

One Mindfully Handout - "Homework"

Adapted From MINDFULNESS HANDOUT 5



(Mindfulness Worksheets 2–2c, 5–5c)

Tomorrow you will participate in a skills class as if you were a student. All skills classes include reviewing homework. This will be your homework for that skills class

Please practice one-mindfully throughout the day. You are being one-mindful when you are doing one thing and one thing only. This handout has some ideas for practicing one-mindful.

ONE-MINDFULLY

- Rivet yourself to now.** Be completely present to this one moment.
- Do one thing at a time.** Notice the desire to be half-present, to be somewhere else, to go somewhere else in your mind, to do something else, to multitask—and then come back to one thing at a time.
 - When you are eating, eat.
 - When you are walking, walk.
 - When you are worrying, worry.
 - When you are planning, plan.
 - When you are remembering, remember.
- Let go of distractions.** If other actions, or other thoughts, or strong feelings distract you, go back to what you are doing—again, and again, and again.
- Concentrate your mind.** If you find you are doing two things at once, stop—go back to one thing at a time (the opposite of multitasking!).

ONE- MINDFULNESS ASSIGNMENT - "Homework"

Adapted from Mindfulness Handouts 5–5c

Mindfulness “How” Skill: One-Mindfulness

You will receive a quick orientation to the One-Mindfulness skill.

Pay attention to the times you practice it throughout the day.

Just prior to skills class this afternoon you will be given some time to write out descriptions of a few different times when you practiced the one-mindfulness skill today.

Describe the situations and how you practiced the skill today:

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

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

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

EFFECTIVENESS EXERCISE
ADAPTED FROM MINDFULNESS HANDOUT 5C

(Mindfulness Worksheets 2-2c, 5-5c)

Ideas for Practicing Effectiveness

Instructions: Think of a time(s) over the past 30 days (or another time if it really sticks out to you) when you experienced the following. Briefly write a note about it. Only write about the incidents at this point. Don't answer the second part, denoted as WITH YOUR THERAPIST. Your "therapist" will help with that.

Now pick a partner. Process what you wrote with your partner, who will role-play as therapist. Therapist, help your partner answer the second part of each incident, helping them identify how they could be more effective. When you are done, switch roles with your partner, now you being the "therapist".

1. Observe a time when you began to get angry or hostile with someone.

WITH YOUR THERAPIST - Ask yourself, "Was this effective?" How could I have been more effective? What can I do in the future that will be more effective?

2. Observe a time when you start wanting to be "right" instead of effective.

WITH YOUR THERAPIST - How could you have given up being "right" and switch to trying to be effective.

3. Notice a time when you observed willfulness (digging in your heels, resisting, refusing, etc. when it didn't make much sense to do so) in yourself.

WITH YOUR THERAPIST - Ask yourself, "Is this effective?" How could drop willfulness, and practice acting effectively instead? What do you think would be the difference?

4. Think of any other time when you were feeling angry or hostile or like you're about to do something ineffective.

WITH YOUR THERAPIST - What would happen if you practiced willing hands (your hands slightly in front of you, palms turned somewhat upward, and open)?

5. Other: _____

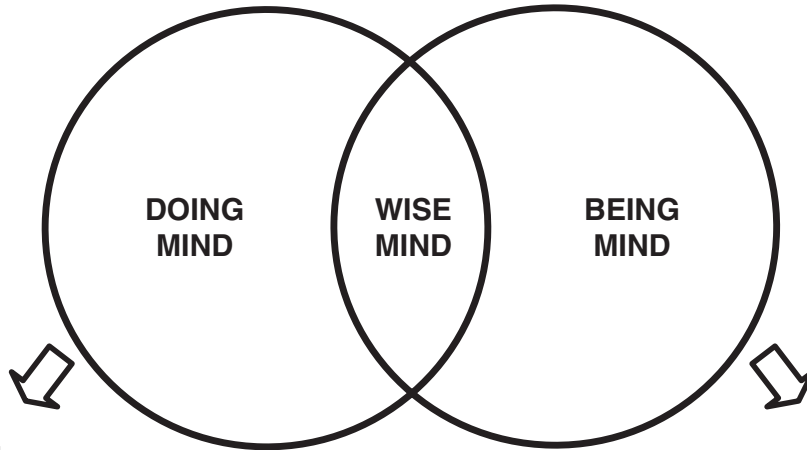
***SWITCH ROLES**

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

MINDFULNESS HANDOUT 9

(Mindfulness Worksheets 7, 8, 9)

