

Emotion Regulation

What good are emotions?

- 1) They let you know if something is right or if there is a problem.
- 2) They motivate us to take action.
- 3) They communicate to and influence others.

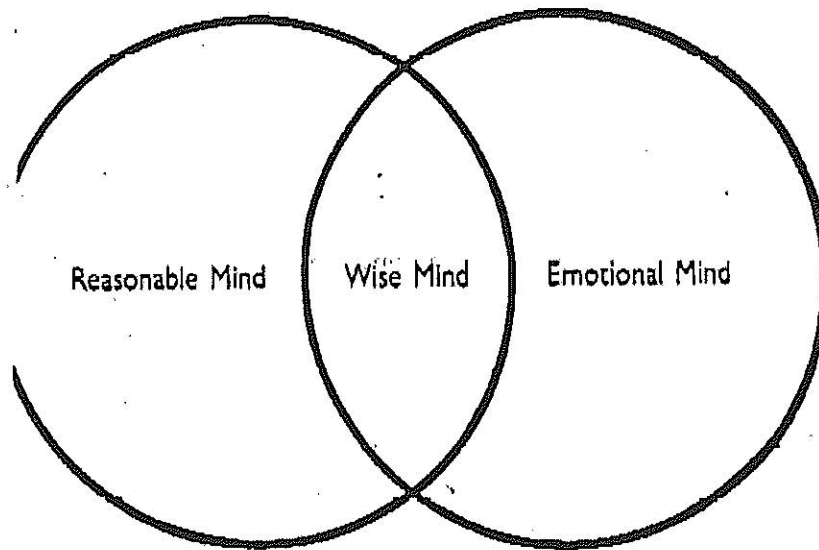
How to stay out of emotion mind: **PLEASE MASTER**

- treat Physical illnesses
 - Exercise
 - Avoid mood altering chemicals
 - get balanced sleep
 - balanced Eating
 - **MASTERY** (do something every day that helps you feel competent, capable)
-
-

MINDFULNESS HANDOUT 1

Taking Hold of Your Mind:

States of Mind



From Skills Training Manual for Treating Borderline Personality Disorder by Marsha Linehan. ©1993 The Guilford Press.

MINDFULNESS HANDOUT 2

Taking Hold of Your Mind: "What" Skills

OBSERVE

- **JUST NOTICE THE EXPERIENCE.** Notice without getting caught in the experience. Experience without reacting to your experience.
- Have a "TEFLON MIND;" letting experiences, feelings, and thoughts come into your mind and slip right out.
- **CONTROL** your attention, but not what you see. Push away nothing. Cling to nothing.
- Be like a guard at the palace gate. **ALERT** to every thought, feeling, and action that comes through the gate of your mind.
- Step inside yourself and observe. **WATCH** your thoughts coming and going, like clouds in the sky. Notice each feeling, rising and falling, like waves in the ocean. Notice exactly what you are doing.
- Notice what comes through your **SENSES**—your eyes, ears, nose, skin, tongue. See others' actions and expressions. "Smell the roses."

DESCRIBE

- **PUT WORDS ON THE EXPERIENCE.** When a feeling or thought arises, or you do something, acknowledge it. For example, say in your mind, "Sadness has just enveloped me." . . . or . . . "Stomach muscles tightening" . . . or . . . "A thought 'I can't do this' has come into my mind." . . . or . . . "walking, step, step, step. . . ."
- **PUT EXPERIENCES INTO WORDS.** Describe to yourself what is happening. Put a name on your feelings. Call a thought just a thought, a feeling just a feeling. Don't get caught in content.

PARTICIPATE

- Enter into your experiences. Let yourself get involved in the moment, letting go of ruminating. **BECOME ONE WITH YOUR EXPERIENCE. COMPLETELY FORGETTING YOURSELF.**
- **ACT INTUITIVELY** from wise mind. Do just what is needed in each situation—a skillful dancer on the dance floor, one with the music and your partner, neither willful nor sitting on your hands.
- Actively **PRACTICE** your skills as you learn them until they become part of you, where you use them without self-consciousness. **PRACTICE:**
 1. Changing harmful situations.
 2. Changing your harmful reactions to situations.
 3. Accepting yourself and the situation as they are.

