

VIDEO Session 25 of simple



EXAMPLE OF AN ASSERTIVENESS SCRIPT



- **I think** - I've been working against a deadline and haven't had time to cook dinner.
- **I feel** - I'm pretty stressed and overwhelmed that I might not get this done.
- **I want** - Could you whip something together from leftovers so I can keep working?
- **Self Care** - If that doesn't work for you, I can order pizza.



WELCOME TO SESSION 25 OF SIMPLE
ADVANCED INTERPERSONAL SKILLS AND
PRACTICING WISE MIND REMEDIATION

INTERNAL FAMILY SYSTEMS AND TRAUMA



Finding Your Parts

foundationifs.org



IS EVERYONE ELSE NORMAL?



THE BODY REMEMBERS





WARNING ABOUT MEDITATION

feel free to skip it. followed by a moment of silence



A stack of colorful sticky notes is piled on a brown corkboard. The top sticky note is pink and features the text "DON'T FORGET" in a bold, black, hand-drawn font. A thick black horizontal line is drawn underneath the word "FORGET". Several other sticky notes in shades of yellow, blue, orange, and green are visible beneath the pink one, creating a layered effect.

**DON'T
FORGET**

HOMEWORK FROM LAST WEEK

Submit	Submit questions or comments to itssimple2023@gmail.com
Read	Read skills training workbook p. 228-241. Simple manual session 25 practicing wise mind.
Continue	Continue reviewing and practicing your crisis plans, diary cards, chain analysis, rational mind remediations, and goals diary cards.
Use	Use templates to start becoming acquainted with your part selves, doing wise mind chain analysis, fostering your wise mind, and soothing your parts.
Continue	Continue tracking all the skills you've learned using your skills lists. Practice them.

HOMework FOR THE COMING WEEK



- Submit questions or comments to itssimple2023@gmail.com
- Read Simple manual session 26.
- Continue reviewing and practicing crisis plans, diary cards, chain analysis, rational mind remediation, and goals diary cards.
- Use template to continue becoming acquainted with your part selves and doing Wise mind chain analysis, start fostering your Wise mind and using it to sooth your part selves.
- Continue tracking all the skills you've learned using skills lists. Practice them.

PREVIEW OF COMING SESSIONS

Week 26- April 30- Spirituality and mental health

Week 27- May 7- Advanced interpersonal skills- states of activation as trailheads, the four pillars of trauma therapy.

Week 28- May 14- Wrapping up DBT skills- relationships and their repair.

Week 29- May 21- searching for meaning circle

Week 30- May 28- course evaluation, feedback, brunch, next steps, review, ask us anything

Week 31- June 4- 5 slots of 1 hour for individual in-person (not zoom, we'll meet at my office at 444 Douro St. 2nd floor) coaching with applying tools, skills and strategies to your own circumstances. We'll schedule first 5 people who email us at itssimple2023@gmail.com. (8,9,10,11 am and 12 pm) when you email let me know your preferred time.

WEEKLY ANNOUNCEMENTS



- We're going to do a poll at the beginning of the session today.
- It will ask three questions:
- 1) Week 29- May 21- searching for meaning circle. Are you planning to attend in person? Why are we asking this question? There will be 2 possible answers yes or no
- 2) Week 30- May 28- course evaluation, feedback, brunch, next steps, review, ask us anything. Are you planning to attend in person? Why are we asking this question? There will be 3 possible answers yes, no, and unsure. If you answer unsure and then decide you'd like to come in person, please let us know by email.

ltssimple2023@gmail.com

WEEKLY ANNOUNCEMENTS



- 3) are you planning to do the simple course again next year. If you are please fill out and send us a registration form ASAP. We will get back to you by phone or email sometime in June. Registration forms can be found on our website itssimple2021.com. Click news.
- Week 31- June 4- 5 slots of 1 hour for individual in-person. Thank you for your enthusiastic response. We had more than 5 people interested. Unfortunately, at this point we're not able to accommodate anyone who hasn't emailed us already.

ZOOM POLL

- Please answer the following question
- Answers are anonymous
- In person participants please answer the page that was handed out.

1. How useful was this meeting? (Multiple choice)

Extremely useful (10/10) 100%



Somewhat useful (0/0) 0%



Not useful at all (0/0) 0%



2. How useful was this course?

Extremely useful (10/10) 100%



Somewhat useful (0) 0%



Not useful at all (0) 0%





**E-MAILED, QUESTIONS, COMMENTS,
FEEDBACK**



- Can you guide me through an internal family systems inspired psychotherapeutic dialogue?
- Absolutely, I'd be honored to guide you through an Internal Family Systems (IFS)-inspired dialogue. This approach is gentle, respectful, and centered around accessing your "Self" — the calm, curious, compassionate core of you — and relating from that place to the different "parts" of you that carry burdens or play protective roles.
- Let's begin. You can respond in writing as we go or reflect internally if you prefer. Ready?
- Step 1: Grounding and Self-Access
- Take a moment to settle. Breathe deeply. Feel your body. Let your awareness soften inward.
Now ask yourself:
"Is there a part of me that wants or needs my attention right now?"
Just notice — any tension, emotion, thought, or image. You might sense anxiety, inner criticism, shame, desire, sadness, or something else entirely. You don't need to analyze it yet.
When you're ready, describe the part that shows up. What do you notice? Where is it in or around your body? What does it feel like?
- What is other people's experience with it?

WHAT WE WILL DO TODAY



- Joan and Nicole will start by reviewing the skills training workbook p. 228-241 - advanced interpersonal assertiveness skills.
- We'll then quickly review all the skills and tools and strategies.
- Then in the second part of the session, we'll do a wise mind remediation with Kate.

the priority we
choose determines
the strategy to use

the relationship
is more
important



Objective
Effectiveness
FAST Math (part 2)

keeping what I
can

Relationship
Effectiveness
FAST (part 1)

Self-Report
Effectiveness
FAST (part 1)

The
relationship is
important



DBT ADVANCED INTERPERSONAL EFFECTIVENESS SKILLS

Workbook Pages 228-241

UPDATED PERSONAL SKILLS LIST

Distress tolerance skills

1. Grounding skills- Set a daily intention
2. “ - Sensory soothing toolkit
3. “ -The 5,4,3,2,1 method
4. “ -The emotional freedom technique
5. REST (or PEST) Pause
6. Radical acceptance statements (please specify)
7. Distraction plan “
8. Self-soothing plan
9. Safe place visualization
10. Cue controlled relaxation
11. Rediscovering your values (please specify)
12. Rehearse values-based behavior or edit/splice/paste
13. Connect with your higher power “
14. Live in the present moment
15. Use self-encouraging coping thoughts
16. Radical acceptance
17. Use self-affirming statements
18. Balance feelings and threat
19. Create new coping strategies
20. Create an emergency coping plan
21. Box breathing
22. Cold temperatures
23. High intensity exercise
24. Progressive muscular relaxation
25. Paced breathing
26. Side to side eye movement.

UPDATED PERSONAL SKILLS LIST

Mindfulness skills

- 1) Focus on a single minute
- 2) Focus on a single object
- 3) Band of light
- 4) Inner-Outer Experience
- 5) Record Three Minutes of Thoughts
- 6) Thought Diffusion
- 7) Describe Your Emotion
- 8) Focus Shifting
- 9) Mindful Breathing
- 10) Mindful Awareness of Emotion
- 11) Wise mind
- 12) how to make Wise mind decisions
- 13) Radical acceptance
- 14) Judgements and labels
- 15) Self compassion
- 16) Mindful communication
17. Being mindful in our daily life
18. How to do tasks mindfully
19. How to be mindful of our activities
20. Resistances and hindrances to mindfulness practice
21. Exploring mindfulness further
22. Mindfulness and meditation
23. Using kindness and compassion
24. Paying attention to spaciousness and stillness

UPDATED PERSONAL SKILLS LIST

Emotional regulation skills

How do emotions work?

1. Recognizing emotions
2. Overcoming barriers to healthy emotions
3. Reducing physical vulnerability
4. Reducing cognitive vulnerability
5. Increasing Positive Emotions
6. Being mindful of your emotions without judgement
7. Emotion exposure.
8. Doing the opposite of your emotions
9. Problem Solving

TODAY-UPDATED PERSONAL SKILLS LIST

Interpersonal effectiveness skills

TODAY

1. Mindful attention
2. Compassion for others
3. Passive vs. aggressive behavior
4. I want-they want ratio
5. I want-I should ratio
6. Key interpersonal skills
7. Blocks to using interpersonal skills
8. Knowing what you want
9. Modulating the intensity of a request
10. Making a simple request
11. Designing basic assertiveness scripts and
12. Assertive listening

SKILLS DISCUSSED TODAY

Core Skills	Coping Strategies	Mon.	Tues.	Wed.
Emotion Regulation	Was Able to Recognize My Emotions			
	Dealt with Physical Pain Appropriately*			
	Ate in a Balanced Way			
	Didn't Use Drugs or Alcohol			
	Got Sufficient Sleep			
	Exercised			
	Experienced Positive Events/Emotions*			
	Let Go of Thoughts or Judgments			
	Watched and Named Emotions			
	Didn't Act on Emotions			
	Used Opposite Action			
	Used Problem Solving			
Interpersonal Effectiveness	Practiced Compassion for Others			
	Practiced Fear Mgmt.—Risk Assessment			
	Made an Assertive Request X			
	Said No Assertively X			
	Negotiated Agreements X			
	Listened to and Understood Others X			
	Validated Others X			
Rate Your Overall Mood for the Day (1 to 10) 1=Very Poor, 5=Mediocre, 10=Excellent				

SKILLS TRAINING WORKBOOK P. 228-241

ADVANCED INTERPERSONAL EFFECTIVENESS SKILLS II



ASK FOR WHAT YOU WANT

The worst you can get is "no."

lukeprog.com

- Today we'll cover 5 topics
- 1. Knowing what you want
- 2. Modulating the intensity of a request
- 3. Making a simple request
- 4. Designing basic assertiveness scripts and
- 5. Assertive listening
- Note that the DBT workbook we use for the course, does not include the "dear man give fast" assertiveness script acronym that is one of the most memorable parts of Linehan's original work.

TODAY



- 1. Knowing what you want and your legitimate rights
- 2. Modulating intensity
- 3. Making a simple request
- 4. Basic assertiveness scripts
- 5 Using assertive listening skills



- 1. Knowing what you want and your legitimate rights
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1. KNOWING WHAT YOU WANT



- If you're in an interpersonal situation that requires negotiation:
- 1. Identify and state the feelings you are experiencing about the situation.
- 2. Put those feelings into words.
- 3. State what you would like the other person to change: Do more of ...Less of...Stop doing ...Start doing...When ...Where ...Frequency...
- 4. Organize all this information into one or more clear sentences.
- The group can give Joan and Nicole a scenario for them to demonstrate this technique. Alternatively, 2 volunteers can try it.

1. KNOWING YOUR LEGITIMATE RIGHTS

You have the right to...