Skillful Means: Balancing Doing Mind and Being Mind



Doing Mind Is:

- Discriminating Mind
- Ambitious Mind
- Goal-Oriented

When in *doing mind*, you view your thoughts as facts about the world. You are focused on problem solving and achieving goals.

Being Mind Is:

- Curious Mind
- Nothing-to-Do Mind
- Present-Oriented

When in *being mind*, you view your thoughts as sensations of the mind. You are focused on the uniqueness of each moment, letting go of focusing on goals.

Wise Mind Is:

- A balance of doing and being
- The middle path

When in Wise Mind, you:

Use skillful means.

Let go of having to achieve goals—and throw your entire self into working toward these same goals.

Enhance awareness while engaging in activities.

Note. The terms “doing mind,” “being mind,” and “nothing-to-do mind” were first used by Jon Kabat-Zinn in *Full Catastrophe Living* (1990, 2013).

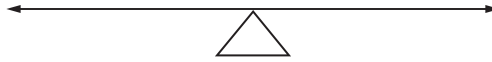
From *DBT Skills Training Handouts and Worksheets, Second Edition*, by Marsha M. Linehan. Copyright 2015 by Marsha M. Linehan. Permission to photocopy this handout is granted to purchasers of *DBT Skills Training Handouts and Worksheets, Second Edition*, and *DBT Skills Training Manual, Second Edition*,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

MINDFULNESS HANDOUT 10

(Mindfulness Worksheets 10, 10a, 10b)

Walking the Middle Path: Finding the Synthesis between Opposites

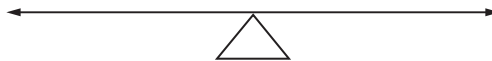
Reasonable
mind



Emotion
mind

Both regulate actions and make decisions based on reason,
And
take into account values and experience even strong emotions as they come and go.

Doing
mind



Nothing-to-do
mind

Both do what is needed in the moment (including reviewing the past or planning for the future),
And
experience fully the uniqueness of each moment in the moment.

Intense desire
for change
of the moment



Radical
acceptance
of the moment

Both allow yourself to have an intense desire to have something else than what is now,
And
be willing to radically accept what you have in your life in the present moment.

Self-denial



Self-indulgence

Both practice moderation,
And
satisfy the senses.

Other:



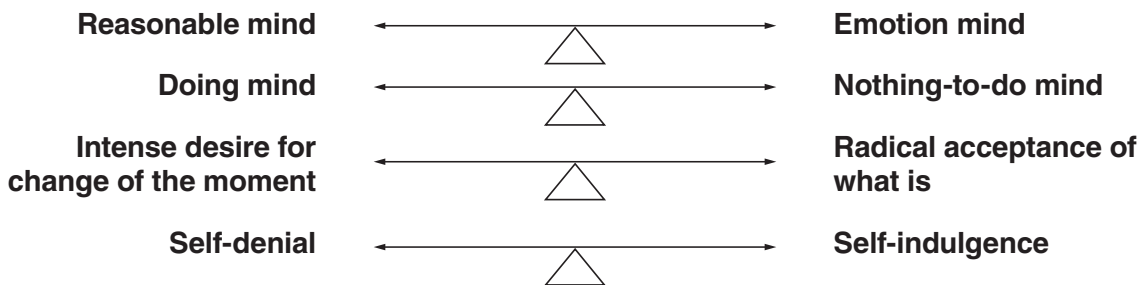
MIDDLE PATH EXERCISE

ADAPTED FROM MINDFULNESS WORKSHEET 10A

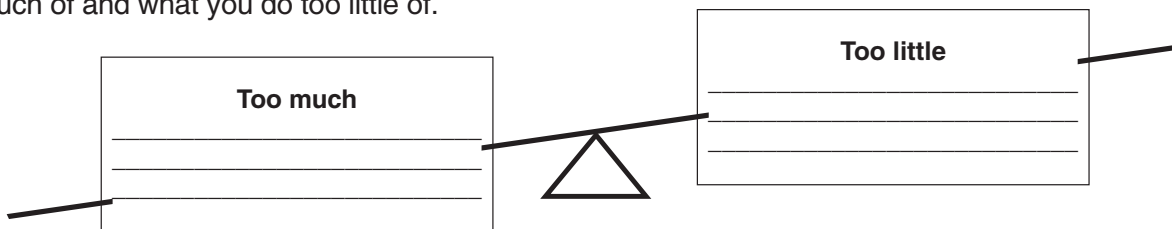
(Mindfulness Handout 10)

Analyzing Yourself on the Middle Path

1. **Figure out where you are off the middle path, toward one extreme or the other.** For each of the following Wise Mind "dilemmas". A dilemma, in this case, means a life area in which you are not balanced. Put an X on the line that represents where you think you are most of the time. If you are fairly balanced, put the X in the middle. If you are out of balance, put the X near the end that you are too extreme on.

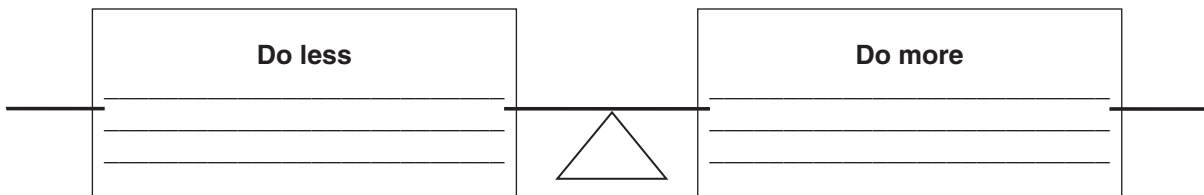


2. **Choose one of the above "dilemmas".** Describe to your partner *very specifically* what you do too much of and what you do too little of.



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

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



SWITCH ROLES

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



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.

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

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.

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

DISTRESS TOLERANCE HANDOUT 6B

(Distress Tolerance Worksheet 4a)

Paired Muscle Relaxation, Step by Step

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

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

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

Now that you are ready to begin . . .

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

Start first with each of the 16 muscle groups.

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

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

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

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

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

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

Large
Medium
Small

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

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

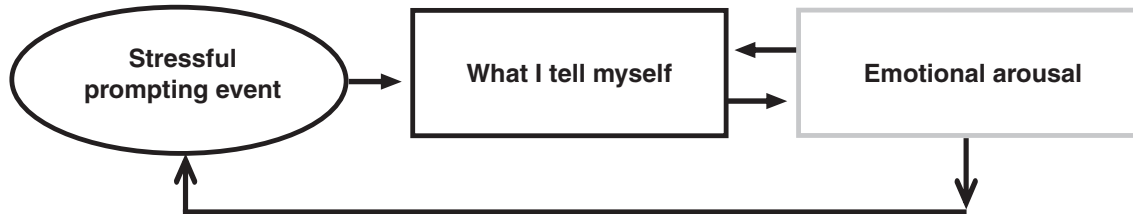
Note. Adapted from Smith, R. E. (1980). Development of an integrated coping response through cognitive–affective stress management training. In I. G. Sarason & C. D. Spielberger (Eds.), *Stress and anxiety* (Vol. 7, pp. 265–280). Washington, DC: Hemisphere. Copyright 1980 by Hemisphere Publishing Corporation.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

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

DISTRESS TOLERANCE HANDOUT 6C

(Distress Tolerance Worksheet 4b)

Effective Rethinking and Paired Relaxation, Step by Step



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

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

“He hates me,” “I can’t stand this!” “I can’t do this,” “I’ll never make it,” “I’m out of control!”