MINDFULNESS HANDOUT 3

Taking Hold of Your Mind: "How" Skills

NON-JUDGMENTALLY

- See but **DON'T EVALUATE**. Take a nonjudgmental stance. Just the facts. Focus on the "what," not the "good" or "bad," the "terrible" or "wonderful," the "should" or "should not."
- **UNGLUE YOUR OPINIONS** from the facts, from the "who, what, when, and where."
- **ACCEPT** each moment, each event as a blanket spread out on the lawn accepts both the rain and the sun, each leaf that falls upon it.
- **ACKNOWLEDGE** the helpful, the wholesome, but don't judge it. Acknowledge the harmful, the unwholesome, but don't judge it.
- When you find yourself judging, **DON'T JUDGE YOUR JUDGING**.

ONE-MINDFULLY

- **DO ONE THING AT A TIME**. When you are eating, eat. When you are walking, walk. When you are bathing, bathe. When you are working, work. When you are in a group, or a conversation, focus your attention on the very moment you are in with the other person. When you are thinking, think. When you are worrying, worry. When you are planning, plan. When you are remembering, remember. Do each thing with all of your attention.
- If other actions, or other thoughts, or strong feelings distract you, **LET GO OF DISTRACTIONS** and 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 and go back to one thing at a time.

EFFECTIVELY

- **FOCUS ON WHAT WORKS**. Do what needs to be done in each situation. Stay away from "fair" and "unfair," "right" and "wrong," "should" and "should not."
- **PLAY BY THE RULES**. Don't "cut off your nose to spite your face."
- Act as **SKILLFULLY** as you can, meeting the needs of the situation you are in. Not the situation you wish you were in; not the one that is just; not the one that is more comfortable; not the one that . . .
- Keep an eye on **YOUR OBJECTIVES** in the situation and do what is necessary to achieve them.
- **LET GO** of vengeance, useless anger, and righteousness that hurts you and doesn't work.

INTERPERSONAL EFFECTIVENESS I..

Situations for Interpersonal Effectiveness

ATTENDING TO RELATIONSHIPS

- Don't let hurts and problems build up.
- Use relationship skills to head off problems.
- End hopeless relationships.
- Resolve conflicts before they get overwhelming.

BALANCING PRIORITIES vs. DEMANDS

- If overwhelmed, reduce or put off low-priority demands.
- Ask others for help; say no when necessary.
- If not enough to do, try to create some structure and responsibilities; offer to do things.

BALANCING THE WANTS-TO-SHOULDS

- Look at what you do because you enjoy doing it and "want" to do it; and how much you do because it has to be done and you "should" do it. Try to keep the number of each in balance, even if you have to:
 - Get your opinions taken seriously.
 - Get others to do things.
 - Say no to unwanted requests.

BUILDING MASTERY AND SELF-RESPECT

- Interact in a way that makes you feel competent and effective, not helpless and overly dependent.
- Stand up for yourself, your beliefs and opinions; follow your own wise mind.

DISTRESS TOLERANCE HANDOUT I

Crisis Survival Strategies

Skills for tolerating painful events and emotions when you cannot make things better right away.

DISTRACT with "Wise Mind ACCEPTS."

Activities
Contributing
Comparisons
Emotions
Pushing away
Thoughts
Sensations

SELF-SOOTHE the FIVE SENSES.

Vision
Hearing
Smell
Taste
Touch

IMPROVE THE MOMENT.

Imagery
Meaning
Prayer
Relaxation
One thing at a time
Vacation
Encouragement

PROS AND CONS

From Skills Training Manual for Treating Borderline Personality Disorder by Marsha Linehan. ©1993 The Guilford Press.

EMOTION REGULATION HANDOUT 9

Letting Go of Emotional Suffering: Mindfulness of Your Current Emotion

OBSERVE YOUR EMOTION

- NOTE its presence.
- Step BACK.
- Get UNSTUCK from the emotion.

EXPERIENCE YOUR EMOTION

- As a WAVE, coming and going.
- Try not to BLOCK emotion.
- Try not to SUPPRESS emotion.
- Don't try to GET RID of emotion.
- Don't PUSH it away.
- Don't try to KEEP emotion around.
- Don't HOLD ON to it.
- Don't AMPLIFY it.

