exercise (hours and/or minutes)
	Helpful? ❑ YES ❑ NO	Helpful? ❑ YES ❑ NO	Helpful? ❑ YES ❑ NO	Helpful? ❑ YES ❑ NO	Helpful? ❑ YES ❑ NO

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Sleep Hygiene Practice Sheet

Due Date: _____ Name: _____ Week Starting: _____

In the far left column, put down the days of the week. Then put times/hours in bed, and what you did in the 4 hours before bed, in the next three columns. Along with describing the strategies you used, please rate your degree of rumination before and after using skills. Write in 0 if you had no rumination. Finally, rate the overall usefulness of your strategies.

Day	Time to bed/ time up	Hours/ minutes in bed during the day	Food, drink, exercise within 4 hours of bed	Starting emotion/ rumination intensity (0–100)	Describe strategies used to get to sleep (or back to sleep)	Ending emotion/ rumination intensity (0–100)	Usefulness of strategies (0–100)
	_____ _____	Hrs: _____ Min: _____					
	_____ _____	Hrs: _____ Min: _____					
	_____ _____	Hrs: _____ Min: _____					
	_____ _____	Hrs: _____ Min: _____					
	_____ _____	Hrs: _____ Min: _____					
	_____ _____	Hrs: _____ Min: _____					
	_____ _____	Hrs: _____ Min: _____					

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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:

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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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