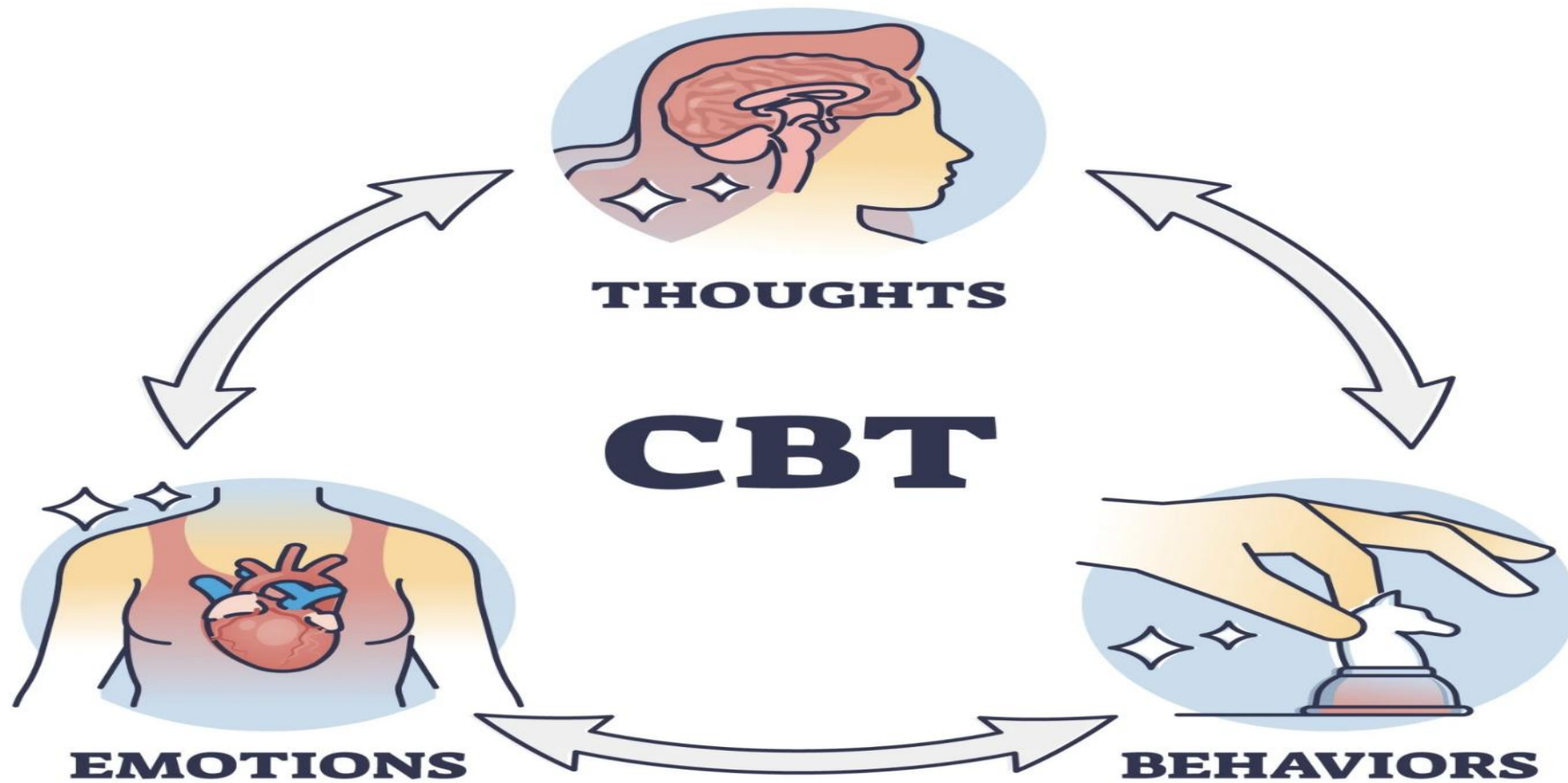


WELCOME TO WEEK 12 OF SIMPLE

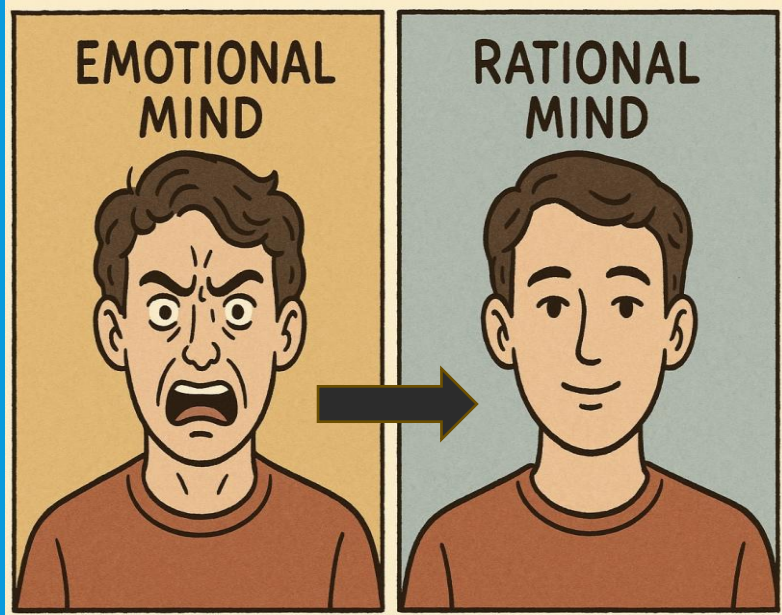
- 1) INTRODUCING RATIONAL MIND REMEDIATION
- 2) MINDFULNESS SKILLS



“We think that we think clearly only because we don’t think clearly”
Brian Josephson



COGNITIVE BEHAVIORAL THERAPY



RATIONAL MIND REMEDICATION

- So far in the simple course we've suggested that if you spend a lot of time in emotional mind, you'll likely end up in a lot of "holes" you don't want to find yourself in. To avoid that, we've proposed that tools such as crisis plans, holes diary cards and chain analysis along with distress tolerance and mindfulness skills can help.
- Today we're going to explore how to switch from emotional to rational mind and with that change our thoughts, feelings and behaviors. To do this we'll use simple's fourth tool: rational mind remediation (RMR).
- Rational mind remediation is a cognitive behavioral therapy (CBT) inspired strategy. Basic CBT courses are usually taught over 8 to 12 weeks. Because in simple we can't devote that much time to learning to use traditional CBT strategies RMR is a "hack" of those strategies that will quickly help us shift from emotional to rational mind.
- When we're in emotional mind, our thoughts feel like facts. The brain reacts as if the worst interpretation is the only interpretation. Today we'll explore how we can reframe emotional situations into a rational perspective. Doing this requires Wise Mind, the place where emotional and rational truths meet.
- CBC and RMR require that we do three things:
 - 1. Identify our emotional interpretation of a situation.
 - 2. Be able to then view the same situation from a rational perspective
 - 3. Learn to consistently be able to reframe our perspective in this way.

SIMPLE COURSE SCHEDULE 2025-26

Week 1- October 1

Week 2- October 8

Week 3- October 15

Week 4- October 22

Week 5- October 29

Week 6- November 5

Week 7- November 12

Week 8- November 19

Week 9- November 26

Week 10- December 3

Week 11- December 10

Week 12- December 17 today

December 24 and 31 no course

Week 13- January 7 next session

Week 14- January 14

Week 15- January 21

Week 16- January 28

Week 17- February 4

Week 18- February 11

Week 19- February 18

Week 20- February 25

Week 21- March 4

March 11 and 18 no course

Week 22- March 25

Week 23- April 1

Week 24- April 8

Week 25- April 15

Week 26- April 22

Week 27- April 29

Week 28- May 6

Week 29- May 13

Week 30- May 20

Week 31- May 27

Week 32- June 3

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 prevention session 5 of the manual. our first practice- crisis plans.

week 5- distress tolerance p. 33-46 of dbt workbook. introducing holes diary cards- session 7 of manual.

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.

The background features several lit candles of different colors (white, grey, and dark grey) on a wooden surface. Overlaid on the image are various geometric elements: concentric circles, dashed lines, and arrows, some of which are accompanied by numerical values like 150, 160, 170, 180, 240, 250, and 260. These elements suggest a theme of geometry or mathematics.