REMEMBER: YOU ARE NOT YOUR EMOTION

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

PRACTICE LOVING YOUR EMOTION

- Don't JUDGE your emotion.
- Practice WILLINGNESS.
- Radically ACCEPT your emotion.

From Skills Training Manual for Treating Borderline Personality Disorder by Marsha Linehan. ©1993 The Guilford Press.

GENERAL HANDOUT I

Goals of Skills Training

GENERAL GOAL

To learn and refine skills in changing behavioral, emotional, and thinking patterns associated with problems in living, that is, those causing misery and distress.

SPECIFIC GOALS

Behaviors to Decrease

1. Interpersonal chaos
2. Labile emotions, moods
3. Impulsiveness
4. Confusion about self, cognitive dysregulation

Behaviors to Increase

1. Interpersonal effectiveness skills
2. Emotion regulation skills
3. Distress tolerance skills
4. Core mindfulness skills

From Skills Training Manual for Treating Borderline Disorder Patients

INTERPERSONAL EFFECTIVENESS HANDOUT 8

Guidelines for Objectives Effectiveness: Getting What You Want

A way to remember these skills is to remember the term "DEAR MAN."

DESCRIBE
EXPRESS
ASSERT
REINFORCE

(stay) MINDFUL
APPEAR CONFIDENT
NEGOTIATE

Describe

Describe the current *SITUATION* (if necessary).

Tell the person exactly what you are reacting to. Stick to the facts.

Express

Express your *FEELINGS* and *OPINIONS* about the situation.

Assume that your feelings and opinions are not self-evident. Give a brief rationale. Use phrases such as "I want," "I don't want," instead of "I need," "You should," or "I can't."

Assert

Assert yourself by *ASKING* for what you want or *SAYING NO* clearly.

Assume that others will not figure it out or do what you want unless you ask. Assume that others cannot read your mind. Don't expect others to know how hard it is for you to ask directly for what you want.

Reinforce

Reinforce or reward the person ahead of time by explaining *CONSEQUENCES*.

Tell the person the positive effects of getting what you want or need. Tell him or her (if necessary) the negative effects of your not getting it. Help the person feel good ahead of time for doing or accepting what you want. Reward him or her afterwards.

(cont.)

INTERPERSONAL EFFECTIVENESS HANDOUT 9

Guidelines for Relationship Effectiveness: Keeping the Relationship

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

(be) GENTLE
(act) INTERESTED
VALIDATE
(use an) EASY MANNER

(be) Gentle

Be COURTEOUS and temperate in your approach.

No attacks

No verbal or physical attacks. No hitting, clenching fists. Express anger directly.

No threats

No "manipulative" statements, no hidden threats. No "I'll kill myself if you. . . ." "Tolerate a no to requests. 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. . . ." "You shouldn't. . . ."

(act) Interested

LISTEN and be interested in the other person.

Listen to the other person's point of view, opinion, reasons for saying no, or reasons for making a request of you. Don't interrupt, talk over, etc. Be sensitive to the person's desire to have the discussion at a later time. Be patient.

Validate

Validate or ACKNOWLEDGE the other person's feelings, wants, difficulties, and opinions about the situation. Be nonjudgmental out loud: "I can understand how you feel, but . . ."; "I realize this is hard for you, but . . ."; "I see that you are busy, and. . . ."