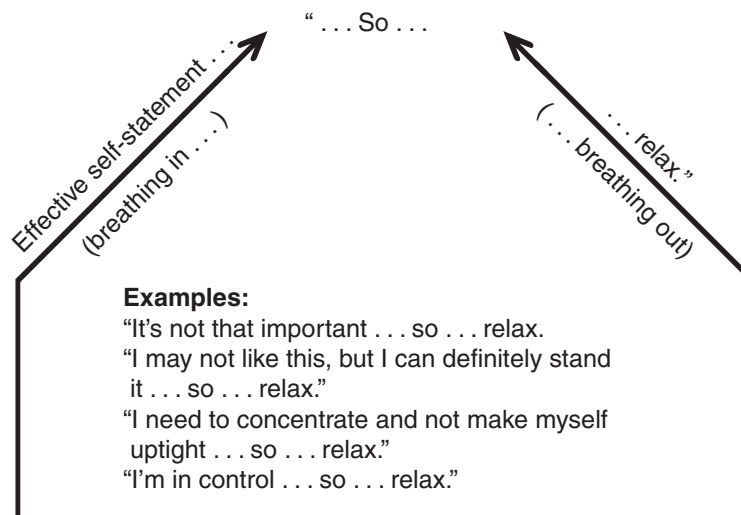
Step 3. Rethink the situation and its meaning in a way that counteracts the thoughts and interpretations producing stress and distressing emotions. As you rethink the situation, write down as many **effective thoughts** as you can to replace the stressful thoughts.

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

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

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

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



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

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

EMOTION REGULATION HANDOUT 9

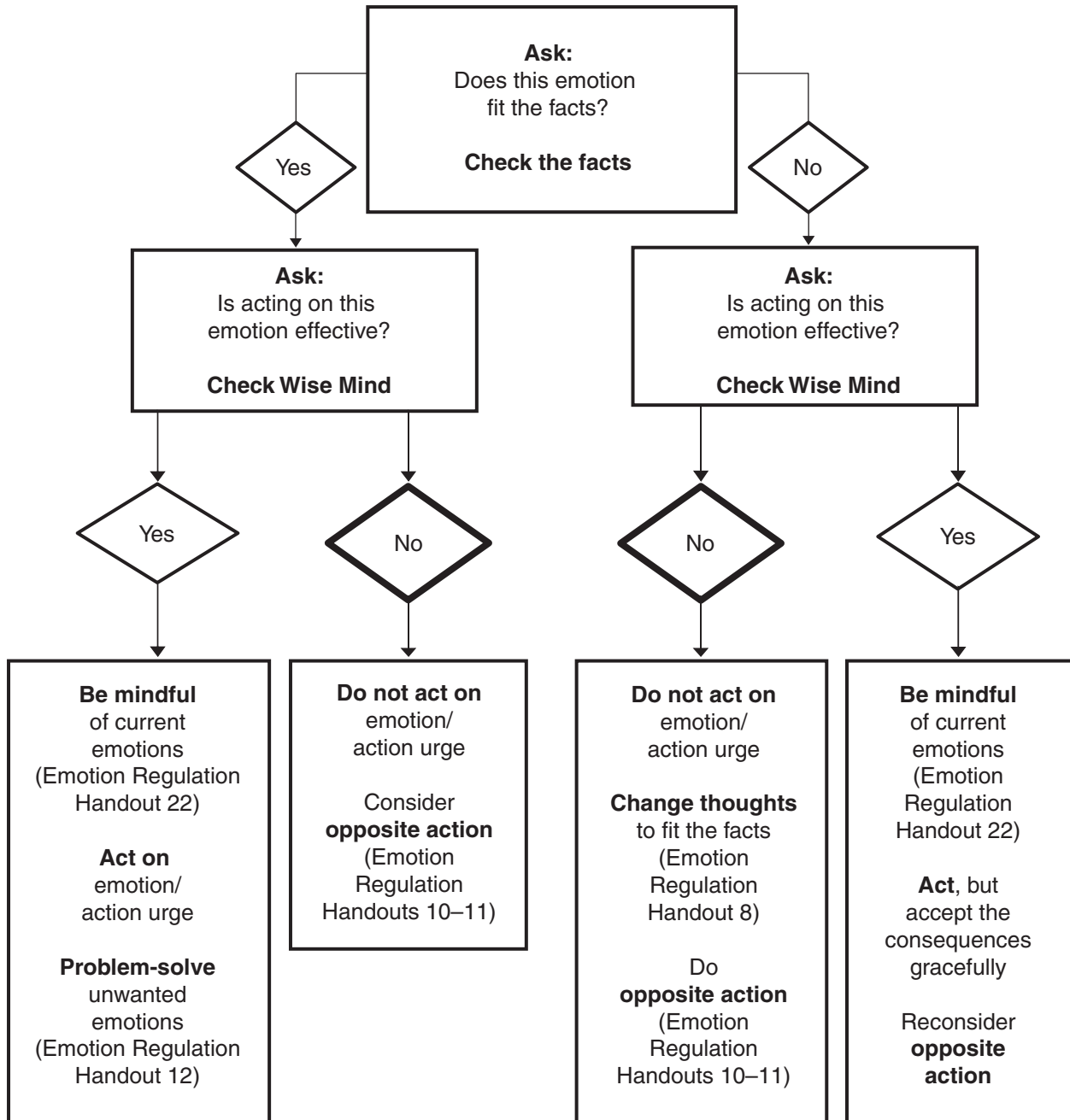


(Emotion Regulation Worksheet 6)

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



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

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:

<u>EMOTION</u>	<u>ACTION URGE</u>	<u>OPPOSITE ACTION</u>
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.

OPPOSITE ACTION EXERCISE

ADAPTED FROM EMOTION REGULATION WORKSHEET 7

Pick a partner, who will role-play as therapist. Select a current or recent emotional reaction that you find painful or want to change. Therapist, help partner figure out if the emotion fits the facts. If it does not, then process your action urges. Therapist, help partner figure out what would be opposite actions. Remember to practice opposite action *all the way*. Describe how you would practice opposite action and how it might help.

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 can I do: Describe in detail.

HOW would I do it: Describe body language, facial expression, posture, gestures, and thoughts.

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

EMOTION REGULATION HANDOUT 11 - Homework

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)

INTERPERSONAL EFFECTIVENESS HANDOUT 6



(Interpersonal Effectiveness Worksheets 4, 5)

Guidelines for Relationship Effectiveness: Keeping the Relationship (GIVE)

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

(Be) **G**entle

(Act) **I**nterested

Validate

(Use an) **E**asy manner

(Be)

Gentle

BE NICE and respectful.

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

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

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

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

(Act)

Interested

LISTEN and APPEAR INTERESTED in the other person.

Listen to the other person’s point of view.

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

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

Validate

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

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

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

(Use an)

Easy manner

Use a little humor.

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

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

Leave your attitude at the door.

Other ideas:

DEARMAN EXERCISE

ADAPTED FROM INTERPERSONAL EFFECTIVENESS WORKSHEET 4

(Interpersonal Effectiveness Handouts 5, 6, 7)

Fill out this sheet in preparation to practice your DEAR MAN interpersonal skills. Practice saying your “lines” out loud, and also in your mind. Pick a partner, who will role-play as therapist. Practice your DEARMAN with therapist by role-playing it. Therapist, help partner improve their DEARMAN so they can better get what they want.

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

OBJECTIVES IN SITUATION (What results I want):

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

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

SCRIPT IDEAS for DEAR MAN, GIVE FAST

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

SWITCH

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

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