WARNING ABOUT MEDITATION

FEEL FREE TO SKIP IT. FOLLOWED BY A MOMENT OF SILENCE

CHECK IN REGULARLY WITH YOUR PERSONAL DASHBOARD

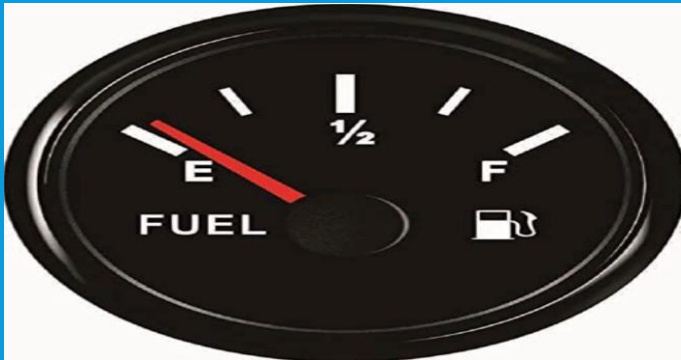
CRISIS RISK



WINDOW OF TOLERANCE



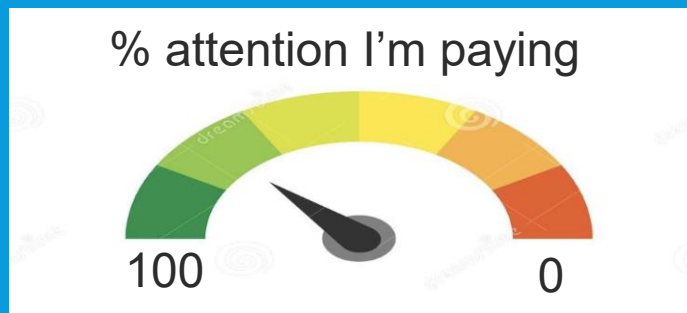
ENERGY RESERVES



RATING MY TARGETS

[illegible]

ATTENTION METER



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) Where is my energy tank right now?
a) Full b) $\frac{3}{4}$ c) $\frac{1}{2}$ d) near empty
- 4) Have I been tracking my targets using the holes diary card? how would I rate my targets right now?
- 5) How well am I focusing on what I'm doing.
(for example, the course)

FIVE-MINUTE MINDFULNESS PRACTICE: A LIGHT IN THE LONGEST NIGHT

Begin by settling into your seat.
Let your hands rest softly in your lap.
If it feels comfortable, allow your eyes to close.

Take a slow breath in... and let it fall out.
Let your shoulders drop.
Let the weight of the day slide gently to the floor.

1. Arriving in the Quiet (1 minute)

Notice the simple fact of being here, in this moment.
Nothing to do.
No one to perform for.
No expectations to meet.

Just breathing.

Picture a soft winter evening.
The world outside is dark and quiet.
There is a stillness — the kind that only comes in the long nights of winter.
Let yourself settle into that quiet now.

FIVE-MINUTE MINDFULNESS PRACTICE: A LIGHT IN THE LONGEST NIGHT

2. Acknowledging What's Hard (1–2 minutes)

In this season, many of us carry emotions that don't fit the cultural script of joy. If you are carrying grief, loneliness, anxiety, exhaustion, or anything heavy... you don't need to push it away.

Take a breath and acknowledge it gently.

You might place a hand on your chest, or simply breathe with awareness:
“This is what I am carrying. And it's okay that it's here.”

Let whatever is true for you be allowed.

No fixing.

No brightening.

Just allowing.

Imagine a welcoming space — a quiet sanctuary — where all feelings have a seat.
Your feelings belong.
You belong.

FIVE-MINUTE MINDFULNESS PRACTICE: A LIGHT IN THE LONGEST NIGHT

3. The Candle in the Darkness (1–2 minutes)

Now imagine a single candle in front of you.
Small. Steady. Warm.

This candle doesn't erase the darkness —
it simply keeps you company within it.

Let the candle represent:

- a moment of ease,
- a memory of being cared for,
- one thing you're grateful for,
- or simply the possibility of gentleness.

With each breath, imagine the tiny flame glowing a little steadier.
Not brighter — just steadier.
A reminder that even in long nights, small lights matter.

You do not need to feel joyful.
You only need to feel present.

FIVE-MINUTE MINDFULNESS PRACTICE: A LIGHT IN THE LONGEST NIGHT

4. Connection and Hope (final minute)

Imagine that others around you — here in this room or out in the world — are also holding candles.

Each person carrying their own story, their own grief, their own quiet hope.

You are not alone.

Your pain is not strange or wrong.

Your presence here is enough.

Take a final deep breath:

in... holding gently... and releasing slowly.

And one more, softer this time, as if you're blowing warm air onto a cold window.

When you're ready, wiggle your fingers and toes.

Feel the support of the chair underneath you.

And slowly, gently, allow your eyes to open.

A stack of colorful sticky notes (pink, yellow, blue, orange, green) is piled on a brown corkboard. The topmost pink sticky note has the words "DON'T FORGET" written in bold, black, hand-drawn capital letters. A thick black horizontal line is drawn underneath the word "FORGET".

**DON'T
FORGET**

PRACTICE SESSIONS SCHEDULE

practice	preparation		
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	Nicole L
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	Barb H.
9. Week 28 May 6	April 29	IFS workbook 4	
10. Week 32 June 3	May 27 1:30 PM	Wise mind remediation	Rob T.