(use an) Easy manner

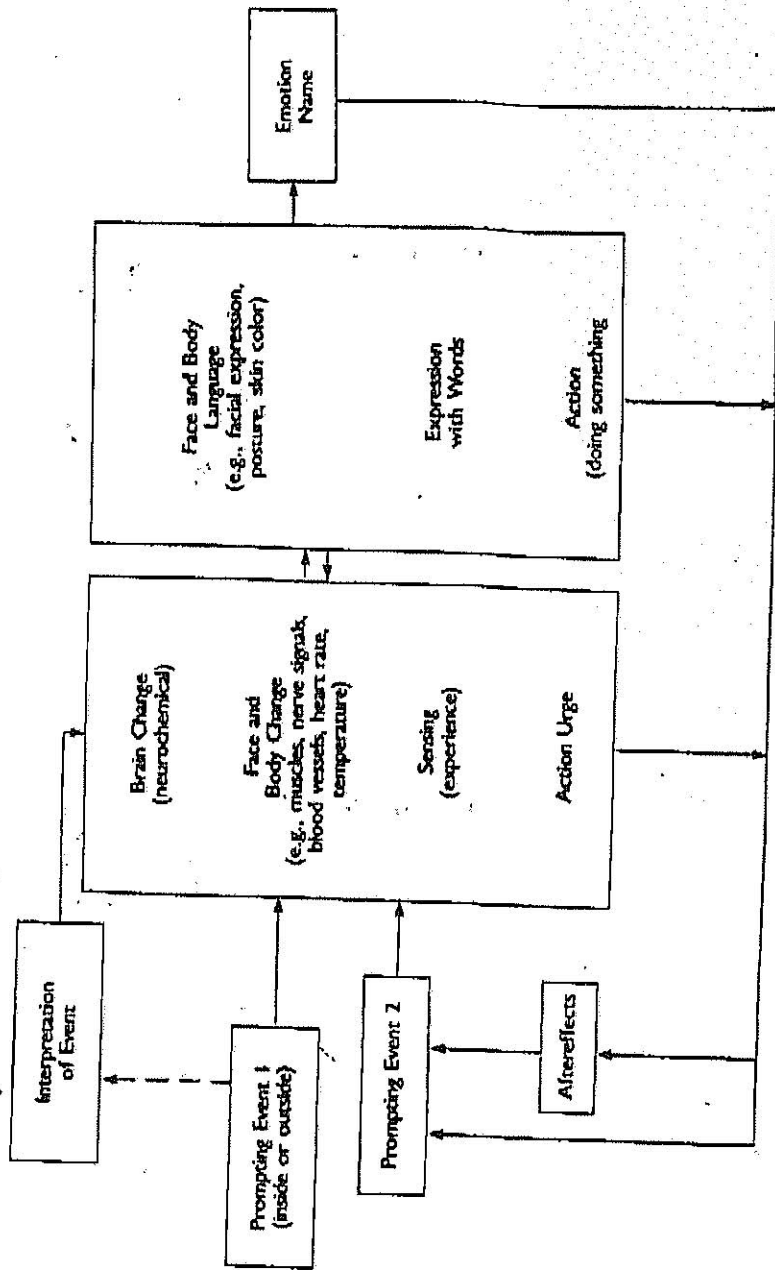
Use a little humor. SMILE. Ease the person along. Be light-hearted. Wheedle. Use a "soft sell" over a "hard sell." Be political.

Other ideas: _____

EMOTION REGULATION HANDOUT 3

Model for Describing Emotions

*Genferm/Elle
@event-waus*



GENERAL HANDOUT 2

Guidelines for Skills Training

1. Clients who drop out of therapy are out of therapy.
2. Each client has to be in ongoing individual therapy.
3. Clients are not to come to sessions under the influence of drugs or alcohol.
4. Clients are not to discuss past (even if immediate) parasuicidal behaviors with other clients outside of sessions.
5. Clients who call one another for help when feeling suicidal must be willing to accept help from the persons called.
6. Information obtained during sessions, as well as the names of clients, must remain confidential.
7. Clients who are going to be late or miss a session should call ahead of time.
8. Clients may not form private relationships outside of skills training sessions.
9. Sexual partners may not be in ^{the room} skills training together.

INTERPERSONAL EFFECTIVENESS HANDOUT 10

Guidelines for Self-Respect Effectiveness: Keeping Your Respect for Yourself

A way to remember these skills is to remember the word "FAST" (DEAR MAN, GIVE FAST).

(be) FAIR

(no) APOLOGIES

STICK TO VALUES

(be) TRUTHFUL

(be) Fair

Be fair to YOURSELF and to the OTHER person.

(no) Apologies

No OVERLY apologetic behavior. No apologizing for being alive, for making a request at all. No apologies for having an opinion, for disagreeing.

Stick to values

Stick to YOUR OWN values.

Don't sell out your values or integrity for reasons that aren't very important. Be clear on what you believe is the moral or valued way of thinking and acting, and "stick" to your guns.

(be) Truthful

DON'T LIE, ACT HELPLESS when you are not, or EXAGGERATE. Don't make up excuses.

Other ideas:
