

# WELCOME TO SIMPLE WEEK 5

[illegible]

# distress tolerance skills part III

## Introducing the second simple tool: holes diary cards



week 1- orientation and overview- sessions 1 and 2 of simple manual.

week 2- introducing distress tolerance-p. 1-13 of dbt workbook and crisis plans-session 3 of the manual.

week 3- the theoretical foundations of the simple course. session 4, 6, and 8 of the manual.

week 4- distress tolerance p. 14-32 of dbt workbook. Suicide and self-harm session 5 of the manual.

**week 5- distress tolerance p. 33-46 of dbt workbook. Introducing the second tool: holes diary cards- session 7 of manual. Our first practice: crisis plans**

week 6- distress tolerance p. 47-68 of dbt workbook. finding your diary card targets- session 9 of manual. our second practice- holes diary cards.

week 7- introducing personality- session 10 of manual.

week 8- distress tolerance p. 69-90 of dbt workbook. introducing chain analysis-session 11 of manual.

week 9- what shapes personality-session 12 of manual.

week 10-introducing mindfulness skills p.90-109 of dbt workbook. advanced chain analysis- session 13 of manual. our third practice-chain analysis.

week 11- attachment theory- session 14 of manual.

week 12- mindfulness skills p. 110-131 of dbt workbook. introducing rational mind remediation-session 15 of manual.

week 13- the dynamic-maturational model of attachment and adaptation- session 16 of manual.

week 14-mindfulness skills p. 131-147 of dbt workbook. reviewing all the tools-session 17 of manual. our fourth practice-rational mind remediation.

week 15-stress-session 18 of manual.

week 16-introducing emotion regulation skills p.148-182 of dbt workbook. introducing the goals diary card procedure-session 19 of manual.

# PRACTICE SESSIONS SCHEDULE

|                        | preparation       |                           |           |
|------------------------|-------------------|---------------------------|-----------|
| 1. Week 5 October 29   |                   | Crisis Plans              | Chris G.  |
| 2. Week 6 November 5   | October 29, 1:30  | Holes diary cards         | Barb H.   |
| 3. Week 10 December 3  | November 26, 1:30 | Chain analysis            | Ashley S. |
| 4. Week 14 January 14  | January 7, 1:30   | Rational mind remediation | Helga H.  |
| 5. Week 18 February 11 | February 4, 1:30  | goals diary card          |           |
| 6. Week 25 April 15    | April 8, 1:30     | IFS workbook 1            | Elaine S. |
| 7. Week 26 April 22    | April 15          | IFS workbook 2            | Dinko T.  |
| 8. Week 27 April 29    | April 22          | IFS workbook 3            |           |
| 9. Week 28 May 6       | April 29          | IFS workbook 4            |           |
| 10. Week 32 June 3     | May 27 1:30 PM    | Wise mind remediation     |           |



**DON'T  
FORGET**

A stack of colorful sticky notes (pink, yellow, blue, orange, green) is piled on a brown corkboard. The topmost pink sticky note is prominently displayed and features the words "DON'T FORGET" written in bold, black, hand-drawn capital letters. A thick black horizontal line is drawn underneath the word "FORGET". The other sticky notes are partially visible beneath the top one, showing various colors like yellow, light blue, and orange.



# REMINDER PARTICIPANT AGREEMENTS

- If you have questions, comments, or feedback, please save them for the two question periods. You can put them in the chat box or raise your real/virtual hand.
- Keep comments, questions, and feedback relatively brief so everyone has a chance to participate.(one breath sharing)
- If you're on zoom, make sure no one can overhear what is being said
- For reasons that will become clear later in the course please avoid giving advice to other participants about what they should or should not do. Validation, encouragement , and understanding are however very much appreciated.

|                                                                                                                                                                                                |                                                                                                                                                                                                                        |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>BE ON TIME</b><br>Late entries to the video conference interrupt the lesson.                               | <b>MUTE YOUR MICROPHONE</b><br>This helps reduce background noise and allows everyone to hear the speaker.                            |
| <b>TURN ON YOUR VIDEO</b><br>Please make sure you are dressed appropriately.                                 | <b>JOIN FROM A QUIET PLACE</b><br>Try to avoid places with a lot of activity and distractions.                                        |
| <b>BE PREPARED</b><br>It is difficult to participate or ask for help if you are behind with your work.      | <b>RAISE YOUR HAND</b><br>Let your teacher know if you have a question or want to comment.                                          |
| <b>USE THE CHAT FEATURE RESPONSIBLY</b><br>Remember – a record is kept of everything you post in the chat.  | <b>BE RESPECTFUL</b><br>Everyone deserves to have a safe learning environment. Be kind in everything you say, post, and do online.  |
| <b>USE YOUR FIRST AND LAST NAME</b><br>Please rename yourself in Zoom with your first and last name.                                                                                           |                                                                                                                                                                                                                        |

## SESSION 4 SUMMARY By Kate

### DISTRESS TOLERANCE SKILLS:

1. Radical Acceptance – accepting pain without adding resistance or judgment  
“It is what it is”
2. Distraction – distraction from self-destructive behaviour
  - with pleasurable activities
  - by counting
  - by focusing on someone else
  - with thoughts
  - by leaving
  - with tasks / chores
  -
3. Create a Distraction Plan – use this as part of your crisis plan
4. Relax and Self-Soothe – using the 5 senses (smell, vision, sound, taste, touch)
5. Create a Relaxation Plan



SO, in your crisis plan...

Select a **radical acceptance statement** ie. “This too shall pass”

Select a **distraction strategy**

Select a **relaxation and self-soothing method**

Your crisis plan is starting to take shape. Work on it when you are calm and alert, NOT when you’re in crisis. Practice the strategies you’ve chosen so that you’re able to easily fall into them when you’re outside the window of tolerance.

We covered the sensitive and important topic of suicide. Many people with mental health issues struggle with occasional, frequent, or constant suicidal ideation.

**Crisis plans** are CRITICAL in suicide prevention. They serve as a proactive strategy to help individuals manage their feelings and behaviours during times of crisis, AND encourage them to seek help when necessary.

DBT holds that the best way to deal with people experiencing suicidality is to help them build a life worth living. This is what makes us resilient when dealing with the stresses that come our way. The goal of the Simple Course is to help participants to build that worthwhile and meaningful life.

# HOMEWORK FROM THE PAST WEEK



- Continue tracking and practicing the skills you are learning. Use the DBT diary card or keep your own skills list.
- Submit questions or comments to [itssimple2023@gmail.com](mailto:itssimple2023@gmail.com)
- Skills training workbook p. 33-46.
- Simple manual session 7
- Create your distraction plan. Create your relaxation plan. You can incorporate both into your crisis plan.
- Continue working on your crisis plans. Memorize them and practice them in your imagination. Use your distraction and relaxation plans to complete your crisis plans.

# HOMEWORK FOR THE COMING WEEK

Submit

- Submit questions or comments to [itssimple2023@gmail.com](mailto:itssimple2023@gmail.com)

Read

- Simple manual session 8

Start

- Find your targets and start using your diary card.

Use

- Use all your distress tolerance skills to finish one or more crisis plans. Use editing, splicing, and pasting. Practice them in your imagination.

Keep

- Keep tracking and practicing all the skills you're learning. Use the DBT diary card or your own skills list.

# WEEKLY ANNOUNCEMENTS



- Roger, the Avondale church custodian, asked us to kindly bring our indoor footwear and leave our outdoor shoes/boots under the bench at the entrance now that it's about to get yucky.



# BOING GROUP



- This past Monday we had our first boing group. 14 people came.
- We worked on a crisis plan for Carolyn.
- Our hope is that seeing examples of how crisis plans are prepared will help you prepare your own.
- This coming Monday November 3<sup>rd</sup> we will likely focus on diary cards and finding your targets.
- If you plan to attend simple, would like help figuring out the targets for your diary card and don't mind doing that in front of the simple group, email us.
- If you plan to come to boing and have any questions on anything we've covered so far, email us the question (or ask it Monday at the group)
- If we have enough people interested in preparing a sensory soothing toolkit or crafting a personal dashboard, we can do that too. Email us and let us know what you're interested in.

# LAST WEEK'S IN PERSON POLL

1. I have suicidal thoughts (single choice)

- a) Never 45%
- b) Occasionally 40%
- c) Often 10%
- d) all the time 5%

2. I have attempted suicide

- a) Never 65%
- b) 1 or 2 times in my life 30%
- c) More than 2 times 5%

3. I've self harmed without suicidal intent (includes cutting or scratching, burning, hitting or punching objects or oneself, severe skin picking, taking small overdoses, starving oneself or extreme exercise, intentionally exposing self to extreme cold or heat etc. (single choice)

- a) Never 40%
- b) Occasionally 50%
- c) Often 5%
- d) Very often 5%

4. I have a good plan to deal with my suicidal and self harming thoughts

(single choice)

- a) Yes 55%
- b) No 35%
- c) n/a 10%

# CHECK IN REGULARLY WITH YOUR PERSONAL DASHBOARD

## CRISIS RISK



## WINDOW OF TOLERANCE



Spend a few moments checking in with yourself by asking:

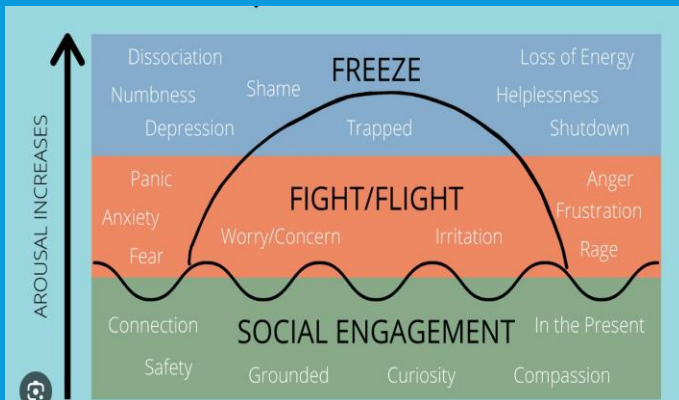
1) What is the current risk that I'll experience a state of crisis ?  
a) Low b) Moderate c) high d) very high  
e) extreme

2) Am I in the window of tolerance?  
a) Yes b) I'm a little outside c) very outside

3) What state of activation am I mostly in at the moment?  
a) Calm b) Fight c) Flight d) Dissociated  
e) Depressed?

4) Where is my energy tank right now?  
a) Full b)  $\frac{3}{4}$  c)  $\frac{1}{2}$  d) near empty

## STATE OF ACTIVATION



## ENERGY RESERVES





# WARNING ABOUT MEDITATION

FEEL FREE TO SKIP IT

## CUE CONTROLLED RELAXATION

- To begin, sit in a comfortable chair with your feet flat on the floor and your hands resting comfortably, either on the arms of the chair or in your lap.
- Close your eyes.
- Take a slow, long breath in through your nose. Feel your belly expand like a balloon as you breathe in. Hold it for five seconds: 1, 2, 3, 4, 5. Then release it slowly through your mouth. Feel your belly collapse like a balloon losing its air. Again, take a slow, long breath in through your nose and feel your stomach expand. Hold it for five seconds: 1, 2, 3, 4, 5. Then exhale slowly through your mouth. One more time: take a slow, long breath in through your nose and feel your stomach expand. Hold it for five seconds: 1, 2, 3, 4, 5. Then exhale slowly through your mouth.
- Now begin to take slow, long breaths without holding them, and continue to breathe smoothly for the rest of this exercise.
- Now, with your eyes still closed, imagine that a white beam of light shines down from the sky like a bright laser and lands on the very top of your head.
- Notice how warm and soothing the light makes you feel. This could be a light from God, the universe, or whatever power makes you feel comfortable.
- As you continue to breathe smoothly, taking slow, long breaths, notice how the light makes you feel more and more relaxed as it continues to shine on the top of your head.
- Now, slowly, the warm, white light begins to spread over the top of your head like soothing water. And as it does, the light begins to loosen any muscle tension that you're feeling on the top of your head.
- Slowly, the light begins to slide down your body, and as it moves across your forehead, all the muscle tension there is released.
- Then the white light continues down past your ears, the back of your head, your eyes, nose, mouth, and chin, and it continues to release any tension you're holding there.
- Notice how pleasantly warm your forehead feels.