We still need a volunteer for the IFS practice May 6.

HOMework FROM LAST WEEK



- Submit questions or comments to itssimple2023@gmail.com
- Read skills training workbook p. 110-131.
- Simple manual session 15
- Do at least 2 advanced chain analysis In the next week
- Continue reviewing and practicing your crisis plans and doing your holes diary cards.
- Continue tracking all the skills you've learned using your skills list
- Review the homework habits checklist each week. If there's an item you haven't checked on the list consider setting a goal to do it (you don't have to come to the homework group to do that)

HOMEWORK FOR JANUARY 7

Submit

- Submit questions or comments to itssimple2023@gmail.com

Read

- Simple manual session 16

Do

- Do at least 2 rational mind remediations

Continue

- Continue reviewing and practicing your crisis plans, diary cards and holes analysis

Continue

- Continue tracking all the skills you've learned using your skills lists.

Review

the homework habits checklist each week. If there's an item that you haven't checked on the list, consider setting a goal to do it (you don't have to come to the homework group to do that)



HOMESCHOOL HABITS CHECKLIST

Circle or check what you will try this week.

1. Preparation habits

- I schedule a specific time for homework.
- I choose a consistent location with minimal distractions.
- I gather what I need ahead of time (notebook, worksheet, pen).

2. Focus & pacing habits

- I start with a tiny step (2–5 minutes).
- I use a timer (10–15 minutes).
- I remove distractions (phone away / Do Not Disturb).

HOMework HABITS CHECKLIST

3. Tracking & organization habits

- I keep materials in one place (binder / folder / notebook).
- I write down insights right after doing the homework.

4. Self-compassion habits

- I aim for progress, not perfection.
- I notice resistance without judgment.

5. Accountability habits

- I review my week: What worked? What didn't?
- I share honestly with my buddy — even when I didn't do it.

Micro commitment:

This week I will focus on: ■ Time ■ Place ■ Tiny step ■ Timer ■ Other please specify:

WEEKLY ANNOUNCEMENTS



- There's no Wednesday group December 24 and 31
- The next Wednesday group is January 7.
- This coming Monday December 22 is our holiday get together. Today is the last day to RSVP's.
- There will be no homework or boing groups December 29.
- Homework and boing will resume Monday January 5.
- Do you want a homework buddy? Email us.
- If you're doing the course on zoom and want to come in-person there's lots of room.

HOLIDAYS GET TOGETHER DECEMBER 22, 12:30-2:30 RSVP'S

- Helga
- Lynn
- Charlene
- Patrick
- Nicole
- Manny
- Paula + 1
- Brittany
- Lee
- Dinko
- Barb
- Chris



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.

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

SESSION 11 SUMMARY

Attachment is an INSTINCT that promotes survival. Human infants have a long period of helplessness and rely on a connection with their caregivers.

ATTACHMENT STYLES

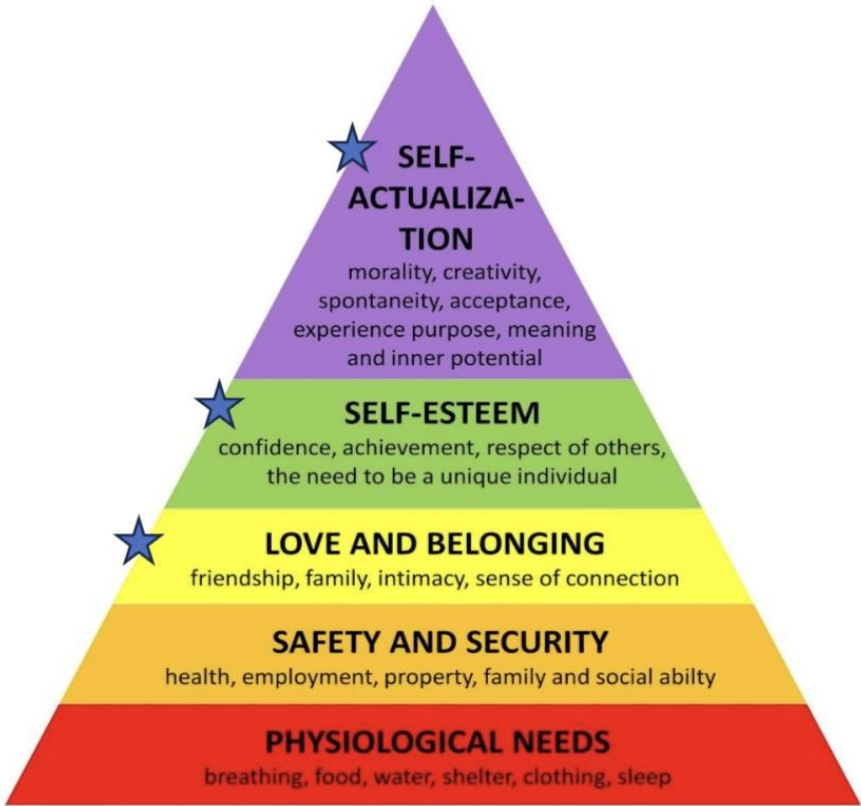
SECURE	B	60%	↑ proximity seeking	↓ anxiety of abandonment
AVOIDANT	C	15%	↓ proximity seeking	↓ anxiety of abandonment
ANXIOUS	A	10%	↑ proximity seeking	↑ anxiety of abandonment
DISORGANIZED	D	15%	↓ proximity seeking	↑ anxiety of abandonment