- 1. To need things from others
- 2. To sometimes put yourself first
- 3. To feel and express your emotions/pain
- 4. To be the final judge of your beliefs and to accept them as legitimate
- 5. To your opinions and convictions
- 6. To your experience even if it's different from that of others
- 7. To protest any mistreatment or criticism that feels bad to you
- 8. To negotiate for change
- 9. To ask for help, emotional support, or anything else you need
- 10. To say no
- 11. To not have to justify yourself to others
- 12. To not take responsibility for someone else's problems
- 13. To sometimes inconvenience or disappoint others



- 1. Knowing what you want and your legitimate rights
- 2. Modulating intensity
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2. MODULATE INTENSITY OF ASKING



- Increase or decrease the intensity with which you ask for what you want or need by considering:
 - 1. How urgent is my need for what I'm asking?
 - 2. How vulnerable is the other person or the relationship to this request?
- Rate urgency of your need and vulnerability of the other person/relationship on a scale from 1. = low urgency of need, person/relationship highly vulnerable to 10. = high urgency need, person/relationship not vulnerable
- With less urgent needs and more vulnerable person/relationship we want to dial down intensity of asking
- With more urgent need and less vulnerable person/relationship we want to dial up the intensity of asking



- 1. Knowing what you want and your legitimate rights
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3. MAKING A SIMPLE REQUEST



1. Offer a brief justification: Explain the issue in one sentence
2. Add a softening statement communicating that you are reasonable and non demanding: "Would you mind if ..."
3. Add a direct specific request
4. Present your request in a clear and calm manner
5. End with an appreciation statement which reinforces the other person's behavior: Ex. "This will really help me out"

The group can give Joan and Nicole a scenario for them to demonstrate this technique. Alternatively, 2 volunteers can try it.



- 1. Knowing what you want and your legitimate rights
- 2. Modulating intensity
- 3. Making a simple request
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- 5 Using assertive listening skills

4. BASIC ASSERTIVENESS SCRIPTS

		You're OK	You're not OK
I'm OK	ASSERTIVE	AGGRESSIVE	
I'm not OK	PASSIVE	PASSIVE-AGGRESSIVE	

Include:

1. **I think:** Focus on facts (not judgements or assumptions)
2. **I Feel:** Give a brief non-judgmental description of any emotion triggered by situation. Don't dress up "you" statements as "I" statements ex. I feel that you are selfish
3. **I want:** State what you'd like the person to do. Make sure that you request:
 - A) Behavioral change
 - B) One change at a time
 - C) Something that can be changed now
 - D) something specific and Concrete
4. An appreciation, reinforcement or self-care statement

EXAMPLE OF ASSERTIVENESS SCRIPT

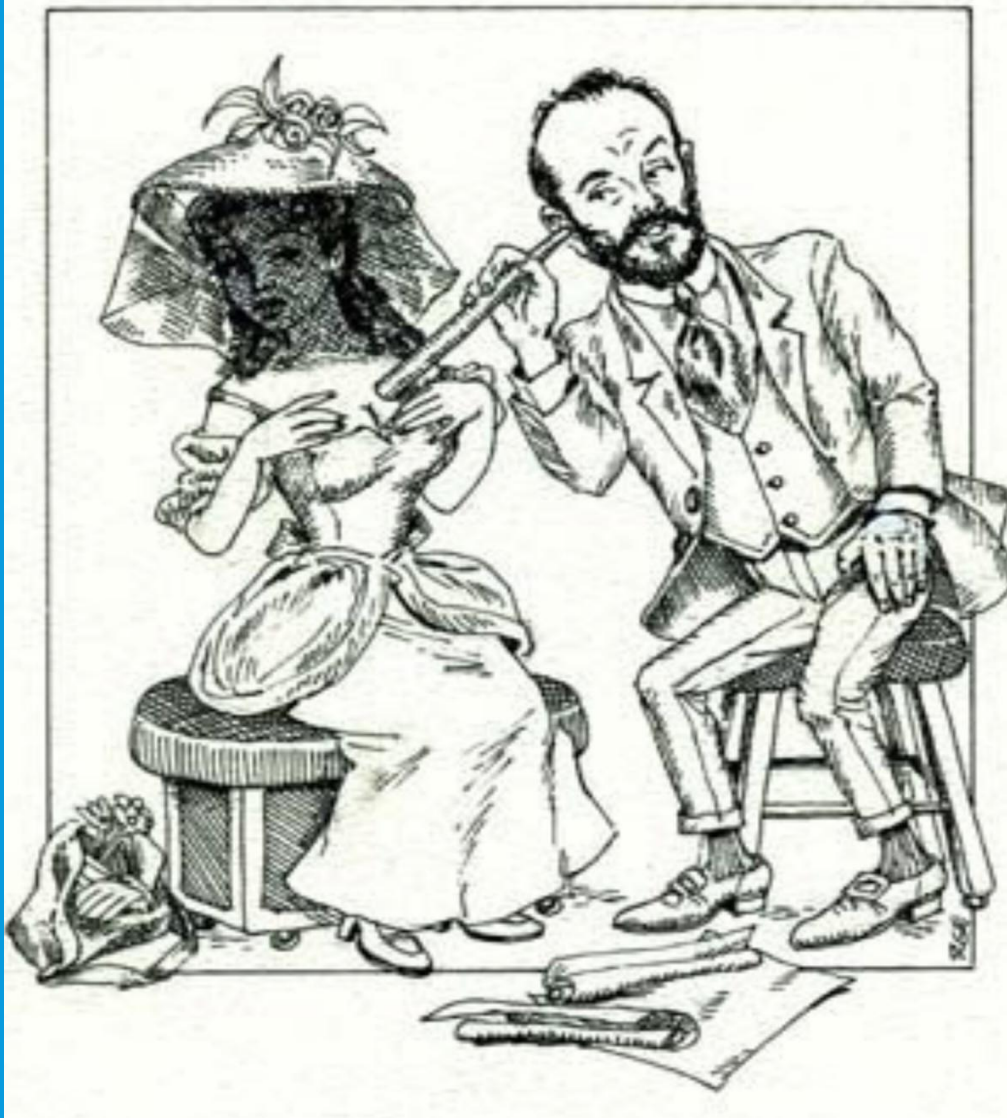


- **I think** - I've been working against a deadline and haven't had time to cook dinner
- **I feel** - I'm pretty anxious and overwhelmed that I might not get this done
- **I want** - Could you whip something together from leftovers so I can keep working?
- **Self- Care** - If that doesn't work for you, I can order pizza



- 1. Knowing what you want and your legitimate rights
- 2. Modulating intensity
- 3. Making a simple request
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5. ASSERTIVE LISTENING



- Good communication is a two-way street, it's not just about your needs and wants
- Active or assertive listening is required for effective communication
- Active listening helps you to better understand other people's needs and wants, how they might conflict with yours and how to negotiate a mutually satisfying agreement
- Actively listening questions include:
 - 1. What's the central issue for you?
 - 2. How do you make sense of the situation?
 - 3. What are you struggling with?
 - 4. How does that make you feel?
 - 5. What do you think needs to change?
 - 6. What would you like me to do to help with this?

BLOCKS TO ACTIVE LISTENING



- There are a few issues that commonly interfere with active listening:
- Assuming what the other person is thinking/feeling
- Rehearsing: Planning what you're going to say
- Filtering: Listening only to what is relevant to you
- Judging: Evaluating instead of trying to understand
- Daydreaming: Getting caught up in fantasy/memories
- Advising: Focusing on suggestions/solutions
- Sparring: Invalidating the person by arguing/debating
- Being right: Ignoring communication that you were wrong
- Derailing: changing the subject
- Placating: Agreeing too quickly

DBT'S ASSERTIVENESS SCRIPT : DEAR MAN GIVE FAST

Or how to juggle 1. getting your objectives met, with 2. preserving the relationship, and 3. maintaining your self-respect



what you do

Dear man describes objectives effectiveness or getting what you need or want in the interaction

- Describe situation
- Express your thoughts and feelings
- Assert what you would like
- Reinforce why what you want is good for both
- Mindfully- Stick to one situation
- Appear confident
- Negotiate...And be

how to do it

Give describes relationship effectiveness or maintaining a good relationship if that is important to you

- Gentle
- Interested
- Validating
- Easy in manner...also

Fast describes self-respect effectiveness or maintaining your self-respect

- Be fair
- Don't over apologize
- Stick to your values
- Be truthful

Interpersonal Effectiveness Skills

Learning to get along with others while also asserting your own needs is essential to healthy relationships. It can be difficult to balance your own needs and the needs of others. How can you get what you need without being aggressive or neglecting of the needs of others? There are three sets of skills you will learn to help achieve this goal: objective effectiveness, relationship effectiveness, and self-respect effectiveness.

Objective Effectiveness (D.E.A.R. M.A.N.)

What is the goal of an interaction? *Objective effectiveness* is about getting what you want out of a situation. The acronym D.E.A.R. M.A.N. will remind you how to clearly express your needs or desires.

Describe	Describe the situation <i>objectively</i> . This means sticking to the facts by avoiding opinion and interpretation. The goal is to get everyone on the same page.
Express	Let others know how a situation makes you feel by clearly expressing your feelings. Don't expect others to read your mind. Try using this line: " <i>I feel ____ because ____.</i> "
Assert	Don't beat around the bush—say what you need to say. <i>Don't say:</i> "Oh, well, I don't know if I can cook tonight or not." <i>Do say:</i> "I won't be able to cook because I'm working late."
Reinforce	Reward people who respond well, and reinforce why your desired outcome is positive. This can be as simple as a smile and a " <i>thank you</i> ".
Mindful	Don't forget the objective of the interaction. It can be easy to get sidetracked into harmful arguments and lose focus.
Appear	Appear confident. Consider your posture, tone, eye contact, and body language.
Negotiate	No one can have everything they want out of an interaction all the time. Be open to negotiation. <i>Do say:</i> "If you wash the dishes, I'll put them away."

Interpersonal Effectiveness Skills

Relationship Effectiveness (G.I.V.E.)

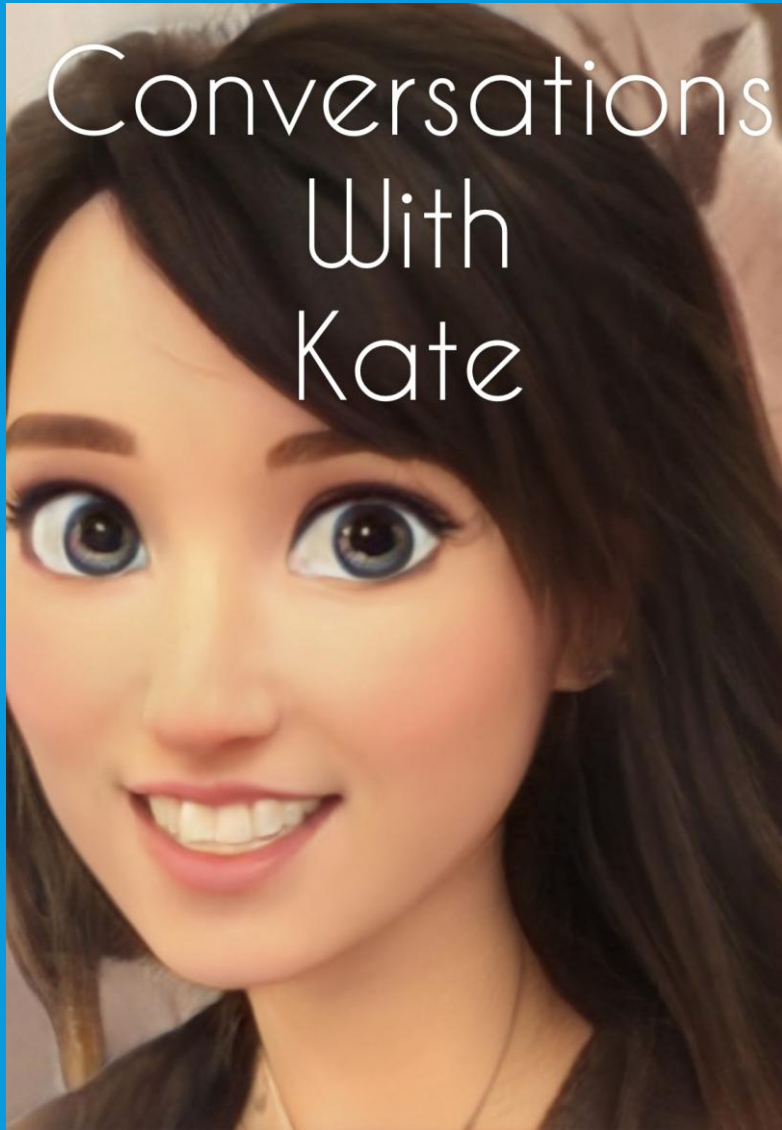
Relationships aren't only about getting what we need—they're also about the other person. The acronym *G.I.V.E.* will help you achieve *relationship effectiveness* by fostering positive interactions.

Gentle	Don't attack, threaten or express judgment during your interactions. Accept the occasional "no" for your requests.
Interested	Show interest by listening to the other person without interrupting.
Validate	Be outwardly validating to the other person's thoughts and feelings. Acknowledge their feelings, recognize when your requests are demanding, and respect their opinions.
Easy	Have an easy attitude. Try to smile and act lighthearted.

Self-Respect Effectiveness (F.A.S.T.)

Sometimes in relationships you might find yourself betraying your own values and beliefs to receive approval or to get what you want. The acronym *F.A.S.T.* will help you achieve *self-respect effectiveness*.

Fair	Be fair. Not only to others, but also to yourself.
Apologies	Don't apologize unless it's warranted. Don't apologize for making a request, having an opinion, or disagreeing.
Stick to Values	Don't compromise your values just to be liked or to get what you want. Stand up for what you believe in.
Truthful	Avoid dishonesty such as exaggeration, acting helpless as a form of manipulation, or outright lying.



- Practicing wise mind remediation using internal family systems



REVIEW OF THE SIMPLE TOOLS AND STRATEGIES

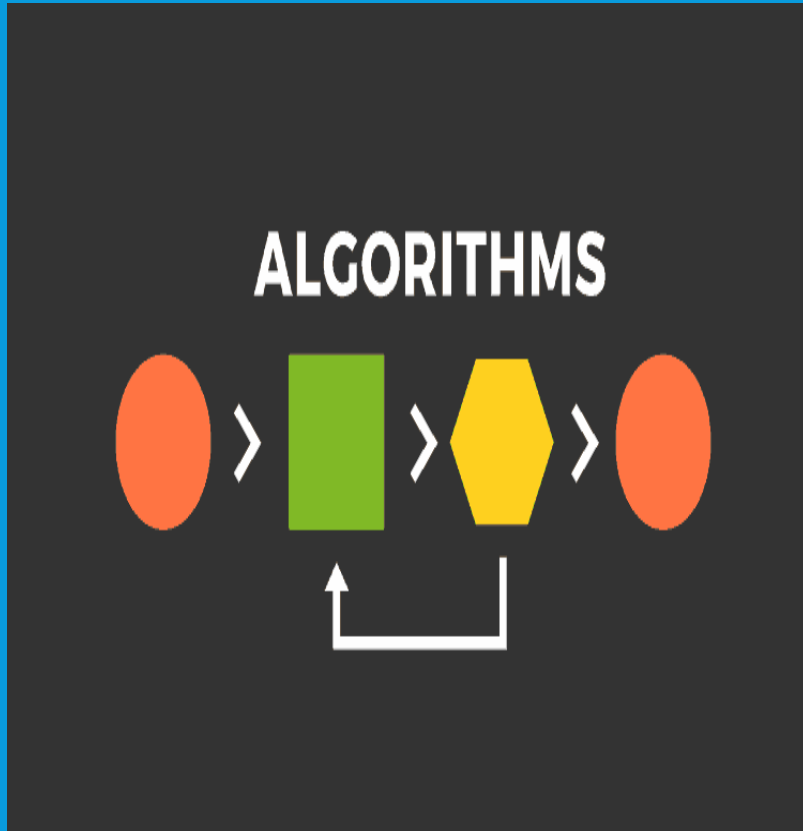
- Crisis plans
- Holes diary card
- Chain analysis
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- The goals diary card procedure
- Wise mind remediation
- Following good problem-solving practices
- Editing splicing and pasting
- Pendulating to stay in the window of tolerance
- Being mindful of our personal dashboard



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CRISIS PLAN ALGORITHM



- Developing your crisis plans and becoming skilled at using them involves 8 steps: This is the first Simple algorithm.
- 1. Understand the concept of holes you keep falling into or the specific crisis for which you are going to use the crisis plans
- 2. Identify some of the thoughts, feelings or behaviors that occur during the crisis that you want to work on. This is step 1 on the crisis plan template.
- 3. Complete the rest of your crisis plan template
- 4. Recall, in your mind, a real crisis from the past in which you fell into the hole you are working on and use the "editing, splicing, and pasting" technique, along with your skills and tools, to imagine a different outcome that incorporates your crisis plan.
- 5. Stay in the window of tolerance while editing, splicing, and pasting by pendulating.
- 6. Repeatedly visualize the new edited, spliced, and pasted version of the situation until you can visualize it without effort.
- 7. When a new crisis occurs work with it following these same steps.
- 8. practice, practice, practice.

Crisis Plan

1. Which crisis or “hole” is this plan for? What problematic feelings, thoughts, behaviours/maladaptive coping mechanisms/part/selves are present or active when I’m in this hole?

☐ anxiety/panic/flight

☐ dissociation

☐ withdrawing/running away

☐ fight/anger

☐ impulsive behaviour

☐ thinking of/hurting myself

☐ grief

☐ illegal behaviours

☐ thinking of/hurting others

☐ despair/giving up

☐ behaviours I later regret

☐ other specify: _____

☐ problems with boundaries

☐ addictive behaviour

2. What might trigger getting into this crisis/hole?

☐ something I perceive others saying/doing

☐ certain things in my environment

☐ other/describe: _____

☐ contact with certain people

☐ times of the day/year

☐ anniversaries

☐ being tired/stressed/not caring for myself

3. What other thoughts/feelings/behaviours are typical for me in these crisis/holes?

4. What are the things I or others do that tends to make these crisis/holes worse?

Applying Crisis Plan

5. Am I in a crisis/hole right now?
6. Am I doing anything that is making the crisis/hole worse? If yes, how do I hit the “pause button”?
7. Once I hit the pause button, I will try to follow steps to lower my activation/distress. I will resort to the next step only after trying the previous one unsuccessfully.

Step 1. Things I can do on my own to lower my activation/distress:

Step 2. Non-mental health professionals that may be helpful in helping lower my activation/distress and who I have briefed (Who are they? How do I reach them? What do I say to them?).

Step 3. Is there an “as needed” medication that might help me? (What medication and what dosage?).

Step 4: Professional resources that might be helpful in lowering my distress. (Who? How do I reach them? Times available? What do I say?).



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Diary Card - Hole Targets

Month: January

Date	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31
Day of the Week																															
Hole Targets																															
Family visits dysregulation																															
Dysregulation with husband																															
Notes:																															



REVIEW OF THE SIMPLE TOOLS AND STRATEGIES

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CHAIN ANALYSIS ALGORITHM

- Start with a high score in your hole's diary card
- Step 1. Create a “topographic” profile of the intensity of your activation around the time period for which you are doing a chain analysis.
- Step 2. On the template note if there were any events that may have contributed to or triggered your increase in activation ?
- Step 3. Note the sequence of emotions you felt during this period. Rate each on a scale of 0-10 with 10 being the most intense you’ve ever felt this emotion
- Step 4. Notice your sensations without judging or trying to change them
- Step 5. Note the thoughts that go with each of your emotions
- Step 6. Note what you did or wanted to do but stopped yourself during this time period
- Step 7. Note on a 0-10 scale what your energy balance, reserves or stores (how full your gas tank was) prior to the time for which you’re doing the chain analysis.

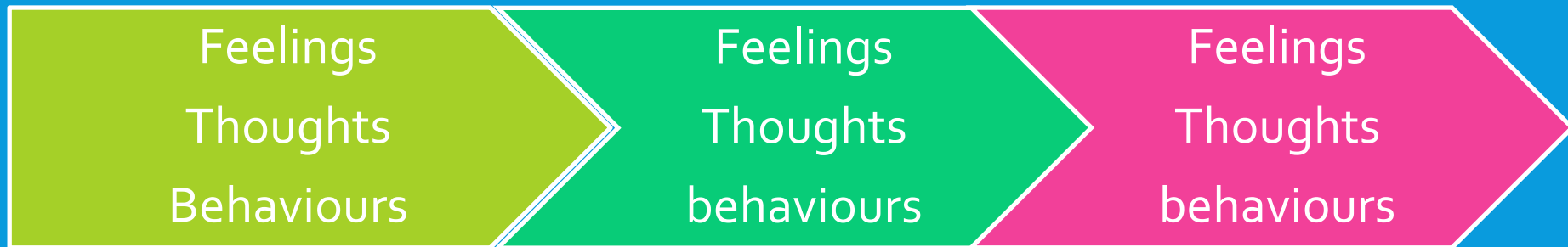
CHAIN ANALYSIS TEMPLATE

Stay in window of tolerance by pendulating

1. what was the topography of your activation?
2. was there a trigger(s)?
3. what did you feel?
4. notice the sensations in your body without judging or trying to change them
5. what thoughts were associated with each feeling?
6. what behaviors or urges were associated with each feeling?
7. what was your energy balance before the activation? 0-10

ADVANCED CHAIN ANALYSIS

▪ Time ----->





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1. HOW TO DO RATIONAL MIND REMEDIATION BY IMAGINING YOU'RE HELPING A FRIEND



Start with your chain analysis

Imagine this was a friend's chain analysis and that friend had come to you for help and advice about how to use DBT skills to splice and paste a different outcome

How could your friend have seen or interpreted the situation differently?

Could your friend have thought or behaved differently and to have a better outcome?

Help your friend to imagine a scenario in which they had stayed better regulated

Help your friend to practice this situation in their minds using the editing splicing and pasting technique

Reclaim the situation as your own using the new scenario. Practice it repeatedly in your imagination.

2. ALTERNATIVE RATIONAL MIND
REMEDICATION
WHAT WOULD AN EMOTIONALLY
WELL-REGULATED FRIEND DO ?



Start	Start with your chain analysis
Imagine	Imagine that what happened to you happened instead to a friend who is well regulated
Imagine	Imagine how they might have seen or interpreted the situation and thought and behaved differently
Imagine	Imagine what they might have done. Write this down
Reclaim	Reclaim the situation as your own and play it the way your friend did use the edit, splice, and paste technique
Practice	Practice that scenario in your imagination



REVIEW OF THE SIMPLE TOOLS AND STRATEGIES

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GOALS DIARY CARD PROCEDURE ALGORITHM

Step 1

1. Track your usual activities for a week using a blank week calendar.

This will give you a snapshot of your typical routine and allow you to assess its balance.

2. Rate yourself 0-10 on each of Maslow's needs/wellness domains (see slide below)

Step 2

3. Complete the wellness assessment tool. Choose 1-3 "proximal activities" for your goals.

4. Consider which of your Maslow's needs are met and which of Erickson's stages you have mastered.

Step 3

5. "Schedule" the activities you have chosen on a blank weekly schedule.

6. Use the goals diary card template to track your progress with these activities

Step 4

7. If you have accomplished a goal, choose another from the wellness assessment tool and use it as a target in your goal's diary card template. Repeat the same process starting with step 2.