- Now, slowly, imagine that the light begins to move down your neck and over your shoulders, releasing any muscle tension. Then the light slowly proceeds down both of your arms and the front and back of your torso.
- Feel the muscles in your upper and lower back release. Notice the soothing sensation of the white light as it moves across your chest and stomach.
- Feel the muscles in your arms release as the light moves down to your forearms and then across both sides of your hands to your fingertips.
- Now notice the light moving down through your pelvis and buttocks and feel the tension being released.
- Again, feel the light move like soothing water across your upper and lower legs until it spreads across both the upper and lower surfaces of your feet.
- Feel all of the tension leaving the muscles of your body as the white light makes your body feel warm and relaxed.
- Continue to notice how peaceful and calm you feel as you continue to take slow, long, smooth breaths.
- Observe how your stomach continues to expand as you inhale, and feel it deflate as you exhale.
- Now, as you continue breathing, silently think to yourself “breathe in” as you inhale, and then silently think the word relax as you exhale.
- Slowly inhale and think: “breathe in.” Slowly exhale and think: “relax.” As you do, notice your entire body feeling relaxed at the same time.
- Feel all the muscle tension in your body being released as you focus on the word relax.
- Again, inhale and think: “breathe in.” Exhale and think: “relax.” Notice your entire body releasing any muscle tension.
- Again, inhale...“ breathe in.” Exhale...“ relax.” Feel all the tension in your body releasing.
- Continue breathing and thinking these words at your own pace for several minutes.
- With each breath, notice how relaxed your entire body feels.
- When your mind begins to wander, return your focus to the words “breathe in” and “relax.”

- Practice the cue-controlled relaxation technique twice a day, and record how long it takes you to feel relaxed.
- With daily practice, this technique should help you relax more quickly each time.
- Again, remember that the ultimate goal of this technique is to train your entire body to relax simply when you think of your cue word, such as “relax.”
- This will only come with regular practice. Initially, you might also have to think of the white-light imagery and engage in slow, deep breathing to help yourself relax. But with practice, this technique can help you relax in many distressing situations.
- You can also combine this exercise with the previous safe-place visualization. Engaging in cue-controlled relaxation first will help you feel even more safe and calm in that visualization process.
- If you closed your eyes, you can now open them and take a moment to return to the room. Look around, notice where you are.



# E-MAILED QUESTIONS, COMMENTS, FEEDBACK HOUSEKEEPING

Could you be clearer about fawning?

Fawning” is not one of the classic physiological threat responses (fight, flight, freeze, faint), but it’s closely related and often considered a socially mediated survival strategy that arises in the same neurobiological context. Fawning refers to a trauma or stress response characterized by appeasing, placating, or people-pleasing behavior as a way to maintain safety, avoid conflict, or prevent rejection. It’s a learned adaptive response, especially in relationships where asserting oneself led to punishment or withdrawal of love.

While “fawn” isn’t a distinct autonomic state, it emerges from the same system that regulates fight, flight, and freeze. Fawning is a socially-oriented stress response, your body is activated (like in fight/flight), but the energy is redirected toward connection-seeking behaviors rather than confrontation or withdrawal.

Fawning and bullying are often linked, though they occupy opposite ends of the social stress spectrum. Understanding that link helps illuminate how both behaviors arise from the same underlying drive: to manage threat and preserve belonging.

Both fawning and bullying are responses to perceived threat or insecurity within a social hierarchy. Fawning is a submission strategy: The person has learned (often early in life) that safety or love depends on compliance, pleasing, or self-erasure. When faced with power, conflict, or rejection, they appease to stay safe or accepted. Bullying is a dominance strategy: The person has learned (often also early) that controlling or intimidating others restores a sense of safety or power when they themselves feel threatened, humiliated, or powerless.

Both are adaptive strategies to regulate fear and maintain control, just through opposite routes: Fawn: “If I keep you happy, I’ll be safe.” Bully: “If I make you afraid, I’ll be safe.”

In many relationships or systems (schools, families, workplaces): Fawning individuals often become targets of bullying because their boundaries are weak and their compliance reduces social resistance. Bullies sometimes seek fawning individuals to reaffirm their control and avoid mutual vulnerability. Both roles can alternate, a person may fawn toward those above them (e.g., a boss or parent) and bully those below (e.g., a sibling or coworker) as the same pattern cascades down the hierarchy.

Both responses tend to emerge from relational trauma or chronic insecurity: A child who had to appease a volatile caregiver develops fawning as a nervous-system shortcut to safety. A child who felt powerless or humiliated may develop bullying as a preemptive defense against being hurt again. Both represent adaptations to unsafe attachment systems, one through submission, the other through domination.

Recovery from either end of this spectrum involves 1) recognizing the underlying fear (of rejection, loss, or powerlessness) 2) reconnecting to the body to notice arousal before automatic behaviors take over building boundaries and assertive communication and 3) cultivating mutuality through relationships based on equality rather than submission or control.

# WHAT WE WILL DO TODAY



- Practice preparing a crisis plan with Chris
- Simple manual session 7 introducing the second Simple tool: holes diary cards.
- Skills training workbook p. 33-46 “advanced distress tolerance skills” which include;
  - 1. safe place visualization,
  - 2 .cue-controlled relaxation,
  - 3. rediscover your values,
  - 4. values-based behavior,
  - 5. higher power.
- Kate’s summary.

# PRACTICE USING SKILLS TOOLS AND STRATEGIES

## Crisis plans with Chris





# RESULTS ON IN PERSON POLL FROM LAST WEEK

1. Which of the following “holes” do you sometimes or often fall into(multiple choice)

- a. Substance use or other addictive behaviors 41%
- b. Destructive impulsive behavior 27%
- c. Patterns of dysfunctional interpersonal interactions 45%
- d. Negative self-talk 91%
- e. Being overly critical of others 50%
- f. Dysregulated anger, anxiety, despair, or numbing out 86%
- g. Problems with boundaries-such as being unable to say no 73%
- h. Any repeated behaviors' you later regret 45%
- i. Withdrawing or running away 77%
- j. Thinking of and actually hurting yourself 23%
- k. Suicidal thoughts 36%

2. With respect to your thought holes, which thought do you most often have about yourself? (multiple choice)

- a. I'm incompetent 50%
- b. I'm an imposter 14%
- c. I'm defective 64%
- d. I'm unworthy 59%
- e. I'm shameful 23%
- f. I'm guilty 41%
- g. I'm unsafe 18%
- h. I'm vulnerable 27%
- i. I'm out of control 27%

3. I'm in crisis...(single choice)

- a) All the time 0%
- b) Very often 36%
- c) Often 41%
- d) Sometimes 23%
- e) Rarely 0%

4. When I'm in crisis I feel...(multiple choice)

- a) Angry 36%
- b) Anxious 91%
- c) In despair 77%
- d) Confused or lost 41%
- e) Numb 45%
- f) Like I'm in a bottomless hole 50%

5. My crisis typically lasts...(multiple choice)

- a. Minutes 32%
- b. Hours 45%
- c. Days 59%
- d) Weeks 9%
- e) Months 5%
- f) They never stop 14%

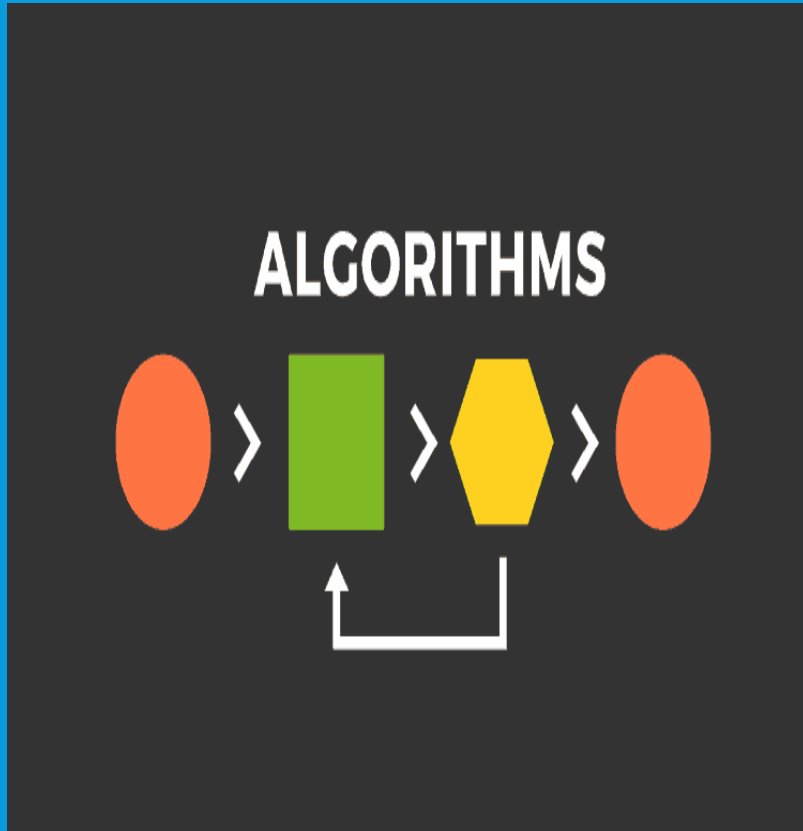
6. In a crisis I tend to think that ...(multiple choice)

- a. I'm worthless 55%
- b. I'm shameful 50%
- c. I'm unlovable 50%
- d. I don't belong 59%
- e. I'm bad 27%
- f. I'm irreparably flawed 55%

7. In a crisis...

- a. I tend to keep it all inside 77%
- b. I tend to let it out 45%

# 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?).

# ANN'S INTERMEDIARY TARGETS

- We met Ann in week 2 as she worked on a crisis plan. She was the nurse working at a family run nursing home that had been sold to new owners. Ann was trying to adjust to a stressful and challenging situation without becoming overwhelmed by her lifelong symptoms of anxiety and depression. Ann was particularly anxious about her weekly meetings with her supervisor Jane. She had prepared, and in her imagination practiced, a crisis plan to help her with these feelings and thoughts. Ann found this helpful. She liked using the “personal dashboard” because it helped her to pay attention to her feelings before they became overwhelming. She was also becoming more aware of the importance her energy balance and the importance of staying in the window of emotional tolerance. When she noticed that she was becoming activated, she reviewed the coping thoughts that she had chosen to use. She also thought of her values; being of service to the residents.
- Ann now wanted to find **intermediate targets** for her diary card. She recalled that they are the same as the holes used in the crisis plan: feelings, thoughts, or behaviours occurring when she was struggling to cope.
- Using the wheel of feelings, Ann recognized that when she was emotionally activated, she often felt fear and sadness. Other emotions from the wheel that she related to were scared, anxious, worried, vulnerable, and fragile.
- Ann realized her negative thoughts tended to fall into the categories of all or nothing, emotional reasoning, and catastrophizing.
- Her behaviours were all internalizing; withdrawal, fixating on certain thoughts, and avoiding social situations.
- Looking at this list, Ann thought she would use “**ruminating on negative thoughts**” and “**withdrawing**” as her intermediate targets. Being artistic, Ann decided she would use a pallet of colors, ranging from canary yellow to crimson red, to rate her targets.

## Diary Card - Hole Targets

Month: January

[illegible]

Notes:



Crisis plans

# THE 6 TOOLS: Holes diary cards

Chain analysis

Mature adult remediation

Goals diary cards

Wise mind remediation

## THE FIRST TOOL



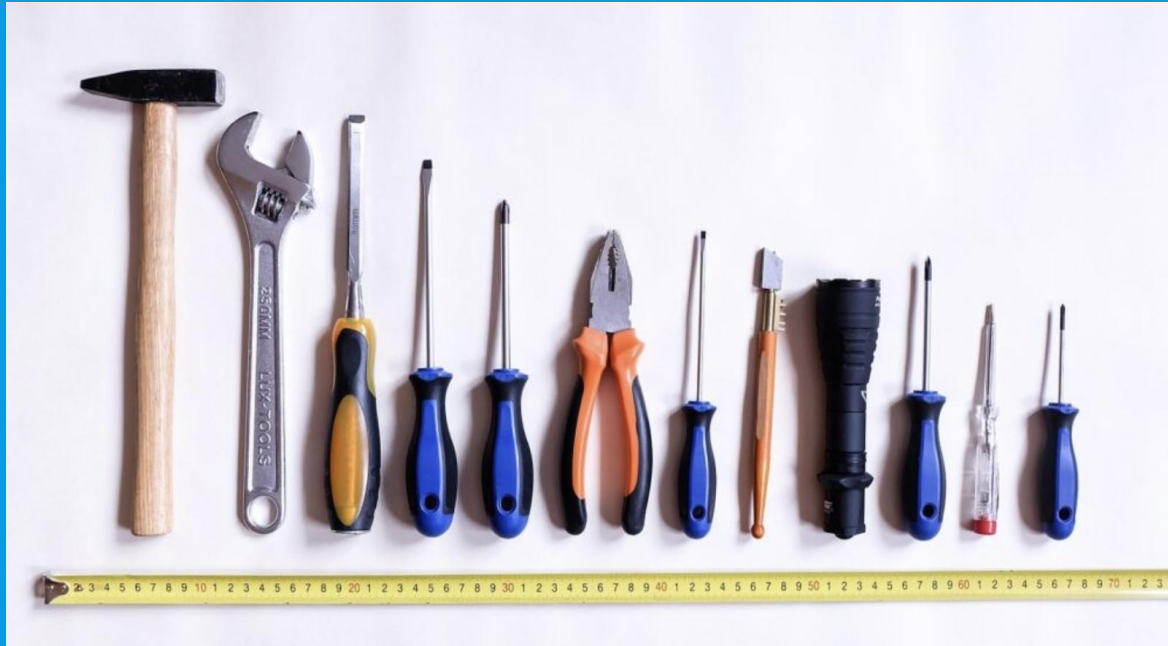
Crisis plans

## THE SECOND TOOL



Holes diary cards

# SIMPLE TOOLS



We previously  
discussed the first  
Simple tool

Crisis plans

Today we introduce  
the second Simple  
tool

Holes diary cards

# THE HOLES DIARY CARD TEMPLATE

## Targets for change

## Squares for ratings

## Days of the month

[illegible]

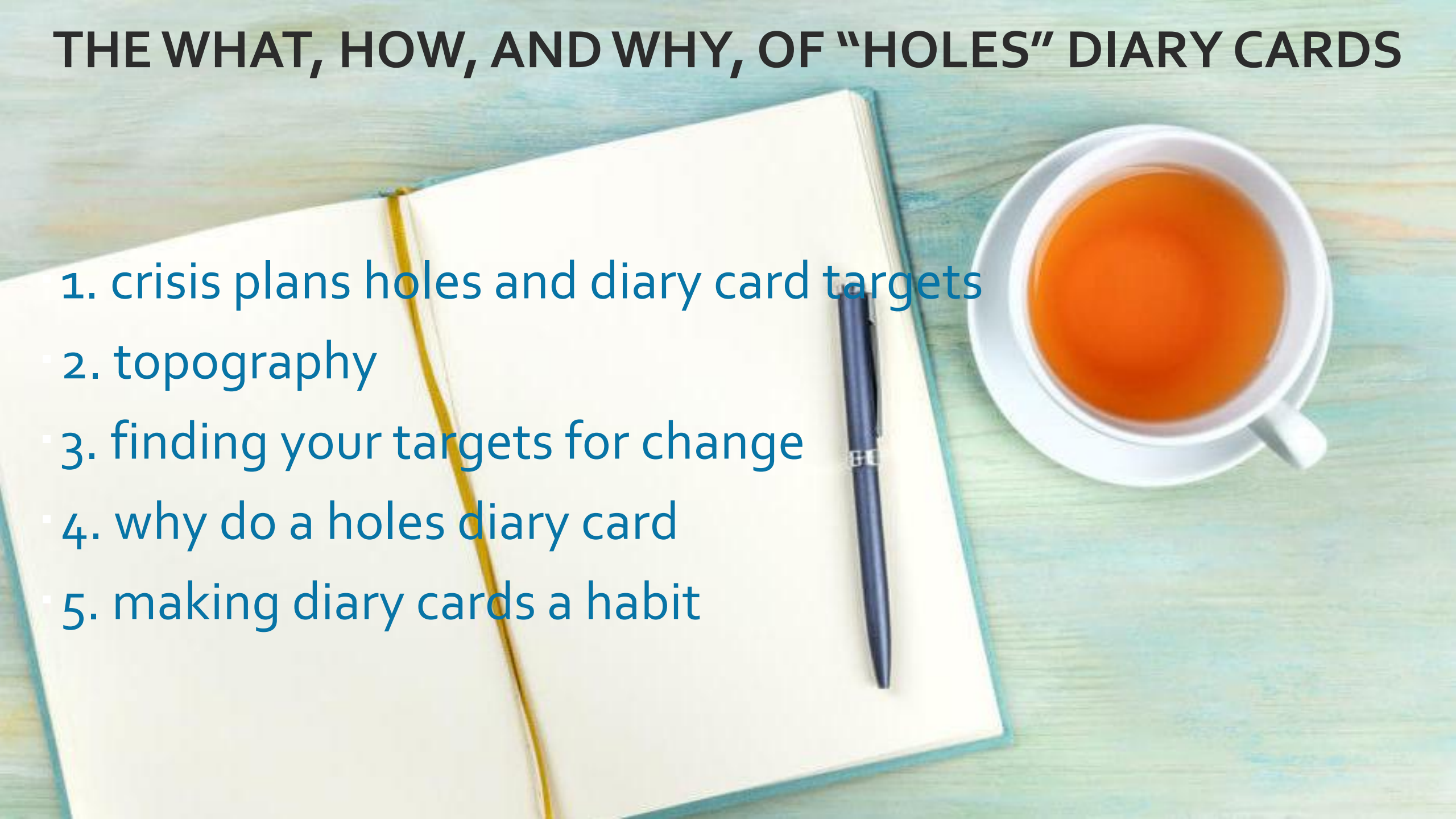
## Diary Card - Hole Targets

Month: January

[illegible]

Notes:

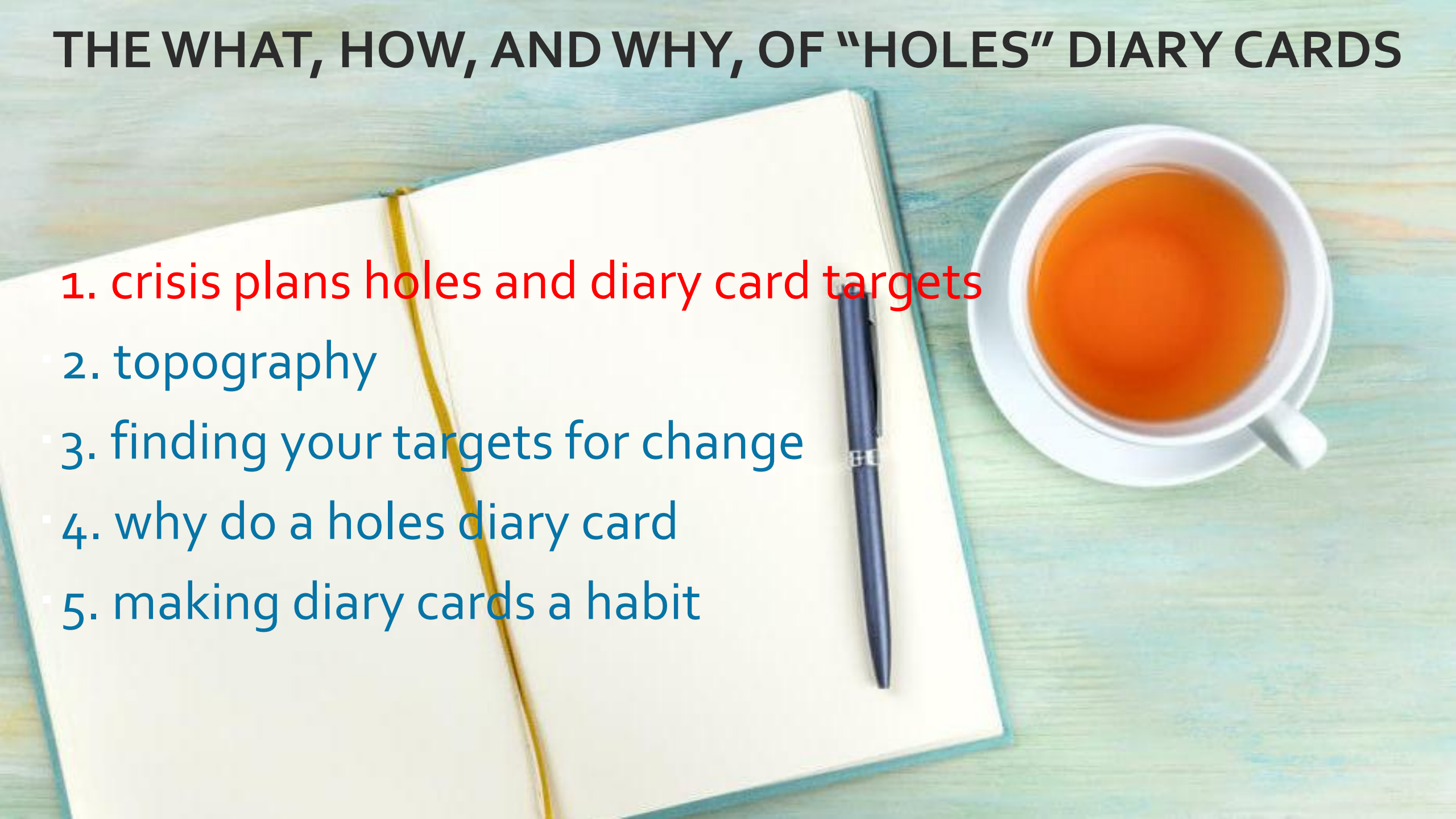
# THE WHAT, HOW, AND WHY, OF “HOLES” DIARY CARDS

- 
- 1. crisis plans holes and diary card targets
  - 2. topography
  - 3. finding your targets for change
  - 4. why do a holes diary card
  - 5. making diary cards a habit

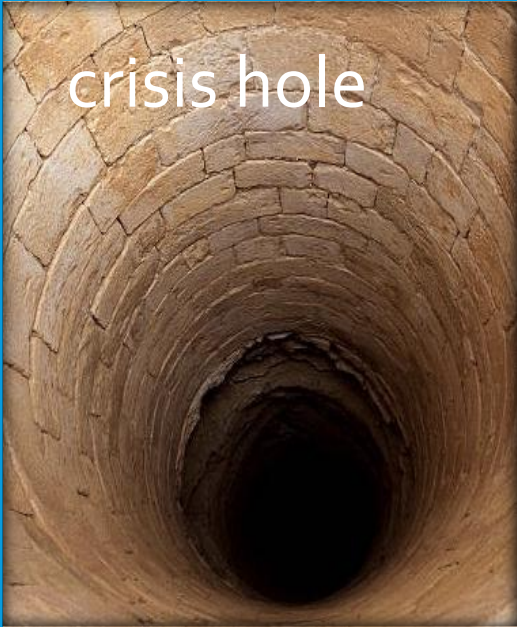


Are holes diary card  
targets and crisis plan  
holes the same thing ?

# THE WHAT, HOW, AND WHY, OF “HOLES” DIARY CARDS

- 
1. crisis plans holes and diary card targets
  2. topography
  3. finding your targets for change
  4. why do a holes diary card
  5. making diary cards a habit

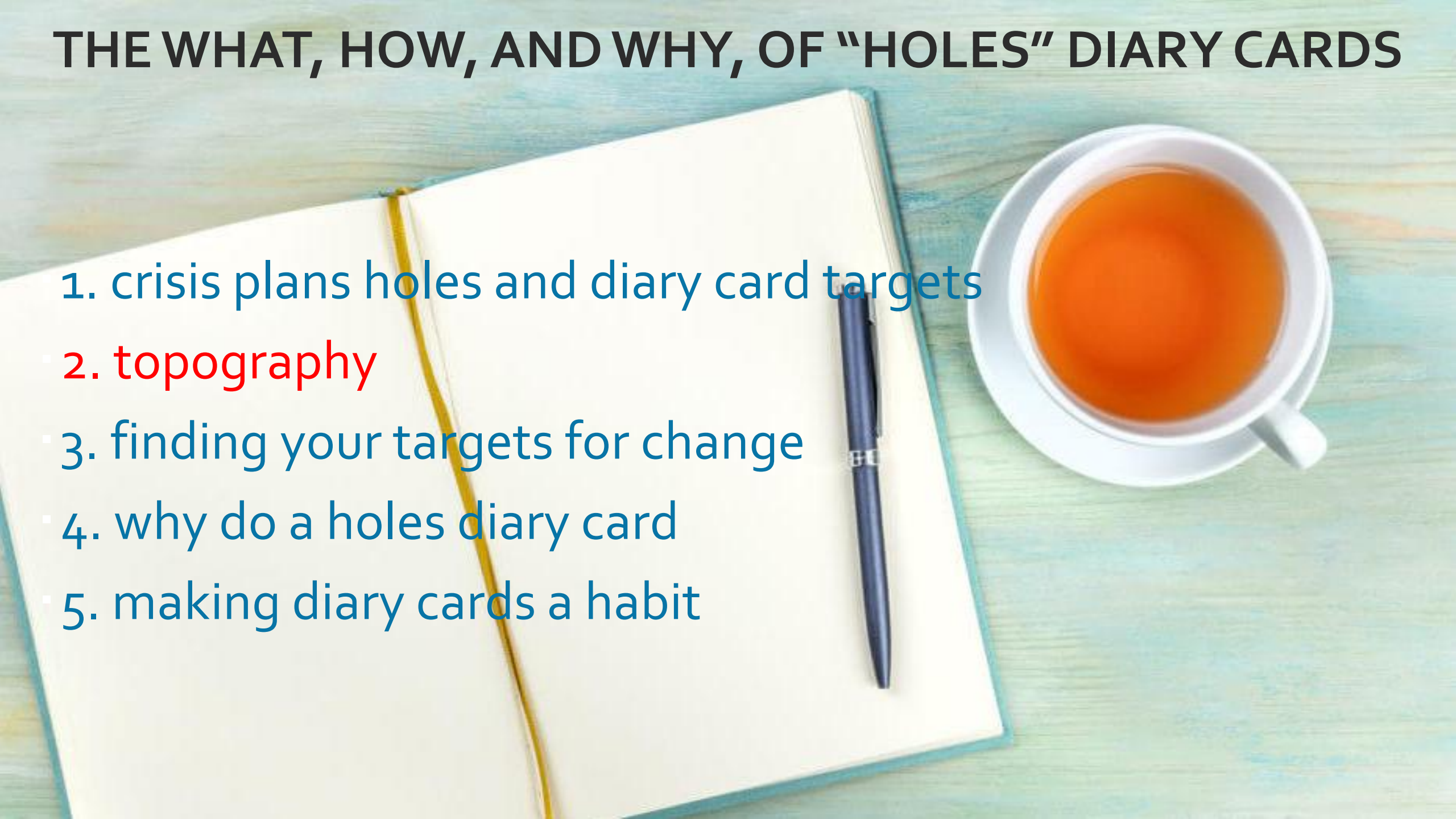
# 1. CRISIS PLAN HOLES AND DIARY CARD TARGETS



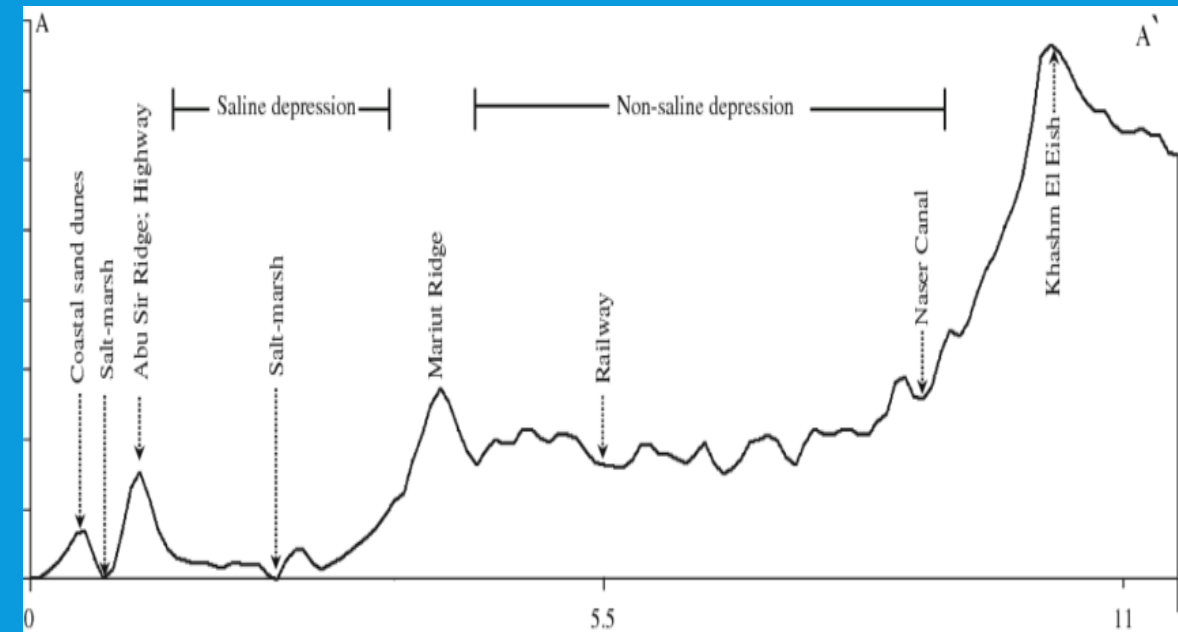
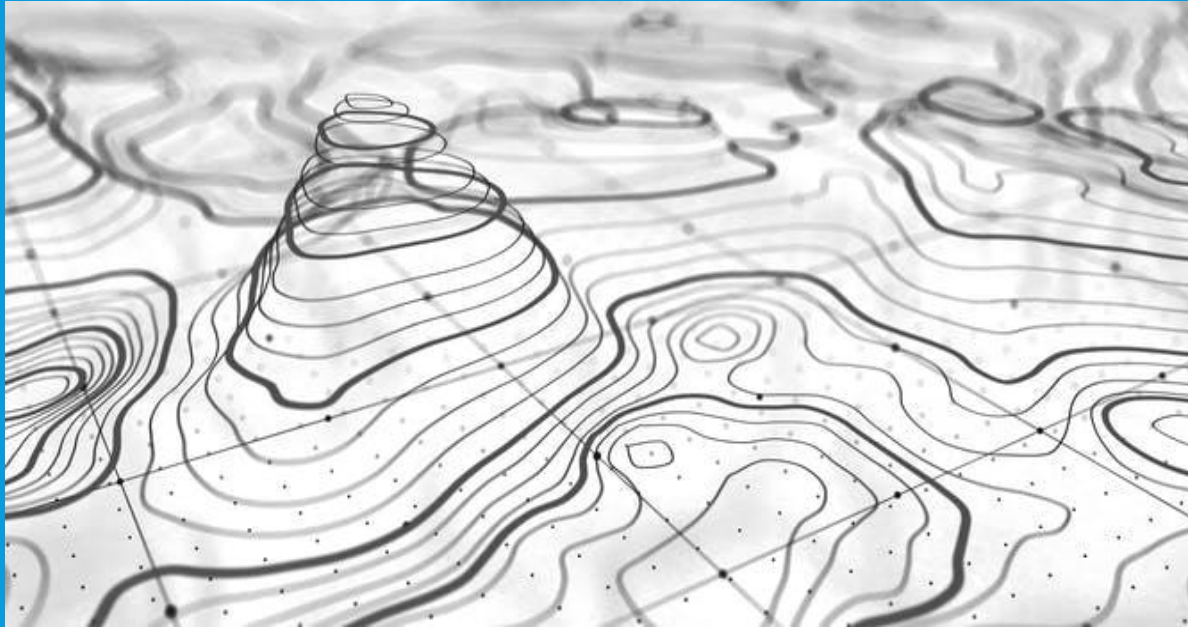
- Both crisis plans and holes diary cards are ways of identifying and working with the “holes in the sidewalk” we fall into. They are very similar but with some slight differences.
- The crisis plan’s holes in the sidewalk metaphor has an all or nothing quality, either we’re in a crisis and at the bottom of the hole or we’re not in a hole at all.
- Holes diary cards are more subtle recognizing that there are many degrees of severity or intensity of dysregulated feelings, thoughts, and behaviors. In that way, they are like a spiral staircase rather than a hole.
- Because of this, the metaphor we use for crisis is that of a “hole”, while the one we use for diary cards is of “stairs” with steps.
- In our holes diary cards, we arbitrarily choose a stairwell that has 10 steps, each step representing a different intensity of the dysregulated feelings, thoughts, or behaviors. We call these dysregulated thoughts, feelings, or behaviors **targets for change**. (or just “**targets**”)- this word can create some confusion.
- 10 is the bottom step of the stairs, 1 is the top step closest to the sidewalk. 10 is the most intense, 1 the least. When you are lower in the staircase, you’re more likely to be in crisis and outside the window of tolerance.
- If you prefer, instead of using a numerical 1-10 scale you can use colors ex. Yellow, orange, red, black, which may make it easier to visualize the intensity of the targets.

[illegible]

# THE WHAT, HOW, AND WHY, OF “HOLES” DIARY CARDS

- 
- 1. crisis plans holes and diary card targets
  - 2. topography
  - 3. finding your targets for change
  - 4. why do a holes diary card
  - 5. making diary cards a habit

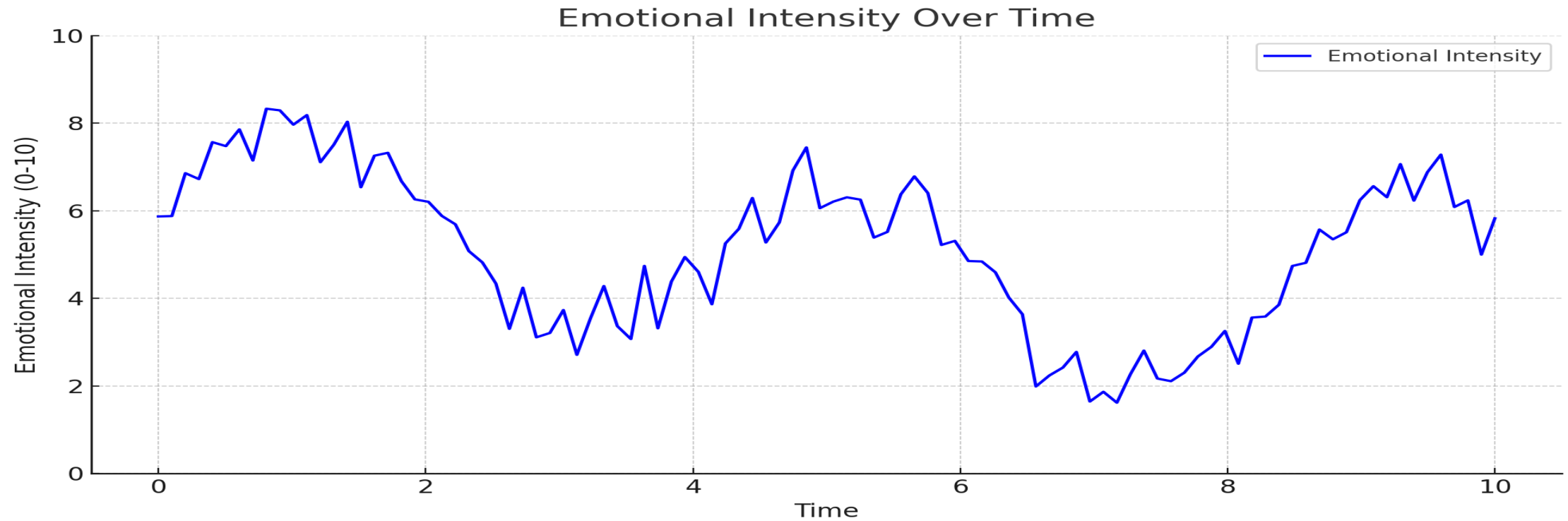
2. In geography “Topography” refers to the arrangement of the physical features, especially the elevation of a certain terrain. In simple we use the word topography to describe how the intensity of a person’s target emotions, thoughts or behaviors fluctuate over a period of time, in other words the topography tracks our journey up and down the stairwell over time.



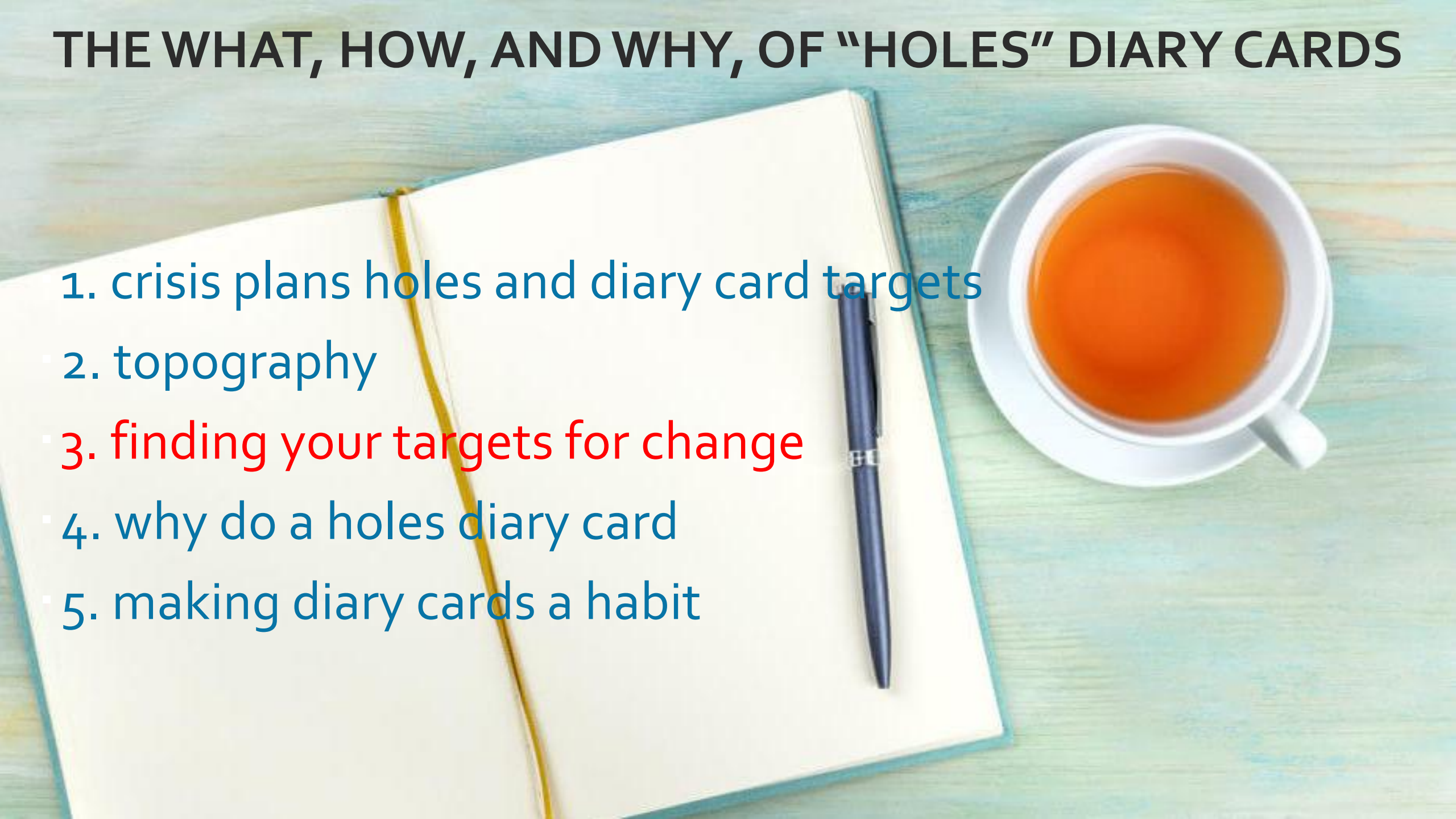
- The “topography” of our target dysregulated feelings, thoughts, or behaviors, can be depicted as a graph in which the horizontal axis is time while the vertical is the variation in intensity of our feelings, thoughts, and behaviors.
- These variations can occur faster or slower, over the course of minutes, weeks or even months and years.

# TOPOGRAPHY

## Emotional Intensity Over Time



# THE WHAT, HOW, AND WHY, OF “HOLES” DIARY CARDS

- 
- 1. crisis plans holes and diary card targets
  - 2. topography
  - 3. finding your targets for change
  - 4. why do a holes diary card
  - 5. making diary cards a habit

### 3. FINDING YOUR TARGETS FOR CHANGE



DIARY CARD TARGETS  
=  
CRISIS PLAN HOLES



- Diary cards targets are similar to crisis plan holes.
- As we said earlier, however, there is a slight difference: crisis plan holes are all or nothing, you're either in a crisis or you're not, diary card targets vary in intensity from mild to severe.
- Like crisis plan holes, diary card targets are dysregulated physical states, emotions, thoughts, behaviors, or maladaptive coping strategies, that recur in your life, and that you have decided are problematic and want to change.
- Examples of holes diary card targets include substance abuse, gambling, or any other addiction. Engaging in dysfunctional social interactions. Self-blaming, and rumination. Excessive irritability or anger towards others. Notice how these overlap with crisis plan holes.
- Targets can also be any of the holes suggested in the checkboxes in item 1 of the crisis plan template : anxiety, anger, despair, problems with boundaries, impulsive behaviors, behaviors a person later regrets, withdrawing/running away, and thinking of/actually hurting self/others.
- In other words, you can use as your diary card targets the holes you chose to work with in your crisis plans.

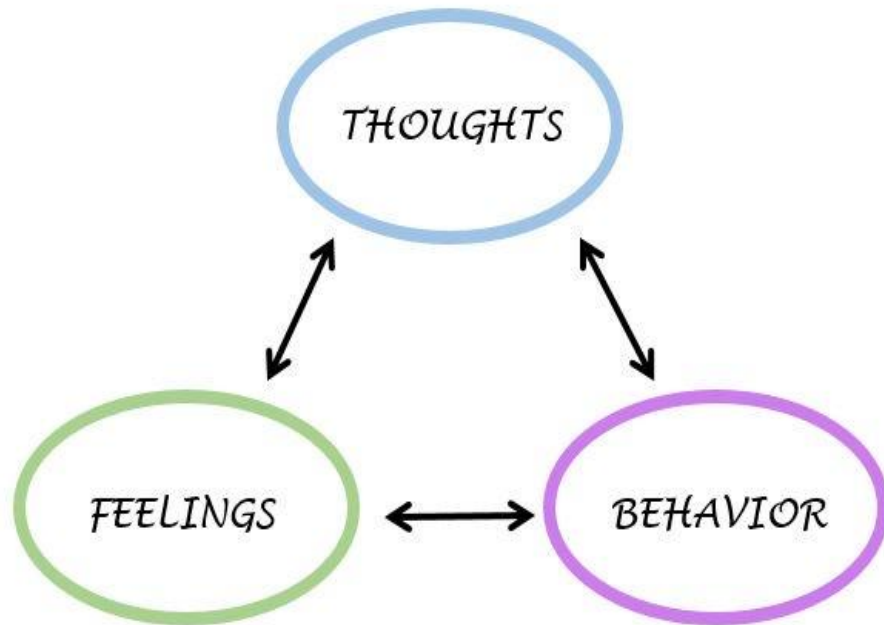
# 3 TYPES OF DIARY CARD TARGETS



- There are beginner, intermediate, and advanced diary card targets. All the examples we have gave above are intermediate targets.
- If you have trouble finding an intermediate target, use a “beginner target” in your diary card instead.
- Beginner targets are more generic and catch-all than intermediate ones. They are easier to use than the more specific intermediate targets. Beginner targets include struggling, feeling bad, being upset, losing it, getting into trouble, or falling into a hole. Start with one of these.
- We won’t discuss advanced targets until later in the course when we explore internal family systems part selves. If you don’t know what IFS is, don’t worry, we’ll get to it.

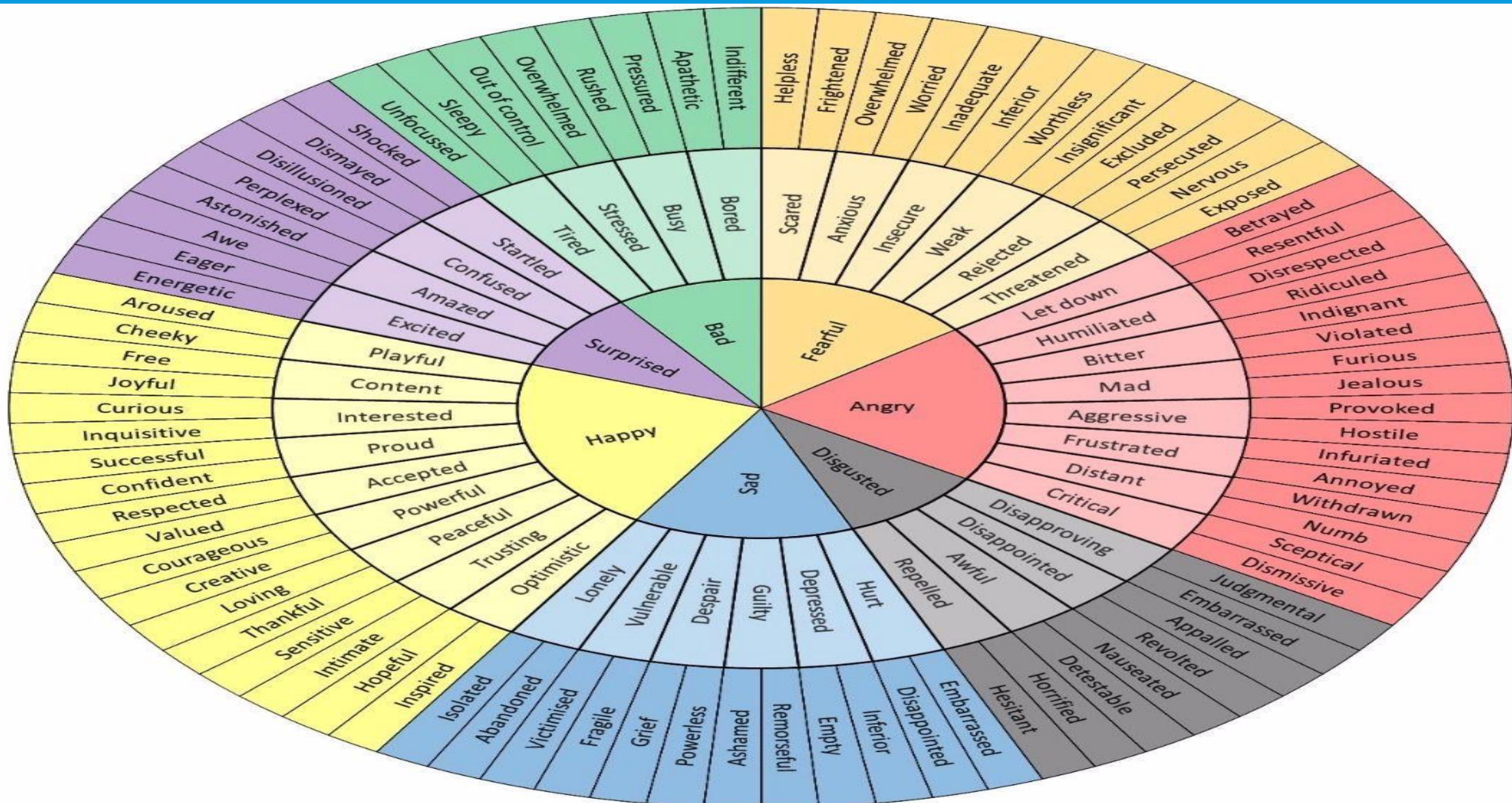
# DIARY CARD TARGETS

## *The Cognitive Triangle*



- Like crisis plan holes, diary card targets can be:
- 1. **Feelings:** to help you identify your feelings consult the wheel of feelings (see below) which we also used in trying to identify crisis plan holes.
- 2. **Thoughts:** consider ANTS or automatic negative thoughts (below)
- 3. **Behaviors:** consult externalizing vs. internalizing behaviors (below)
- 4. **Maladaptive coping strategies:** are defined as coping strategies that in the short term decrease your distress but increase it over the long term. Ex. Substance use, self-harm, unhealthy eating.

Which feelings from the wheel of feelings do you experience frequently and not necessarily when circumstances entirely merit it?



Which thoughts from among the ANTS (below) do you frequently have and not necessarily when circumstances entirely merit it?

# WHAT ARE ANTS?

## Automatic Negative Thoughts

"He's always putting me down."



"I won't get this done on time. I just won't try."



"You never listen to me."



"Nobody could love me."



"I'm so stupid."



"I feel like staying in bed, but I should go to the gym."



"I'm a failure."



"No one understands me."



"I'm so annoying."



"Why try? I'm awful at this."



"I shouldn't get upset over this."



# what is a thinking error?

**ALL OR NOTHING**  
I am perfect or a failure, and so is everyone else.



**BLAMING**  
It is too hard to accept responsibility for my feelings so I will blame others for my pain.



**EMOTIONAL REASONING**  
I feel it so it has got to be true!



**OVERGENERALIZATION**  
Making a broad rule after a few instances of mistakes or problems.



**CATASTROPHIZING**  
I expect the worst will happen every time.



**MIND READING**  
I am certain of their thoughts and motivations. I don't need to consider other possibilities.



**SHOULDs AND MUSTs**  
There is a way life 'should' be. I must rigidly follow the rules and so must everyone else.



**FILTERING**  
Ignoring all the positive aspects of a situation and focusing a single negative detail or details.



These are a few examples of cognitive distortions, aka thinking errors.

Recognizing when you are using thinking errors and replacing them with more balanced thoughts can help manage depression and anxiety.

marigoldcounseling.com

Which behaviors from the lists below do you frequently have and not necessarily when circumstances entirely merit it?

## *Externalizing and Internalizing Behaviors and Emotions*

### *Externalizing:*

- Aggression
- Tantrums
- Defiance
- Noncompliance w/ rules
- Disobedience
- Lying & stealing
- Destructiveness
- Self-control difficulties

### *Internalizing:*

- Withdrawal
- Limited activity levels
- Fixated on certain thoughts
- Avoidance of social situations
- Anxiety
- Depression
- Inappropriate crying

## Externalizing vs. Internalizing Behavior

### Externalizing Examples

1. Aggression
2. Arguing
3. Defiance/Non-compliance
4. Disruption (out of seat, calling out)
5. Excessive activity
6. Not following directions
7. Stealing
8. Tantrums

### Internalizing Examples

1. Fearful
2. Sad or depressed
3. Limited social interactions
4. Does not participate
5. Overly shy or timid
6. Self-injurious
7. Teased or bullied
8. Withdrawn

# HOW TO FIND YOUR INTERMEDIATE TARGETS



- 1. Think about a time when you have been in a hole or crisis, outside the window of tolerance, “lost it”, “struggled”, “felt bad”, “got into trouble”, or were “very upset”. (in other words, start with a beginner targets)
- 2. When this happened, what were your dominant feelings, thoughts, or behaviors? (use the wheel of feelings, thinking errors and ANTS, and the internalizing and externalizing behaviors slides to help you)
- 3. From these choose from 1 to 3 feelings, thoughts, or behaviors that a)you experience frequently, b)are problematic for you, and c)you want to change.
- 4. These are your intermediate targets.
- Intermediate targets change over time so go through this same process occasionally especially if your life circumstances are changing.

# RESULTS ON IN PERSON POLL FROM LAST WEEK

1. Which of the following “holes” do you sometimes or often fall into(multiple choice)

- a. Substance use or other addictive behaviors 41%
- b. Destructive impulsive behavior 27%
- c. Patterns of dysfunctional interpersonal interactions 45%
- d. Negative self-talk 91%
- e. Being overly critical of others 50%
- f. Dysregulated anger, anxiety, despair, or numbing out 86%
- g. Problems with boundaries-such as being unable to say no 73%
- h. Any repeated behaviors' you later regret 45%
- i. Withdrawing or running away 77%
- j. Thinking of and actually hurting yourself 23%
- k. Suicidal thoughts 36%

2. With respect to your thought holes, which thought do you most often have about yourself? (multiple choice)

- a. I'm incompetent 50%
- b. I'm an imposter 14%
- c. I'm defective 64%
- d. I'm unworthy 59%
- e. I'm shameful 23%
- f. I'm guilty 41%
- g. I'm unsafe 18%
- h. I'm vulnerable 27%
- i. I'm out of control 27%

3. I'm in crisis...(single choice)

- a) All the time 0%
- b) Very often 36%
- c) Often 41%
- d) Sometimes 23%
- e) Rarely 0%

4. When I'm in crisis I feel...(multiple choice)

- a) Angry 36%
- b) Anxious 91%
- c) In despair 77%
- d) Confused or lost 41%
- e) Numb 45%
- f) Like I'm in a bottomless hole 50%

5. My crisis typically lasts...(multiple choice)

- a. Minutes 32%
- b. Hours 45%
- c. Days 59%
- d) Weeks 9%
- e) Months 5%
- f) They never stop 14%

6. In a crisis I tend to think that ...(multiple choice)

- a. I'm worthless 55%
- b. I'm shameful 50%
- c. I'm unlovable 50%
- d. I don't belong 59%
- e. I'm bad 27%
- f. I'm irreparably flawed 55%

7. In a crisis...

- a. I tend to keep it all inside 77%
- b. I tend to let it out 45%

# 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?

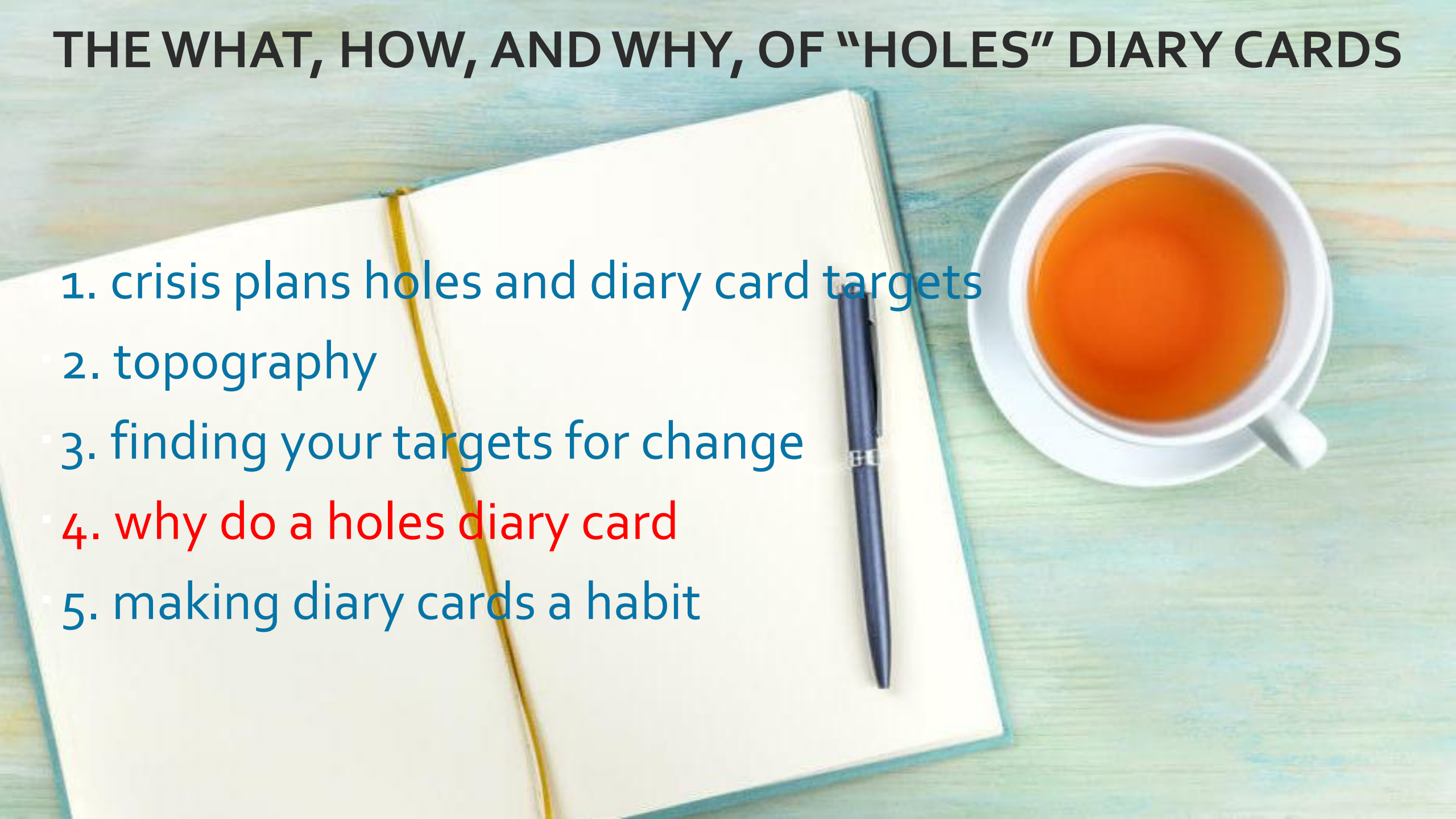
- Let's take 5 minutes now to find between one and three targets for your holes diary card.
- Remember if you can't come up with an intermediate target start with a beginner one such as struggling, feeling bad, being upset, losing it, getting into trouble, or falling into a hole.
- Write the target down on your holes diary card.
- The co-leaders will go around the room answering your questions if you have any.
- We'll use the break question period to prioritize questions about targets and holes diary cards.
- Next Monday in being we'll discuss targets and holes diary cards.
- Please commit to keeping a holes diary card for the next week (and for the duration of the course) it's difficult to use any of the other tools and skills if you're not doing a holes diary card.
- Holes diary cards usually take 1-2 minutes a day to complete but are an essential component of changing the things you want to change in your life.

## 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                            |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |
| Irritation with<br>perceived negativity |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |
|                                         |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |
|                                         |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |
|                                         |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |
|                                         |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |
|                                         |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |
|                                         |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |
|                                         |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |
|                                         |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |
|                                         |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |
| Notes:                                  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |

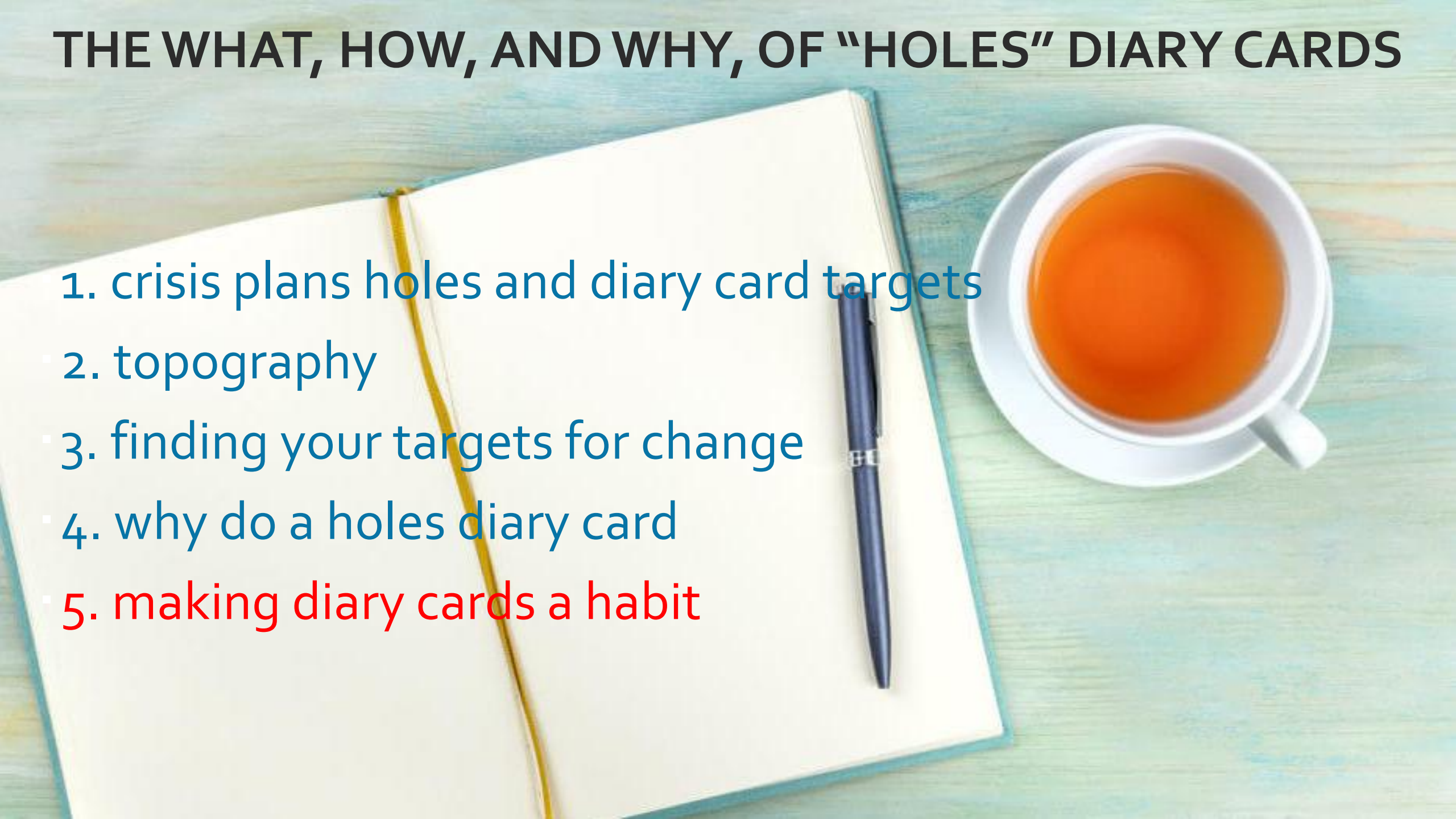
# THE WHAT, HOW, AND WHY, OF “HOLES” DIARY CARDS

- 
- 1. crisis plans holes and diary card targets
  - 2. topography
  - 3. finding your targets for change
  - 4. why do a holes diary card
  - 5. making diary cards a habit

[illegible]

- To change the behaviors, thoughts, or feelings that you have chosen as your targets: 1) you must identify what they are, then 2) you must keep focusing, being aware, or being mindful of them.
- Diary cards promote mindfulness by keeping you focused on and thinking about the behaviors, thoughts, or feelings that are problematic and that you want to change. Doing this you are setting an intention to change.
- While crisis plans are a good tool to use when you're at the bottom of a hole, diary cards will help you to become more mindful of when your problematic thoughts, feelings, or behaviors arise and you're not in a full crisis.
- Diary cards are the foundation you need to use any of the other simple tools. To use a metaphor, building a house requires that you follow a certain order starting with the foundation, then the frame, wiring and plumbing...
- Don't confuse the "holes diary card" with the "dbt skills diary card" or the "goals diary card" which is tool # 5.
- There are different versions of holes diary cards. For example, some people who don't want to leave a paper trail use electronic ones.

# THE WHAT, HOW, AND WHY, OF “HOLES” DIARY CARDS

- 
- 1. crisis plans holes and diary card targets
  - 2. topography
  - 3. finding your targets for change
  - 4. why do a holes diary card
  - 5. making diary cards a habit

## 5. MAKING DIARY CARDS A HABIT

If you do not change  
direction, you may end up  
where you are heading.

Lao Tzu

## HOW TO DEVELOP A *Habit*

### 1 COMMIT

DECLARE THE HABIT YOU WANT TO DEVELOP AND WRITE IT DOWN AS A FORM OF COMMITMENT.

### 2 STATE YOUR "WHY"

STATE YOUR MOTIVATIONS FOR DEVELOPING THIS HABIT AND HOW IT'LL BENEFIT YOU.

### 3 IDENTIFY THE CUE

IDENTIFY WHAT WILL GET YOUR HABIT GOING EVERY SINGLE TIME — THE TIME OF THE DAY, A LOCATION, AFTER AN EVENT/ACTION, OR SOMETHING ELSE.

### 4 IDENTIFY REWARDS

IDENTIFY WHAT YOU'LL GET OUT OF PERFORMING YOUR HABIT EVERY TIME AND ONCE YOU'VE DEVELOPED IT FOR AT LEAST A MONTH.

### 5 TRACK & GROW

IT TAKES AN AVERAGE OF 66 DAYS TO DEVELOP A HABIT SO TRACK THE DAYS YOU PERFORM YOUR HABIT AND SEE HOW LONG YOU CAN MAKE THE CHAIN GO UNTIL IT BECOMES AUTOMATIC FOR YOU.

*Habit* TRACKER FOR THE MONTH OF \_\_\_\_\_

1 *Habit:* \_\_\_\_\_ 5

2 MOTIVATION: \_\_\_\_\_

3 CUE: \_\_\_\_\_ 4 REWARD: \_\_\_\_\_

*Habit:* \_\_\_\_\_

MOTIVATION: \_\_\_\_\_

CUE: \_\_\_\_\_ REWARD: \_\_\_\_\_

*Habit:* \_\_\_\_\_

MOTIVATION: \_\_\_\_\_

CUE: \_\_\_\_\_ REWARD: \_\_\_\_\_

*Habit:* \_\_\_\_\_

MOTIVATION: \_\_\_\_\_

CUE: \_\_\_\_\_ REWARD: \_\_\_\_\_

GET THIS  
HABIT TRACKER  
PLUS DOZENS OF  
OTHER PRINTABLES!

YOUR  
*Best Season*  
PLANNER

A NEW HARBINGER SELF-HELP WORKBOOK

*MORE THAN 500,000 COPIES SOLD!*

# The Dialectical Behavior Therapy Skills Workbook

SECOND EDITION

Practical DBT Exercises for  
Learning Mindfulness, Interpersonal  
Effectiveness, Emotion Regulation  
& Distress Tolerance

MATTHEW MCKAY, PhD • JEFFREY C. WOOD, PsyD  
JEFFREY BRANTLEY, MD



NICOLE



JOAN



# DISTRESS TOLERANCE PART 3

ADVANCED DISTRESS TOLERANCE  
Skills training workbook Pages 33-46

# 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                 | Today |       | X    |
|                    | Committed to Valued Action*          | Today |       | X    |
|                    | Connected with My Higher Power       | Today |       | X    |
|                    | 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 |       |       |      |

## PERSONAL SKILLS LIST UP TO THE PRESENT

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 “

# SKILLS WE WILL COVER TODAY



- 1. Safe-place Visualization
- 2. Cue-Controlled Relaxation
- 3. Rediscovering your values
- 4. Rehearsing value-based behavior
- 5. Connecting with your higher power

# SUBJECTS AND SKILLS WE WILL COVER TODAY



- 1. Safe-place Visualization
- 2. Cue-Controlled Relaxation
- 3. Rediscovering your values
- 4. Rehearsing value-based behavior
- 5. Connecting to your higher power

# 1. SAFE-PLACE VISUALIZATION

- Visualizing a safe place reduces distress and helps us return to the window of tolerance
- When we imagine a safe, relaxing place, our body responds by relaxing.
- The body can't tell the difference between being in a real safe, relaxing place and imagining we are in one.
- Do your safe-place visualization in a quiet place where there are no distractions
- Follow the instructions on page 33 of the skills training manual. Record the text on your phone and listen to it. You can also find guided safe place visualizations on YouTube.
- Try the safe-place visualization recorded on this slide.



# SUBJECTS AND SKILLS WE WILL COVER TODAY



- 1. Safe-place Visualization
- 2. Cue-Controlled Relaxation
- 3. Rediscovering your values
- 4. Rehearsing value-based behavior
- 5. Connecting to your higher power



## 2. CUE-CONTROLLED RELAXATION

- We did a cue controlled relaxation for our mindfulness exercise today.
- A “cue” is a word or phrase that through practice and repetition we learn to associate with a physical state of relaxation. We used the word relax but you can choose a different word.
- Cue controlled relaxation involves repeating a word or phrase while at the same time deliberately relaxing our muscles
- Try it by following the instructions on page 35 of the workbook. Record them on your phone and listen to them.
- This technique takes time and repeated practice to master but can be very effective
- Eventually just thinking or saying the cue word will automatically trigger relaxation
- To get good at cue-controlled relaxation we need to practice it twice a day for at least 2 weeks
- Use the practice recorded here.



# SUBJECTS AND SKILLS WE WILL COVER TODAY



- 1. Safe-place Visualization
- 2. Cue-Controlled Relaxation
- 3. Rediscovering your values
- 4. Rehearsing value-based behavior
- 5. Connecting to your higher power

### 3. REDISCOVERING YOUR VALUES



"Values" are ethics, principles, ideals, standards, or morals



Sometimes we forget why we are doing something difficult and lose sight of our goals



Thinking of our values can help us tolerate distress

- To rediscover your values, do the "Valued Living Questionnaire" on page 38 of the workbook
- Start by rating the importance that each of the listed values holds for you
- Then decide how much time and effort you want to invest in fostering these values
- Are there discrepancies between your values and what you spend most of your time doing? If there are, how might you adjust your time/energy to better align with your values?
- Use the "Committed Action Worksheet" on page 40 to create intentions and a plan to realign your life with your values

# VALUED LIVING QUESTIONNAIRE (Wilson, 2002)

Life Component: Less Important-> Moderately Important-> Extremely Important

Family (other than romantic relationships or parenting) 0 1 2 3 4 5 6 7 8 9 10

Romantic relationships (marriage, life partners, dating, and so on) 0 1 2 3 4 5 6 7 8 9 10

Parenting 0 1 2 3 4 5 6 7 8 9 10

Friends and social life 0 1 2 3 4 5 6 7 8 9 10

Work 0 1 2 3 4 5 6 7 8 9 10

Education and training 0 1 2 3 4 5 6 7 8 9 10

Recreation, interests, hobbies, music, and art 0 1 2 3 4 5 6 7 8 9 10

Spirituality and religion 0 1 2 3 4 5 6 7 8 9 10

Citizenship and community life 0 1 2 3 4 5 6 7 8 9 10

Self-care (exercise, diet, relaxation, and so on) 0 1 2 3 4 5 6 7 8 9 10

# Committed Action Worksheet

(Adapted from Olerud & Wilson, 2002)

1. A component of my life that I value is...

My intention for this component is

The committed actions that I'm willing to take include the following (be sure to note when you'll begin these actions):

2. A component of my life that I value is

My intention for this component is

The committed actions that I'm willing to take include the following (be sure to note when you'll begin these actions):

3. A component of my life that I value is

My intention for this component is

The committed actions that I'm willing to take include the following (be sure to note when you'll begin these actions):

# SUBJECTS AND SKILLS WE WILL COVER TODAY



- 1. Safe-place Visualization
- 2. Cue-Controlled Relaxation
- 3. Rediscovering your values
- 4. Rehearsing value-based behavior
- 5. Connecting to your higher power

## 4. REHEARSING VALUES-BASED BEHAVIOR

- When trying to align our lives with our values we will face many challenges
- We may for example have negative thoughts such as “I can’t do this”
- Identifying potential challenges and imagining how to overcome challenges can be helpful
- This is called “cognitive rehearsal”
- The editing, splicing and pasting technique is a type of cognitive rehearsal that we’ll use all the time.

cognitive rehearsal involves:

1. Identifying the situation in which what we did, and our values don’t align
2. Identifying what we might have done had we acted in accordance with our values
3. Identifying what we might have thought had we acted in accordance with our values
4. Imagining ourselves in the situation and noting any barriers and challenges to doing what is in accordance with our values
5. Visualizing ourselves doing our values-based behavior
6. Imagining people responding well
7. Repeating the visualization

# SUBJECTS AND SKILLS WE WILL COVER TODAY



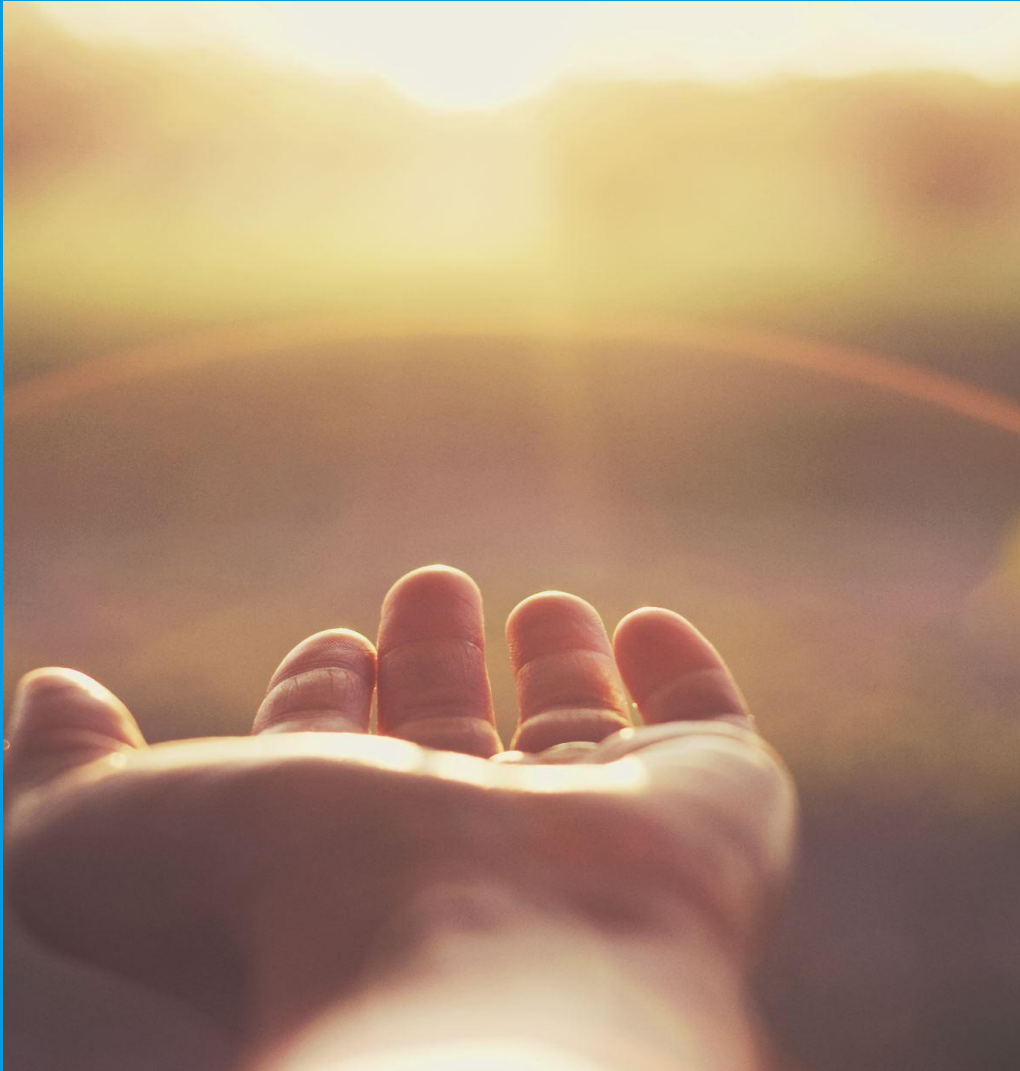
- 1. Safe-place Visualization
- 2. Cue-Controlled Relaxation
- 3. Rediscovering your values
- 4. Rehearsing value-based behavior
- 5. Connecting with your higher power

## 5. CONNECTING WITH YOUR HIGHER POWER



- Connecting with a higher power, whatever you understand this to be, can help you feel grounded, empowered, calm, and safe
- It can connect you to something bigger than yourself or the “big picture”
- Faith in a higher power gives many people a sense of meaning that helps them cope with distress
- A higher power need not be traditionally religious concept like God.
- A higher power can include Nature, The universe, or The goodness of others
- We will return to a discussion of spirituality towards the end of the course

# TO HELP YOU CONNECT TO YOUR HIGHER POWER



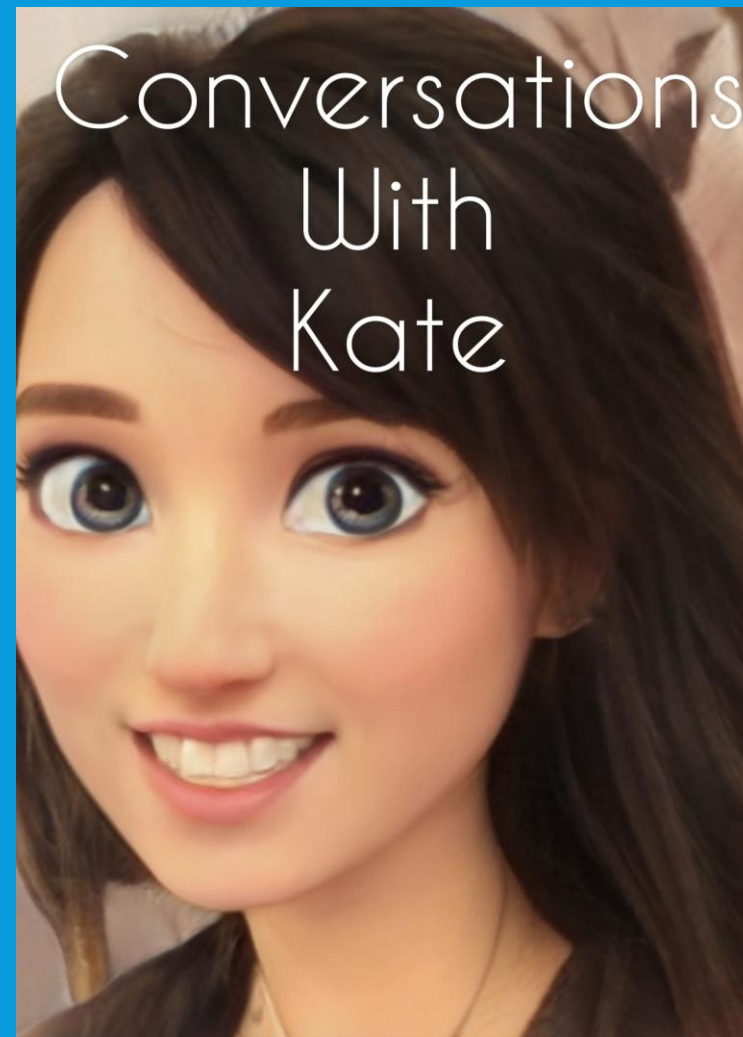
- You might try to ask yourself the following questions:
- What are some of my beliefs about a higher power that give me strength/comfort?
- Why are these beliefs important to me?
- How do these beliefs make me feel?
- How do these beliefs make me feel about others?
- How do these beliefs make me feel about life in general?
- How do I honor these beliefs in my daily life?
- What else would I be willing to do in order to strengthen my beliefs?
- What can I do to remind myself of my beliefs on a regular basis?
- How can I remind myself of my beliefs when I feel distressed?

## UPDATED PERSONAL SKILLS LIST

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 “

SUMMARY

Conversations  
With  
Kate



A row of red theater seats in a dark cinema. Two seats in the foreground are occupied with red and white striped popcorn buckets filled with popcorn, and brown paper cups with white straws. The text 'VIDEO' is overlaid on the left side of the image.

# VIDEO

Session 7 of simple



# SIMPLE TOOLS



Any community, organization,  
or business can use

**Simple Tools**

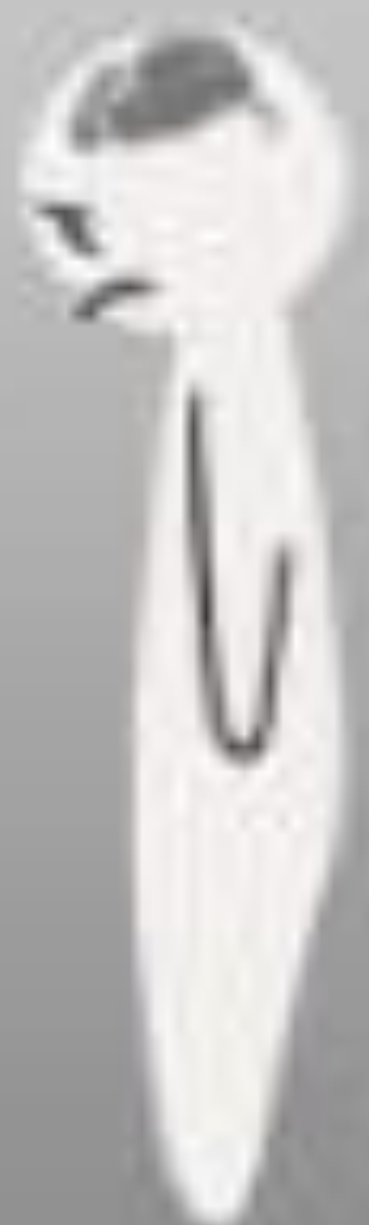
Simple Tools can be used in the  
community or business

**Simple Tools can be used**



THIS IS HOW  
YOU KEEP GOING...

# 10 TYPES OF MENTAL ILLNESSES



dialectical  
behaviour  
therapy  
(DBT)

Session 6:  
Distress Tolerance 3



An illustration of a woman with long dark hair in a braid, wearing a white long-sleeved top and dark pants, sitting in a meditative lotus position. She is positioned on the left side of the frame. The background features a range of blue mountains under a light sky, with a dark green forest of evergreen trees in the foreground. The text '5 Minute' is written in a large, elegant serif font at the top, and 'mindfulness meditation' is written in a smaller, elegant script font below it, centered horizontally.

5 Minute

*mindfulness meditation*





*The*  
**TINY**  
*Small Changes*  
**HABITS**  
*That Change*  
**BJ FOGG, PhD**  
*Everything*

# OPEN DISCUSSION



SEE YOU NEXT SESSION