Attachment disorders are disorders of trust, and deeply affect psychosocial development and personality.



Earned secure attachment or earned insecure attachment means that your attachment style can change, usually in the context of intimate relationships.

Secure attachment contributes to good mental health, whereas adults with attachment disorders can struggle with the items higher up on Maslow’s Hierarchy of Human Needs.



Many relationships are very difficult because people don’t know that the REAL nature of their problems has to do with attachment and communication.

Attachment Theory assumes that the kind of emotional connection we have to caregivers in early life is critical to psychosocial development, which describes how personality develops, and how social skills are learned from infancy through adulthood.

A desert landscape featuring several saguaro cacti of varying sizes. The foreground is dominated by a large, two-armed saguaro cactus. The background shows rolling hills covered in more cacti and sparse desert vegetation under a bright blue sky with scattered white clouds. The text "E-MAILED QUESTIONS, COMMENTS, FEEDBACK" is overlaid in the center of the image.

E-MAILED QUESTIONS, COMMENTS, FEEDBACK

SHOW OF HANDS

As always, we've had some very good questions this week. We try to address most questions that are asked. These question may interest one person or many people, so because our time is limited, going forward, we'll read each question and ask for a show of hands (in-person participants since it's more difficult to do this with virtual participants) "who wants the answer read out loud?". If at least half of the participants do, we'll read it. If fewer than half do, but you want to read the answer, all the slides are on our website.

WHY DO I ALWAYS FEEL WORSE AROUND CHRISTMAS?

- Even though Christmas is framed as a time of joy, warmth, and togetherness, many people feel worse at this time of year. For people already struggling with anxiety, depression, trauma histories, or relationship difficulties, several predictable factors amplify distress.
- **1. Heightened Social Pressure and Expectations:** Christmas comes with an unspoken demand to be cheerful, grateful, connected, and emotionally “available.” For someone who is depressed, anxious, lonely, grieving, or overwhelmed, this expectation creates a painful gap between how they feel and how they think they’re supposed to feel. The bigger the gap, the more shame people often experience.
- **2. Intensified Family Dynamics:** The holidays often bring families together but that can mean: old wounds being reopened, being around people who trigger emotional or traumatic memories, pressure to play old family roles, feeling judged, unseen, or misunderstood. For trauma survivors or people with attachment injuries, this can feel like being pulled back into an earlier developmental stage.
- **3. Loneliness and Social Comparison:** Everywhere, TV, shop windows, social media, shows images of idealized family harmony. People who are alone, estranged, single, grieving, or disconnected may compare themselves to these images and feel: defective, forgotten, unlovable, like they “should” have something they don’t. This comparison deepens loneliness.
- **4. Financial Stress.** Christmas is expensive. People with mental health difficulties may already be struggling to work consistently or manage finances. Gift-giving expectations, travel costs, and hosting expectations can feel overwhelming and shame-inducing.
- **5. Disruption of Routines.** People with anxiety, depression, ADHD, or trauma often rely on the stability of routines. The holidays disrupt: sleep, eating patterns, exercise, therapy schedules, daily structure. This destabilization alone can worsen symptoms.

WHY DO SOME PEOPLE ESPECIALLY THOSE WITH MENTAL HEALTH CHALLENGES FEEL WORSE AROUND CHRISTMAS?

- **6. Seasonal Affective Factors:** In many regions, Christmas occurs during the darkest time of the year. People with vulnerability to Seasonal Affective Disorder experience: lower energy, decreased motivation, increased sadness, biological changes in serotonin and melatonin. This physiological downturn collides with an expectation of holiday joy.
- **7. Anniversary Reactions and Grief.** Christmas acts as a magnifying lens for loss. People grieving the death of a loved one, an estranged family member, a divorce, or even the loss of health or identity often feel a resurgence of sadness.
- **8. Alcohol and Conflict.** Holiday gatherings often involve alcohol, which can: worsen depression and anxiety, disinhibit conflict, retraumatize individuals from substance-affected childhood homes. For many, Christmas is not peaceful, it is a predictable time of relational turmoil.
- **9. End-of-Year Self-Evaluation.** December invites reflection: What did I achieve? What didn't I achieve? Why am I still struggling? For people battling internal critics or shame-based parts, this can be emotionally overwhelming.

I HEARD OF SOMETHING CALLED “BLUE CHRISTMAS” OR THE “LONGEST NIGHT SERVICE”. WHAT IS IT?

- Blue Christmas is a kind of church service offered in the lead-up to Christmas, often around the longest night of the year (approximately December 21), though some churches hold it earlier or later during Advent.
- The purpose is to honor and give space to grief, loss, loneliness, and emotional pain, things a lot of people experience especially during what’s often portrayed as a joyous holiday season.
- Rather than forcing cheer, a Blue Christmas service invites vulnerability: prayer, silence, candle-light, memorials (sometimes empty chairs or photos for loved ones lost), and communal acknowledgement that the holidays can be hard.
- It’s for people dealing with grief, loss of loved ones, but also other painful life circumstances: illness, broken relationships, unmet hopes, mental health struggles, loneliness, and more.
- The service aims not only to lament or mourn but also to offer a glimmer of hope: light in the darkness, solidarity, comfort, and community support.
- The Avondale United Church will offer a Blue Christmas service on Sunday December 21 at 7 pm, everyone is welcomed .

WHAT WE WILL DO TODAY



- Introducing the fourth tool rational mind remediation RMR.
- Joan and Nicole will review the Skills training workbook p. 110-131. Mindfulness skills
- Examples of how to do rational mind remediation



Crisis plans

Holes diary cards

Chain analysis

THE 6 TOOLS introducing rational mind remediation

Goals diary cards

Wise mind remediation

INTRODUCING RATIONAL MIND REMEDIATION IS DIVIDED INTO 3 MAIN PARTS

1. Why emotional mind gets us stuck
2. What CBT teaches us (and where it falls short)
3. Simple's shortcut: Rational Mind Remediation
(the part that's really important to remember)

INTRODUCING RATIONAL MIND REMEDIATION IS DIVIDED INTO 3 MAIN PARTS

1. Why emotional mind gets us stuck

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3. Simple's shortcut: Rational Mind Remediation
(the part that's really important to remember)

INTRODUCING RATIONAL MIND REMEDiation



- Adult psychosocial tasks

- Most of us, underneath our differences, want remarkably similar things from life. We want to feel safe, be loved, matter to someone, have some control over our own lives, feel connected, have purpose, and peace.
- Naming these common longings isn't meant to imply that everyone must want the same things, or that people who have different goals or values are wrong. It's simply an acknowledgment of our shared humanity.
- People with well regulated emotions generally have an easier time achieving these desires. Those with dysregulated emotions struggle with them.



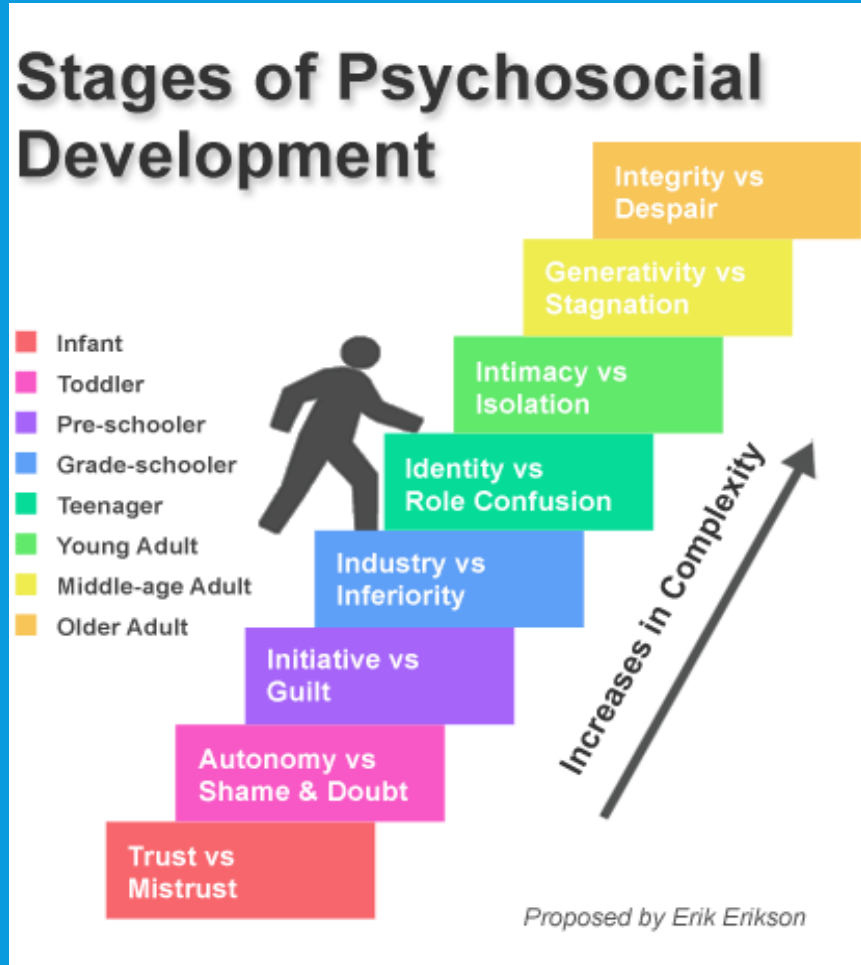
- Why do dysregulated emotions get in the way of us getting what we want in our lives such as loving long-term relationships, rewarding careers, being a valued part of a community, being a good parent etc....?

COMMON ADULT PSYCHOSOCIAL TASKS



- In today's world, healthy development often includes people reaching milestones such as:
- Becoming independent of our caregivers.
- Living with a life partner
- Becoming a good enough parent
- Managing the responsibilities of a home
- Being financially independent
- Sticking with a job or career
- Taking on responsibilities in a community
- Creating a network of friends and/or co-workers
- Being a support for others
- Etc.
- How do issues with personality development interfere with these and other goals that we hold to be important to living a full life?

WHY WE STRUGGLE TO REACH OUR GOALS



[Link Erik Erikson](#)

- Many of us unhappy with our lives because we've had difficulty achieving our life's goals and desires and feel "stuck".
- To achieve our life's goals and desires we have to successfully navigate developmental challenges. Erik Erikson gave us a good idea of what these are.
- Some of us struggle with the developmental stages of autonomy, industry, healthy identity, and intimacy, and instead live with mistrust, shame and doubt, guilt, identity confusion, isolation and despair.
- There are many complex reasons why we might struggle to successfully negotiate developmental stages such as extremes of temperament, neurodivergences, developmental trauma or attachment issues, and developmental "offramps" such as addictions (including to social media and gaming).
- In this course we try to understand and heal what may have caused us to become developmentally "stuck" so that we may resume growth.

ERIKSON'S THEORY OF PERSONALITY DEVELOPMENT

Erikson's Stages of Psychosocial Development

Stage	Psychosocial Crisis/Task	What Happens at This Stage?
1	Trust vs Mistrust	If needs are dependably met, infants develop a sense of basic trust.
2	Autonomy vs Shame/Doubt	Toddlers learn to exercise will and do things for themselves, or they doubt their abilities.
3	Initiative vs Guilt	Preschoolers learn to initiate tasks and carry out plans, or they feel guilty about efforts to be independent.
4	Industry vs Inferiority	Children learn the pleasure of applying themselves to tasks, or they feel inferior.
5	Identity vs Confusion	Teenagers work at refining a sense of self by testing roles and then integrating them to form a single identity, or they become confused about who they are.
6	Intimacy vs Isolation	Young adults struggle to form close relationships and to gain the capacity for intimate love, or they feel socially isolated.
7	Generativity vs Stagnation	The middle-aged discover a sense of contributing to the world, usually through family and work, or they may feel a lack of purpose.
8	Integrity vs Despair	When reflecting on his or her life, the older adult may feel a sense of satisfaction or failure.