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THE 5 STEPS OF WISE MIND REMEDIATION ALGORITHM



- The 5 steps of the wise mind remediation algorithm are:
- 1. Become acquainted with your internal family part selves. (which we will discuss next week)
- 2. Use the internal family part selves you have identified as advanced targets in your holes diary cards.
- 3. Following the template provided do a wise mind chain analysis
- 4. Strengthen or foster your access to Wise mind.
- 5. Allow Wise mind to become acquainted with the members of your internal family. Wise mind will see, understand, and soothe, or be an ideal parent to your internal family parts.
- Wise mind remediation is a stage II trauma therapy tool that helps process dissociated traumatic complexes
- To use wise mind, it's essential that you are familiar with and able to use stage I skills, tools, and strategies so that you are can stay within reach of, and return to the window of tolerable emotions when you become activated.

BECOMING ACQUAINTED WITH PART SELVES TEMPLATE

Part self	What does it look like? How old is it?	What does it typically feel?	What state of activation is it usually in?	What are its typical thoughts?(if any)	What are its typical behaviors or behavior urges?
1					
2					
3					
4					
5					

- Consider the origin story of each of these parts. When and why did it arise in your life to protect you ? How did it protect you ?

ADVANCED TARGETS IN DIARY CARDS-PART SELVES

Diary Card - Hole Targets																	Month: January														
Date	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31
Day of the Week																															
Hole Targets																															
Anxious child																															
Internal critic																															
Compulsive caretaker																															

STEP 3 WISE MIND CHAIN ANALYSIS TEMPLATE

Event linked with activation	Estimate of % of response That was well-regulated vs. dysregulated	Parts that were activated- (consider changes with topography)	Feelings and arousal states of each part	Thoughts of each part, if any	Behavior or urges of each part	Conflicts between parts
		Part 1				
		2				
		3				
		4				
		5				

STEP 4 STRENGTHEN ACCESS TO WISE MIND THROUGH VISUALIZATION ALGORITHM



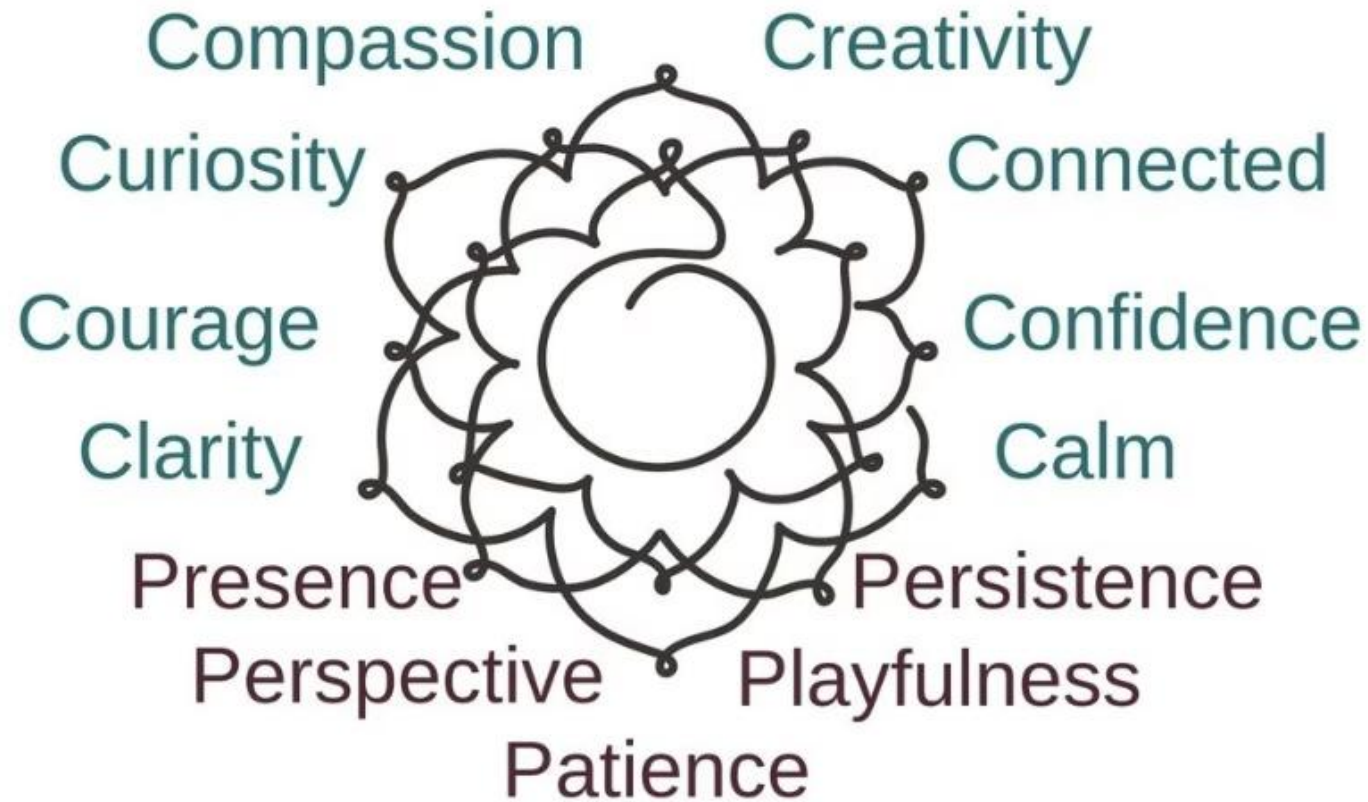
- Potentially everyone has access to Wise mind but in some people its quiet presence is drowned out by the loud voices of the part selves. To better hear and have access to Wise mind :
- 1. Think of someone or something that captures for you the spirit of understanding, empathy, equanimity, and generosity...(I think of that someone or something as the wise mind catcher, after the native North American “dream catcher”)
- That someone or something can be a fictional or historical character, a natural phenomenon or an animal, it can be a spirit such as a guardian angel, someone you know personally or have never met, someone imaginary or real.
- 2. Picture that someone or something as vividly as possible in your mind. To help you visualize this you can draw, paint, or or find a drawing or picture of it. keep it somewhere you can readily access it.
- 3. Regularly practice visualizing the image you have chosen to associate with Wise mind and pair that image with positive feelings and intentions. You can do this as a meditation practice. Schedule some time every week to do this. You can think of this as installing a wise mind “app” or resource in yourself.

STEP 5 WISE MIND PARENTING OF INTERNAL FAMILY PARTS ALGORITHM



- After 1) becoming better acquainted with your part selves 2) starting to use advanced targets in your diary card 3) doing advanced chain analysis and 4) fostering your wise mind, Step 5) is Wise mind parenting of your internal family parts:
- A) Recall in your imagination, the video of the event for which you did the Wise mind chain analysis.
- B) Allow wise mind to see, understand, and feel empathy for each part of your internal family parts that became activated during that event.(observe each part's feelings, thoughts, behaviors, typical states of activation, and origin story)
- C) Imagine progressively more intimate encounters, with or without dialogue, between your Wise mind figure and individual parts of your internal family. Allow them to have a conversation about the event that led to the activation. (Wise mind maintains a non-judgemental, understanding stance and that helps the parts to feel understood and less upset.)
- D) The goal of this practice is for the internal family members to relate securely to, or learn to trust Wise mind, so that they allow Wise mind to lead the self-system in situations that would previously have triggered those parts and resulted in them taking over the self-system .
- E) Imagine how the situation would have unfolded if Wise mind had been allowed to lead the self.
- F) Use the editing, splicing and pasting strategy and visualize this edited Wise mind led situation repeatedly in your imagination

The 8 C's

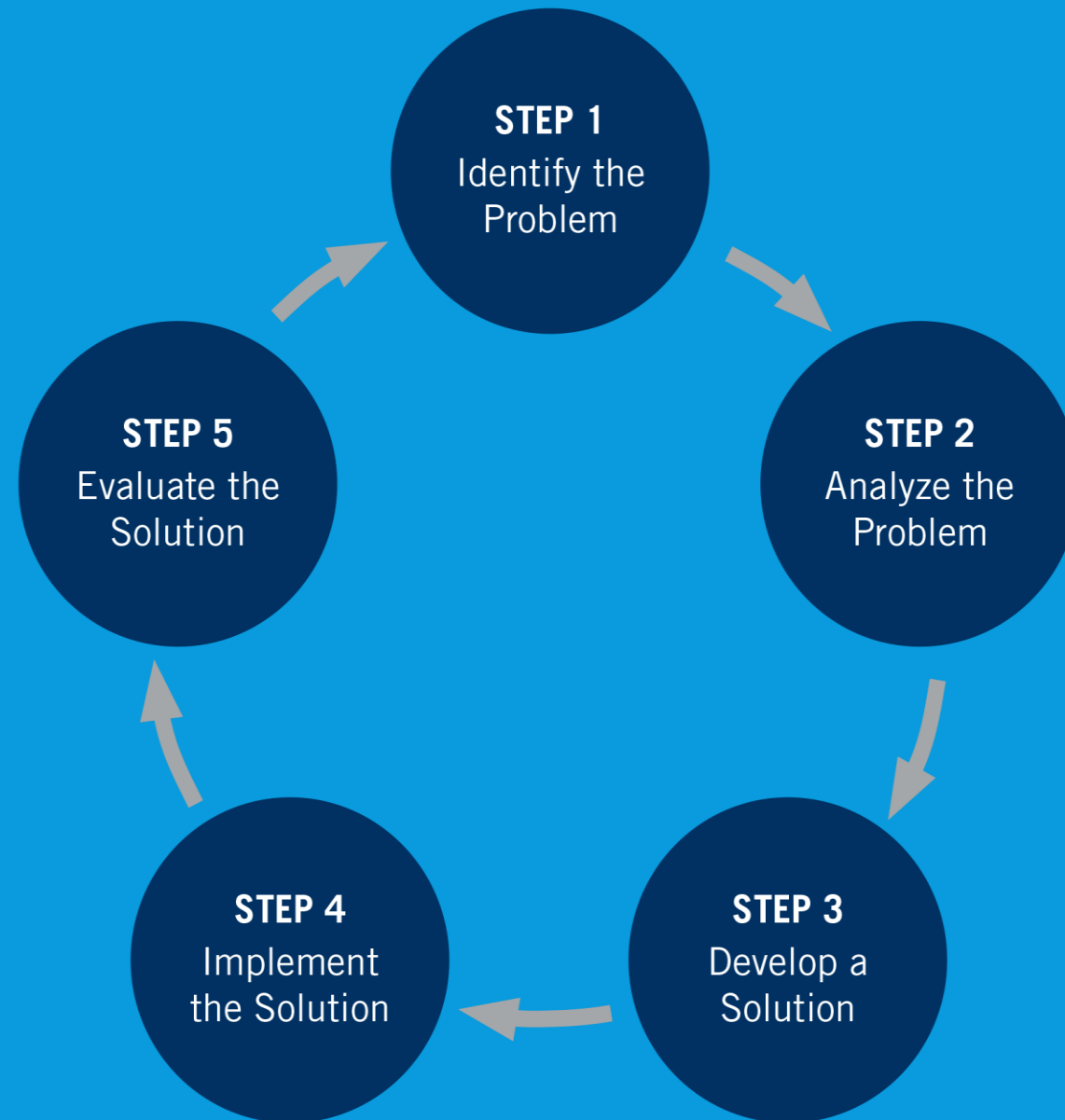


The 5 P's



REVIEW OF THE SIMPLE TOOLS AND STRATEGIES

- Crisis plans
 - Holes diary card
 - Chain analysis
 - Rational mind remediation
 - The goals diary card procedure
 - Wise mind remediation
-
- Following good problem-solving practices
 - Editing splicing and pasting
 - Pendulating to stay in the window of tolerance
 - Being mindful of our personal dashboard

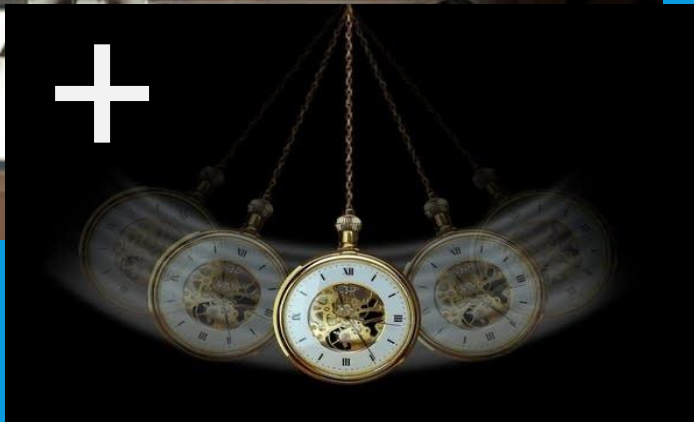
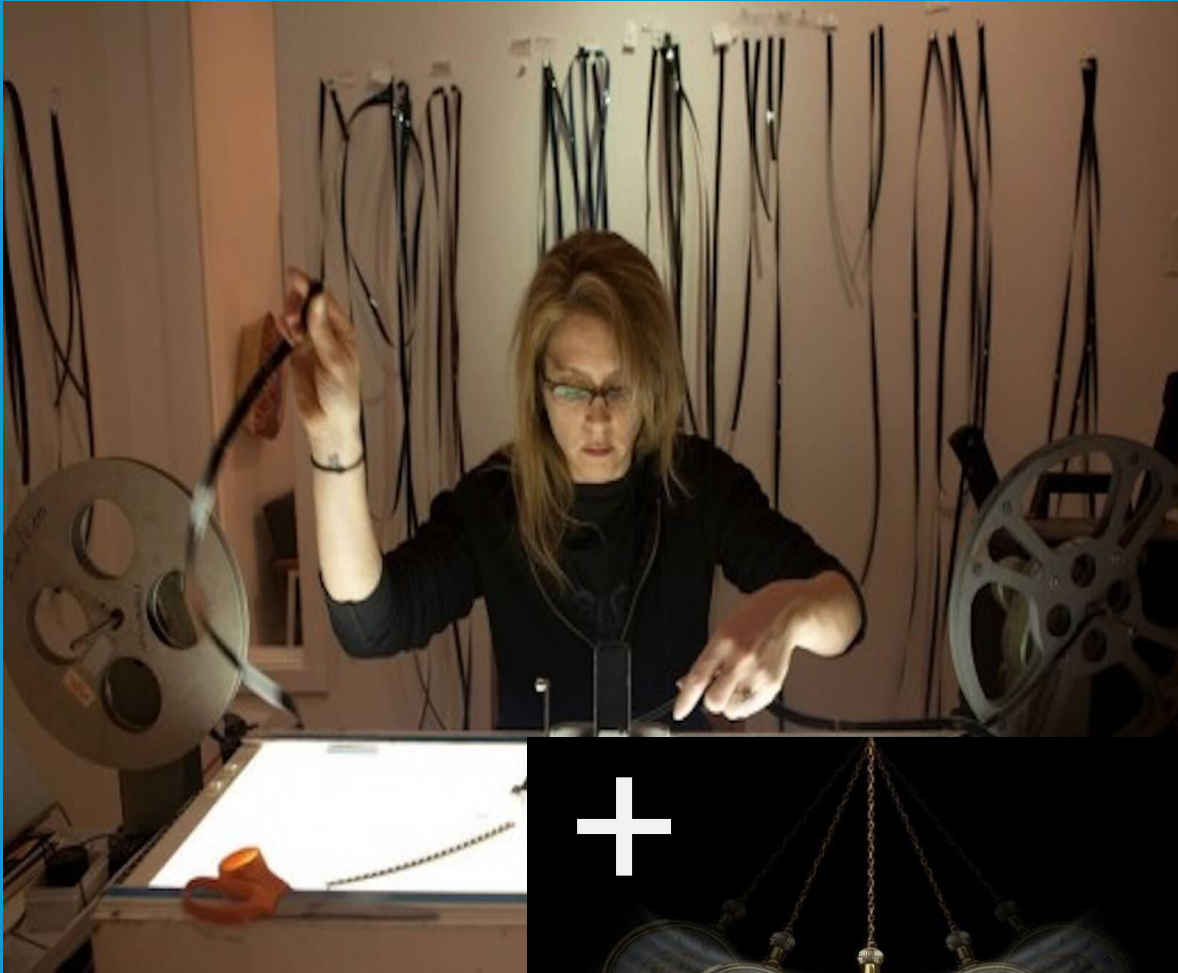




REVIEW OF THE SIMPLE TOOLS AND STRATEGIES

- Crisis plans
 - Holes diary card
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-
- Following good problem-solving practices
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EDITING, SPLICING AND PASTING WHILE PENDULATING TO STAY IN WINDOW OF TOLERANCE



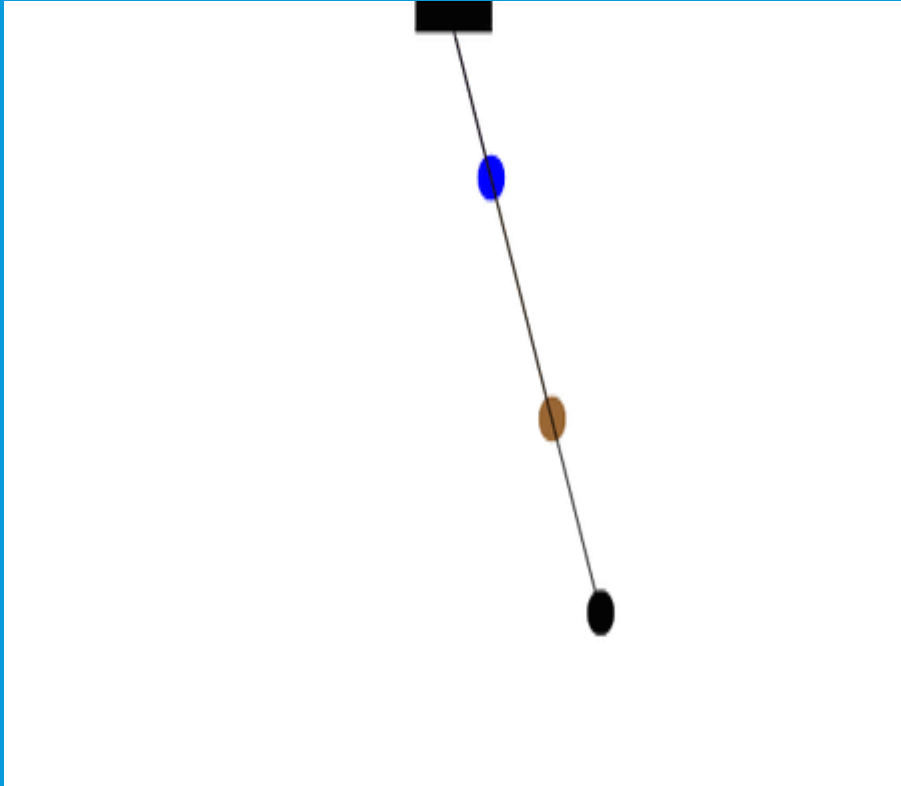
- We all have memories or mental “videos” of times we’ve been dysregulated or fallen into holes.
- When we are learning to get out of holes, these memories or videos are invaluable in helping us practice alternative ways of thinking, feeling, and behaving.
- In Simple we’re going to learn to edit these old videos by splicing them and pasting in new more desirable and adaptive thoughts, feelings, and behaviors that get us out of our holes.
- As we visualize these videos, we may get activated so we will need to know how to sooth ourselves by “pendulating”, then resuming our work on the videos.



REVIEW OF THE SIMPLE TOOLS AND STRATEGIES

- Crisis plans
 - Holes diary card
 - Chain analysis
 - Rational mind remediation
 - The goals diary card procedure
 - Wise mind remediation
-
- Following good problem-solving practices
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STAY IN YOUR WINDOW OF TOLERANCE BY PENDULATING



Distressing
thoughts/feelings



Distracting/soothing
Images/thoughts/sensations

- Pendulating, which comes from the word pendulum, means swinging from one thing or place to another.
- When people have feelings, they also have thoughts and images that accompany those feelings.
- One way of soothing yourself, when you are experiencing intense negative feelings, and bringing yourself back to the window of tolerable emotions, involves distraction or self-soothing: you learn to identify that you are emotional and learn to have alternative thoughts, a soothing inner dialogue, and/or calming and soothing images. When you are better regulated you can then revisit the original thoughts you were having
- To get good at pendulating you have to plan and practice it .



REVIEW OF THE SIMPLE TOOLS AND STRATEGIES

- Crisis plans
 - Holes diary card
 - Chain analysis
 - Rational mind remediation
 - The goals diary card procedure
 - Wise mind remediation
-
- Following good problem-solving practices
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 - Being mindful of our personal dashboard

CHECK IN REGULARLY WITH YOUR PERSONAL DASHBOARD

CRISIS RISK



EMOTIONAL FOOTPRINT



COLOR OF EMOTIONAL
FOOTPRINT



WINDOW OF TOLERANCE



ENERGY RESERVES



EXPANSION VS. CONTRACTION





REVIEW OF THE SIMPLE TOOLS AND STRATEGIES

- Crisis plans
 - Holes diary card
 - Chain analysis
 - Rational mind remediation
 - The goals diary card procedure
 - Wise mind remediation
-
- Following good problem-solving practices
 - Editing splicing and pasting
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UPDATED PERSONAL SKILLS LIST

Distress tolerance skills

1. Grounding skills- Set a daily intention
2. “ - Sensory soothing toolkit
3. “ -The 5,4,3,2,1 method
4. “ -The emotional freedom technique
5. REST (or PEST) Pause
6. Radical acceptance statements (please specify)
7. Distraction plan “
8. Self-soothing plan
9. Safe place visualization
10. Cue controlled relaxation
11. Rediscovering your values (please specify)
12. Rehearse values-based behavior or edit/splice/paste
13. Connect with your higher power “
14. Live in the present moment
15. Use self-encouraging coping thoughts
16. Radical acceptance
17. Use self-affirming statements
18. Balance feelings and threat
19. Create new coping strategies
20. Create an emergency coping plan
21. Box breathing
22. Cold temperatures
23. High intensity exercise
24. Progressive muscular relaxation
25. Paced breathing
26. Side to side eye movement.

UPDATED PERSONAL SKILLS LIST

Mindfulness skills

- 1) Focus on a single minute
- 2) Focus on a single object
- 3) Band of light
- 4) Inner-Outer Experience
- 5) Record Three Minutes of Thoughts
- 6) Thought Diffusion
- 7) Describe Your Emotion
- 8) Focus Shifting
- 9) Mindful Breathing
- 10) Mindful Awareness of Emotion
- 11) Wise mind
- 12) how to make Wise mind decisions
- 13) Radical acceptance
- 14) Judgements and labels
- 15) Self compassion
- 16) Mindful communication
17. Being mindful in our daily life
18. How to do tasks mindfully
19. How to be mindful of our activities
20. Resistances and hindrances to mindfulness practice
21. Exploring mindfulness further
22. Mindfulness and meditation
23. Using kindness and compassion
24. Paying attention to spaciousness and stillness

UPDATED PERSONAL SKILLS LIST

Emotional regulation skills

How do emotions work?

1. Recognizing emotions
2. Overcoming barriers to healthy emotions
3. Reducing physical vulnerability
4. Reducing cognitive vulnerability
5. Increasing Positive Emotions
6. Being mindful of your emotions without judgement
7. Emotion exposure.
8. Doing the opposite of your emotions
9. Problem Solving

TODAY-UPDATED PERSONAL SKILLS LIST

Interpersonal effectiveness skills

1. Mindful attention
2. Compassion for others
3. Passive vs. aggressive behavior
4. I want-they want ratio
5. I want-I should ratio
6. Key interpersonal skills
7. Blocks to using interpersonal skills
8. Knowing what you want
9. Modulating the intensity of a request
10. Making a simple request
11. Designing basic assertiveness scripts and
12. Assertive listening

The DBT Diary

Note how many times each day you use these key skills. For items marked with *, briefly describe what you did in the “Specifics” column. Make copies of the blank diary before using it and do your best to complete one every week.

Core Skills	Coping Strategies	Mon.	Tues.	Wed.
Distress Tolerance	Stopped Self-Destructive Action			
	Used REST Strategy			
	Used Radical Acceptance			
	Distracted from Pain			
	Engaged in Pleasurable Activities*			
	Soothed Myself*			
	Practiced Relaxation			
	Committed to Valued Action*			
	Connected with My Higher Power			
	Used Coping Thoughts & Strategies*			
	Analyzed Feelings-Threat Balance			
	Used Physiological Coping Skills*			
Mindfulness	Practiced Thought Defusion			
	Practiced Mindful Breathing			
	Used Wise Mind			
	Practiced Beginner’s Mind			
	Practiced Self-Compassion			
	Practiced Doing What’s Effective			
	Completed a Task Mindfully			
	Practiced Loving-kindness Meditation			

Core Skills	Coping Strategies	Mon.	Tues.	Wed.
Emotion Regulation	Was Able to Recognize My Emotions			
	Dealt with Physical Pain Appropriately*			
	Ate in a Balanced Way			
	Didn't Use Drugs or Alcohol			
	Got Sufficient Sleep			
	Exercised			
	Experienced Positive Events/Emotions*			
	Let Go of Thoughts or Judgments			
	Watched and Named Emotions			
	Didn't Act on Emotions			
	Used Opposite Action			
	Used Problem Solving			
Interpersonal Effectiveness	Practiced Compassion for Others			
	Practiced Fear Mgmt.—Risk Assessment			
	Made an Assertive Request			
	Said No Assertively			
	Negotiated Agreements			
	Listened to and Understood Others			
	Validated Others			
Rate Your Overall Mood for the Day (1 to 10) 1=Very Poor, 5=Mediocre, 10=Excellent				

ZOOM POLL

- Please answer the following question
- Answers are anonymous
- In person participants please answer the page that was handed out.

1. How useful was this meeting? (Multiple choice)

Extremely useful (10/10) 100%



Somewhat useful (0/0) 0%



Not useful at all (0/0) 0%



2. How useful was this course?

Extremely useful (10/10) 100%



Somewhat useful (0) 0%



Not useful at all (0) 0%





**SESSION 24 OF SIMPLE
MID SESSION 10 MINUTE BREAK**



**SESSION 24 OF SIMPLE
WELCOME BACK FROM THE BREAK**



AN EXAMPLE OF WISE MIND
REMEDIATION

BRUCE



- 66-year-old auto body shop owner, married to Sandra for 40 years.
- Chronic depression
- Driving home from aunt's funeral, passed by a reckless driver. Triggered by Sandra honking the car's horn.
- It's simple on YouTube Session 25
- 13:40 to 35:25 minutes (22 minutes)

EXAMPLE OF AN ASSERTIVENESS SCRIPT



- + **I think** - I've been working against a deadline and haven't had time to cook dinner.
- + **I feel** - I'm pretty stressed and overwhelmed that I might not get this done.
- + **I want** - Could you whip something together from leftovers so I can keep working?
- + **Self-Care** - If that doesn't work for you, I can order pizza.

HOW TO FIND YOUR INTERNAL FAMILY PARTS

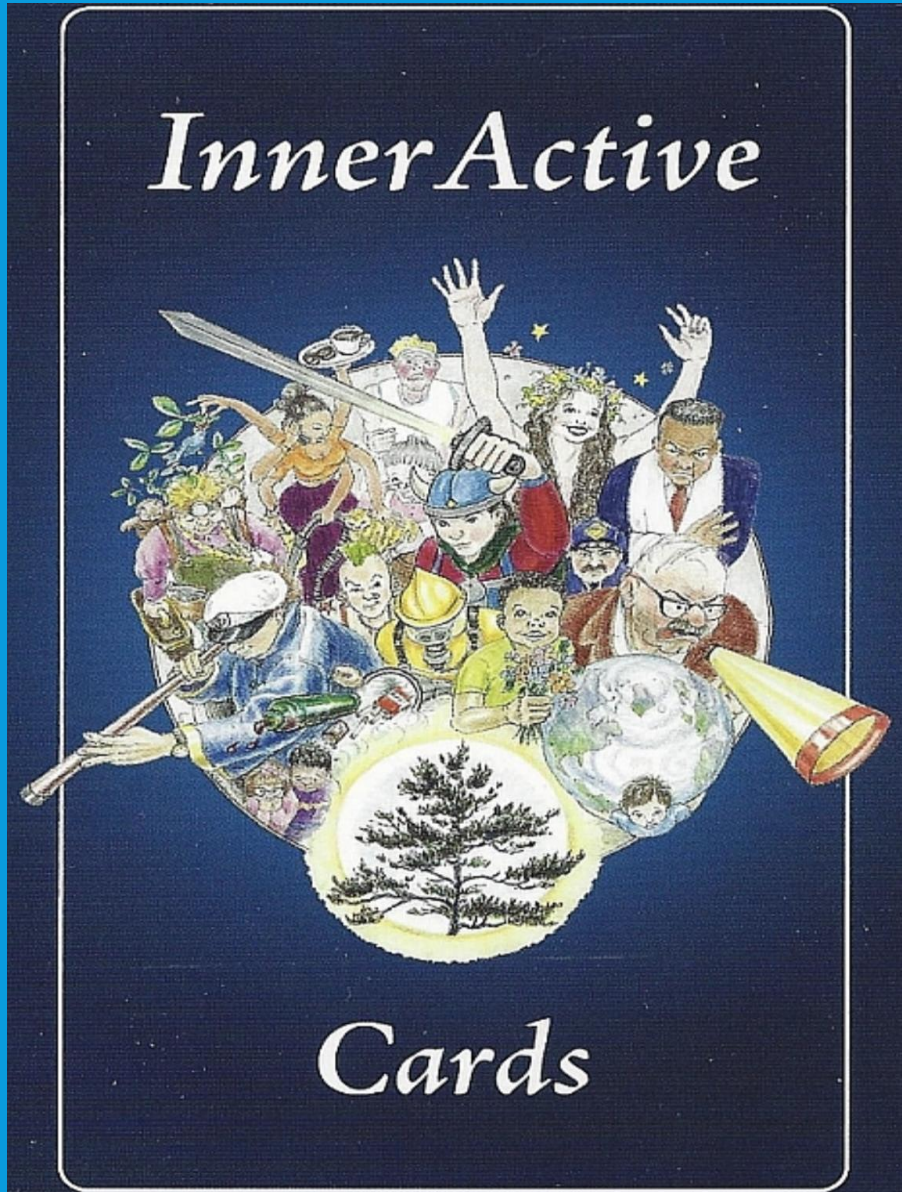


- Infants and children may structurally dissociate into parts because 1) they experience what comes with loss of attachment: panic, grief, and loss or 2) they experience inescapable fear. or 3) they experience inescapable pain.
- The exiles that arise from these experiences can feel hurt, abandoned, panicked, grief, or numb.
- Exiles that dissociated before the child developed language may not have explicit memories, words, and images accompanying the implicit memory, feeling, and flashbacks they experience.
- When these exiles are activated and the person experiences their implicit memories they will likely attribute them to present circumstances or to some brain abnormality. They are however dysregulated emotions that developed before the child developed language.
- Implicit memories are more often triggered in intimate relationships than in casual ones.
- Mental health professionals trying to establish an emotional connection with a patient may trigger implicit memories and be perceived as were the hurtful figures from the persons past.
- This can lead to a re-enactment in the therapeutic setting of past traumatic relationships. It is also the basis of “repetition/compulsion”.

[illegible]

1. Start with holes diary card
2. Then do a regular chain analysis
3. As you do the chain analysis, consider if the different feelings, thoughts, and behaviors you had in the situation may have belonged to an internal family system parts.
5. Consider this in light of the most common family systems parts described on the next slide. Do your parts correspond to any of those?
6. Once you have identified some of your parts use the become familiar with your parts to become familiar with them.

COMMON PARTS



- Common internal family parts include:
- **The Hurt child** : grieving, abandoned, unheard, neglected, panicked dissociated, numb
- **The Internal critic** : which aims its criticism at the hurt child. It often represents the caregivers internalized critical voice. The constant negative self talk/criticism causes fear and shame in the hurt child part.
- **The External critic** : often arises in adolescence. Aims its criticism at others. "They don't care" "they are stupid"... etc. associated with anger, rebellion, and breaking the rules.
- **The perfectionist, people pleaser, workaholic, compulsive care giver** : tries to be perfect or please others in order to achieve some measure of emotional relief, calm, connection, attachment, and acceptance
- **The indulger** : dissociates from the pain of the exile through addictions (substances, food, sex, consumerism etc.)
- **The procrastinator** : passive aggressively resists the control of the parental figure. May feign incompetence.
- **The mature adult.**

STEP 1. BECOME ACQUAINTED WITH YOUR PART SELVES ALGORITHM

- A) Name all the internal family system part selves you have discovered in yourself (ex. hurt child, angry older child, child in despair, inner or outer critic, people pleaser, fierce defender, perfectionist, procrastinator, indulger, depressive, etc.) Don't forget the mature adult part which may be more or less of a façade. After naming the part selves acquaint yourself with them by:
- B) Visualizing, in your mind's eye each of these parts.
- C) Being curious about each part's personality, or how each part typically behaves, thinks, and feels and what is their typical state of activation ? (write all this down)
- D) Considering the origin story of each part. When and why did it arise in your life to protect you ? How did it protect you ?
- Completing Step 1 is necessary before proceeding to step 2 in which you use these parts as "advanced targets" in your holes diary card.

BECOMING ACQUAINTED WITH PART SELVES TEMPLATE

Part self	What does it look like? How old is it?	What does it typically feel?	What state of activation is it usually in?	What are its typical thoughts?(if any)	What are its typical behaviors or behavior urges?
1					
2					
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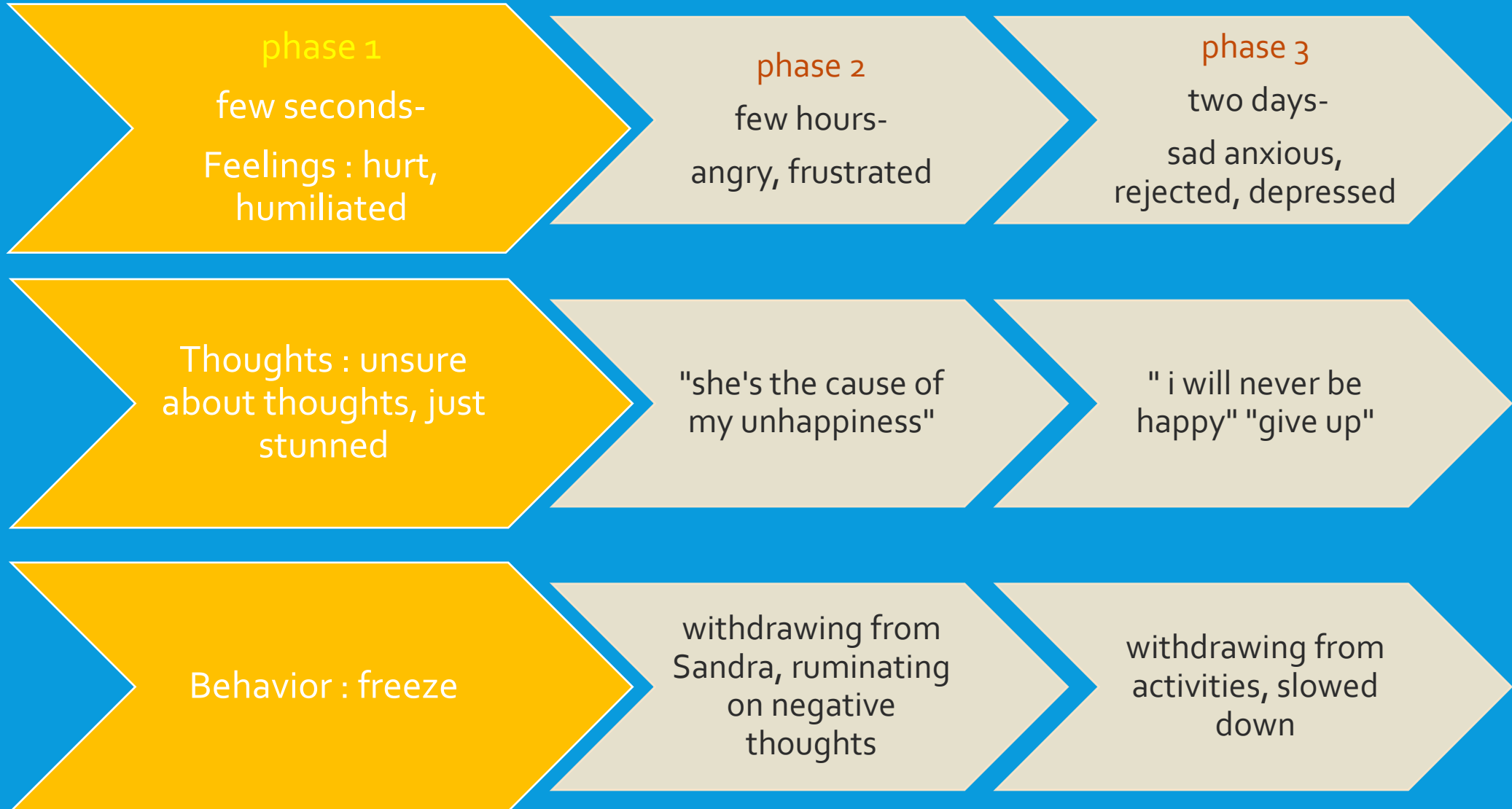
Consider the origin story of each part. When and why did it arise in your life to protect you ?
How did it protect you ?

THE 5 STEPS OF WISE MIND REMEDIATION ALGORITHM



- The 5 steps of the wise mind remediation algorithm are:
- 1. Become acquainted with your internal family part selves. (which we will discuss next week)
- 2. Use the part selves you have identified in your internal family as advanced targets in the holes diary cards.
- 3. Do a Wise mind chain analysis, following the template provided
- 4. Strengthen your access to your Wise mind.
- 5. Allow your Wise mind to become acquainted with the members of your internal family. Allow Wise mind to see, understand, and soothe, or be an ideal parent to your internal family parts.
- Wise mind remediation is a stage II trauma therapy tool that helps process dissociated traumatic complexes
- To use wise mind, it's essential to have practiced and be able to use stage I skills, tools, and strategies so as to be able to stay within reach of and return to the window of tolerable emotions.

BRUCE'S HONKING INCIDENT



BRUCE'S PETRIFIED ABANDONED CHILD.



BRUCE'S PROTECTORS



angry firefighter



internal critic



compulsive compliant
caregiver



despair part



Mature
adult Bruce

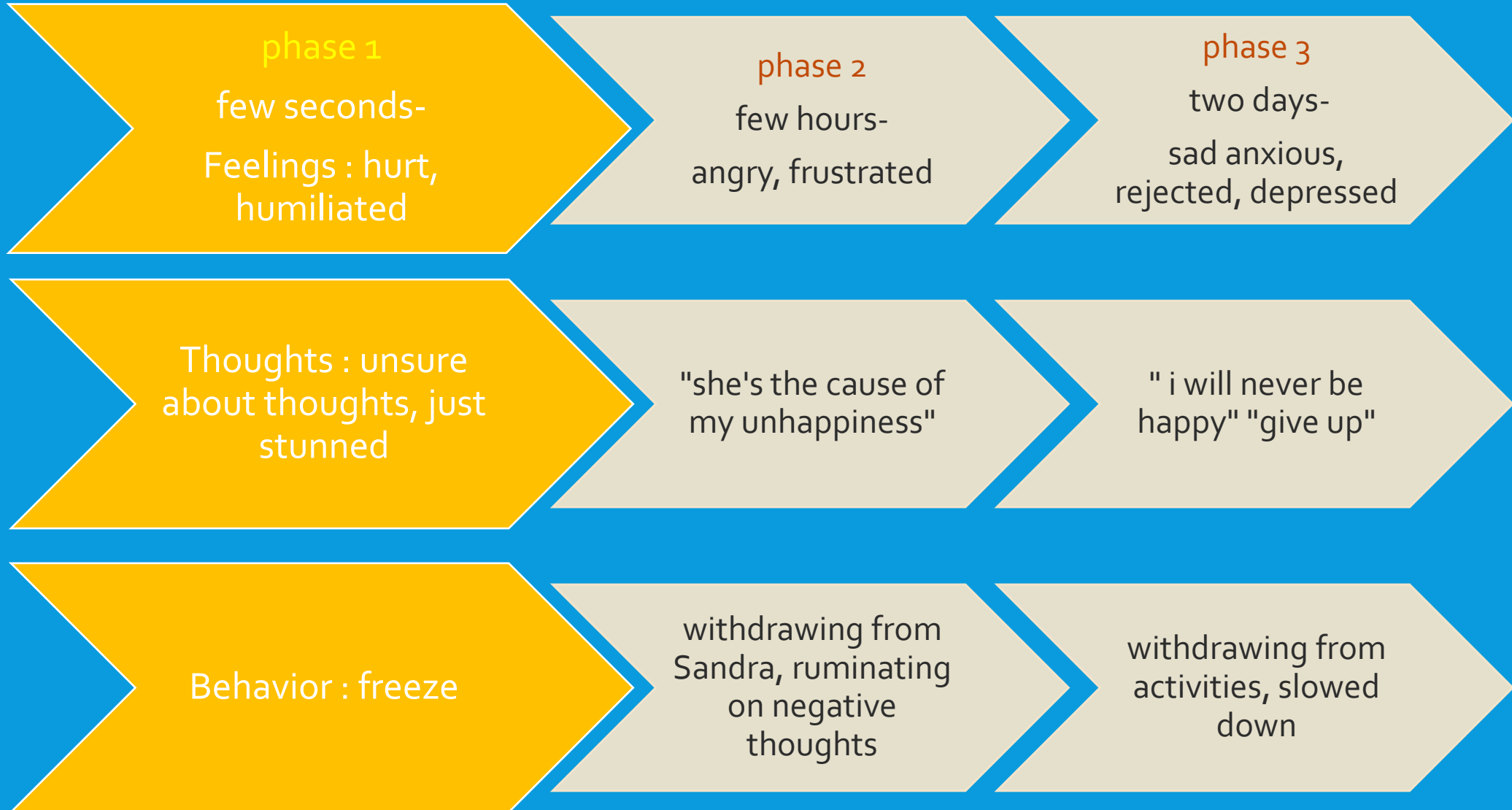
ADVANCED TARGETS IN DIARY CARDS-PART SELVES

Diary Card - Hole Targets

Month: January

Date	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31
Day of the Week																															
Hole Targets																															
Petrified little Bruce.																															
Angry firefighter Bruce																															
Scolding and scary critical schoolmaster																															
Compulsive compliant/caregiving young Bruce																															
Desperate ready to give up Bruce																															
Mature adult Bruce																															
Notes:																															

BRUCE



STEP 3 WISE MIND CHAIN ANALYSIS

Event linked with activation	Estimate of % of response That was well-regulated vs. dysregulated	Parts that were activated- (consider changes with topography)	Feelings and arousal states of each part	Thoughts of each part, if any	Behavior or urges of each part	Conflicts between parts
		Part 1				
		2				
		3				
		4				
		5				

STEP 4 STRENGTHEN ACCESS TO WISE MIND THROUGH VISUALIZATION TEMPLATE



- Potentially everyone has access to Wise mind but in some people its presence is drowned out by the loud voices of the part selves. To better hear and have access to Wise mind :
- **1.** Think of someone or something that captures for you the spirit of understanding, empathy, equanimity, and generosity...(I think of that someone or something as the wise mind catcher, after the native North American "dream catcher")
- That someone or something can be a fictional or historical character, a natural phenomenon or an animal, it can be a spirit such as a guardian angel, someone you know personally, or have never met, someone invented or real.
- **2.** Picture that someone or something as vividly as possible in your mind. To help you visualize this you can draw, paint, or or find a drawing or picture of it. keep it somewhere you can readily access it.
- **3.** Regularly practice visualizing Wise mind and pair that image with positive feelings and intentions. You can do this as a meditation practice. Schedule some time every week to do this. You can think of this as installing a wise mind "app" or resource in yourself.



The Compass of Self-Led Activism



THE 5 STEPS OF WISE MIND REMEDIATION



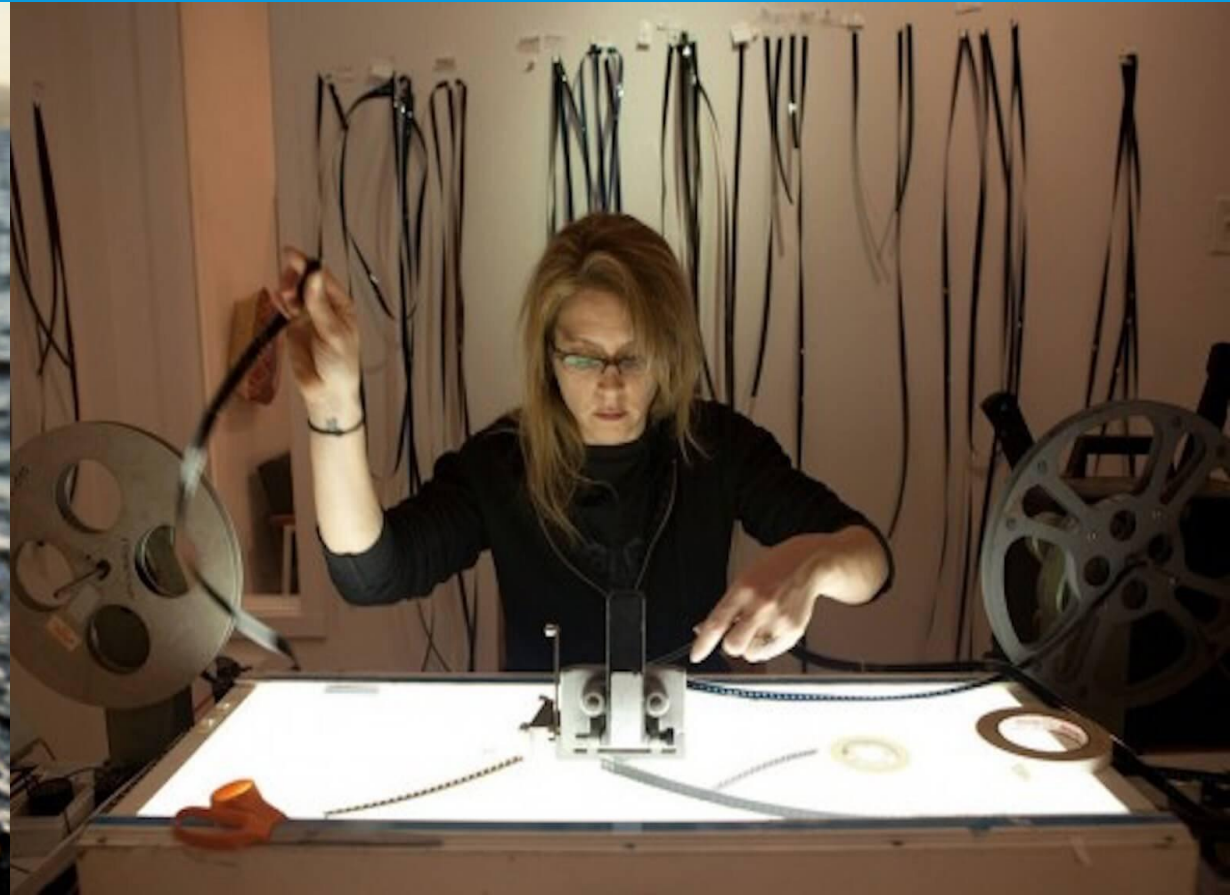
- 1. Become acquainted with your internal family part selves. (which we will discuss next week)
- 2. Use these part selves as advanced targets in the holes diary cards.
- 3. Do a Wise mind chain analysis.
- 4. Foster your Wise mind.
- 5. Allow your Wise mind to become acquainted with members of your internal family. Allow Wise mind to see, understand, and soothe, or be an ideal parent to your internal family parts.

STEP 5 WISE MIND PARENTING OF INTERNAL FAMILY PARTS



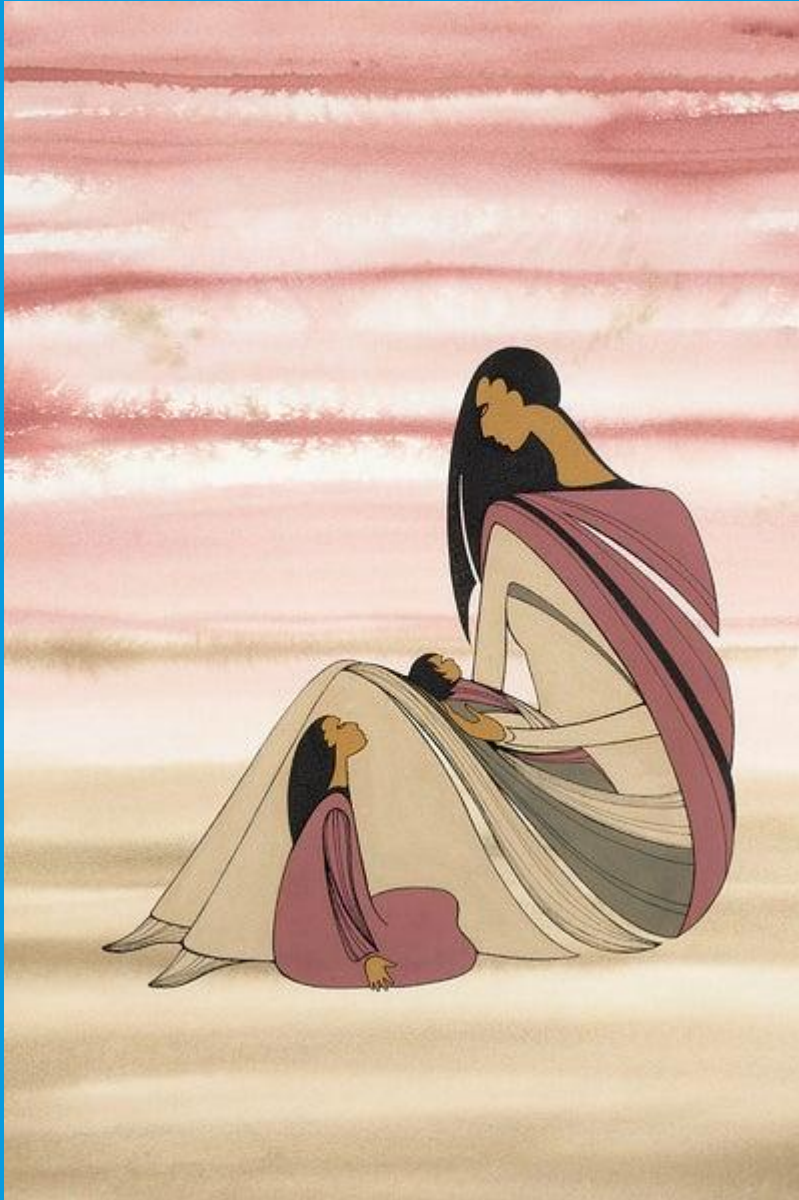
- After: 1)becoming better acquainted with your *part selves* 2) starting to use advanced targets in your diary card 3) doing advanced chain analysis and 4) fostering your wise mind.
- **Step 5** Wise mind parenting of internal family parts:
- A) Recall , in your imagination, the event for which you did the Wise mind chain analysis. (the video of the event)
- B) Consider how wise mind understands each part of your internal family that became activated during that event: their feelings, thoughts, behaviors, typical states of activation, and origin story
- C) Imagine progressively more intimate encounters, with or without dialogue, between your wise mind figure and individual parts of your internal family. Have a conversation about the event that led to the activation. Wise mind has an non-judgemental, understanding stance and that helps the parts to return to and stay in the window of tolerance.
- D) The goal is for the internal family members to become secure i.e., learn to trust Wise mind, so that they allow Wise mind to lead the self-system in situations that would previously have triggered parts and resulted in them taking over the self-system .
- E) Imagine how the situation would have unfolded if Wise mind had been allowed to lead the self.
- F) Visualize this edited Wise mind led situation repeatedly in your imagination

EDITING, SPLICING AND PASTING WHILE PENDULATING TO STAY IN WINDOW OF TOLERANCE

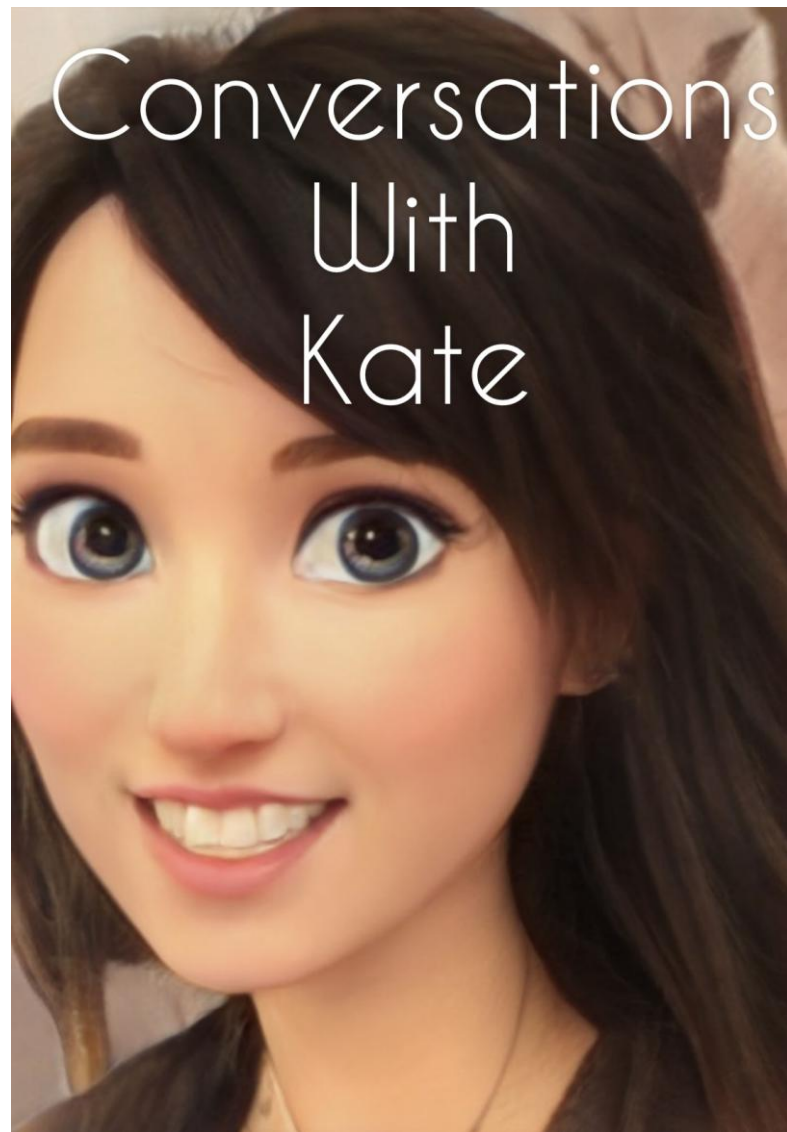


Diary Card - Hole Targets															Month: January																
Date	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31
Day of the Week																															
Hole Targets																															
Anxious child																															
Internal critic																															
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STEP 5 WISE MIND PARENTING OF INTERNAL FAMILY PARTS



- After: 1) becoming better acquainted with your *part selves* 2) starting to use advanced targets in your diary card 3) doing advanced chain analysis and 4) fostering your wise mind.
- **Step 5 Wise mind parenting of internal family parts:**
- A) Bring up , in your imagination, the video of the event for which you did the Wise mind chain analysis.
- B) Allow wise mind to see, understand, and feel empathy for each part of your internal family that became activated during that event.(observe each part's feelings, thoughts, behaviors, typical states of activation, and origin story)
- C) Imagine progressively more intimate encounters, with or without dialogue, between your Wise mind figure and individual parts of your internal family. Allow them to have a conversation about the event that led to the activation. (Wise mind maintains an non-judgemental, understanding stance and that helps the parts to return to and stay in the window of tolerance.)
- D) The goal of this practice is for the internal family members to become secure , or learn to trust Wise mind, so that they allow Wise mind to lead the self system in situations that would previously have triggered parts and resulted in them taking over that self system .
- E) Imagine how the situation would have unfolded if Wise mind had been allowed to lead the self.
- F) Visualize this edited Wise mind led situation repeatedly in your imagination



The background of the image is a composite. The top half shows a close-up of the upper bulb of an hourglass, which is filled with white sand. To the right of the hourglass, a portion of a calendar is visible, showing dates 22, 23, 24, 29, 30, and 31. The bottom half of the image shows the lower bulb of the hourglass, which is also filled with white sand. The hourglass is resting on a light-colored wooden surface. A dark grey horizontal band across the middle of the image contains the text "SEE YOU NEXT SESSION" in white, uppercase, sans-serif font.

SEE YOU NEXT SESSION