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- Erik Erikson proposed that we grow through eight developmental stages, each with a core task. When the environment is supportive, we learn a psychosocial strength (such as trust, autonomy, initiative). When the environment is neglectful, inconsistent, frightening, or shaming, we are left with a psychosocial wound instead (mistrust, shame, guilt, etc.).
- These early patterns don't doom us, they simply become default settings that we carry into adulthood, and they can be healed with insight, healthy relationships, and corrective emotional experiences. Understanding them helps people see that many mental-health struggles are not character flaws, they are developmental injuries.
- **1. Infancy (0–1 year) — Trust vs. Mistrust.** The task is to discover whether the world is safe, predictable, and responsive. We learn this through consistent soothing, feeding, warmth, and the caregiver's presence. If the task is not met we internalize mistrust, a sense that people may not show up, that needs won't be met, or that danger is near. In adults, this can show up as anxiety, hypervigilance, difficulty relying on others, or an underlying belief: "Something bad could happen at any moment." This leaves us with attachment anxiety or avoidance, chronic worry, and difficulty regulating emotions.
- **2. Toddlerhood (1–3 years) — Autonomy vs. Shame and Doubt.** The task is to explore, try things independently, and feel a sense of personal control: "I can do things!". If this task is not met and the child's attempts to explore are met with criticism, punishment, or overprotection, the child learns shame and doubt: "Maybe I can't do things. Maybe something is wrong with me." In adult this can show up as perfectionism, avoidance of challenges, dependency, fear of failure, and difficulty making decisions. This leaves us with social anxiety, low self-esteem, learned helplessness.
- **3. Early Childhood (3–6 years) — Initiative vs. Guilt.** The task is to imagine, create, start activities, express desires, and take initiative. If the task is not met and initiative is shut down by caregiver messages such as "Don't bother me," "Stop asking questions," "You're too much", children internalize guilt, a sense that their desires and impulses are inconvenient, bad, or burdensome. In adults this shows up as over-apologizing, reluctance to assert needs, difficulty pursuing goals, and chronic inhibition. This leaves with depression, people-pleasing, and internal criticism.

ERIKSON'S THEORY OF PERSONALITY DEVELOPMENT

Erikson's Stages of Psychosocial Development

Stage	Psychosocial Crisis/Task	What Happens at This Stage?
1	Trust vs Mistrust	If needs are dependably met, infants develop a sense of basic trust.
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4	Industry vs Inferiority	Children learn the pleasure of applying themselves to tasks, or they feel inferior.
5	Identity vs Confusion	Teenagers work at refining a sense of self by testing roles and then integrating them to form a single identity, or they become confused about who they are.
6	Intimacy vs Isolation	Young adults struggle to form close relationships and to gain the capacity for intimate love, or they feel socially isolated.
7	Generativity vs Stagnation	The middle-aged discover a sense of contributing to the world, usually through family and work, or they may feel a lack of purpose.
8	Integrity vs Despair	When reflecting on his or her life, the older adult may feel a sense of satisfaction or failure.

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- 4. Middle Childhood (6–12 years) — Industry vs. Inferiority. The task is to learn skills, feel competent, and experience the pleasure of mastery. If the task is not met and children are compared, shamed, unsupported, or not helped to succeed, they may develop inferiority “Everyone else is better than me.” In adults this shows up as chronic self-doubt, imposter syndrome, avoidance of challenges, or alternatively overwork to compensate. This leaves us with anxiety disorders, depression, perfectionism, and burnout.
- 5. Adolescence (12–18 years) — Identity vs. Role Confusion. The task is to form a coherent identity: Who am I? What do I believe? Where do I fit?. If the task is not met because the environment is chaotic, controlling, invalidating, or unsafe for exploration, the young person may develop role confusion: a fragmented sense of self, shifting identities, or feeling lost. In adults this shows up as unstable self-image, difficulty committing to roles or relationships, chronic uncertainty about direction. This leaves us with mood instability, impulsivity, and identity diffusion.
- 6. Young Adulthood (18–40 years) — Intimacy vs. Isolation. The task is to form close, reciprocal, trusting relationships while maintaining one’s identity. If the task is not met people may fear closeness, avoid vulnerability, or choose relationships that reproduce old wounds, leading to isolation even inside partnerships. In adults this shows up as difficulty with trust, fear of commitment, serial relationships, and emotional loneliness. This leaves us with relationship anxiety/avoidance, social withdrawal, fear of dependence.
- 7. Middle Adulthood (40–65 years) — Generativity vs. Stagnation. The task is to contribute to something larger raising children, mentoring, creating, teaching, helping others grow. If the task is not met people are left without outlets for purpose or contribution, may experience stagnation, a sense of going nowhere, becoming self-focused or disconnected. As adults this shows up as burnout, midlife crisis, feeling stuck or empty, resentment. This leaves us with depression, loss of meaning, or compulsive behaviors to fill the void.
- 8. Late Adulthood (65+ years) — Integrity vs. Despair. The task is to review life with acceptance: “It was imperfect, but it was mine, and it mattered.” If the task is not met people can fall into despair, regret, bitterness, fear of death, or the belief that their life lacked meaning. In older adults this shows up as hopelessness, fear-driven decision making, and rumination. This leaves us with late-life depression, anxiety, existential distress.

WHY THESE FAILURES BECOME THE ROOTS OF MENTAL HEALTH DIFFICULTIES

- When an earlier developmental task isn't completed, it leaves a kind of unfinished emotional learning. Instead of moving on with the psychosocial strength (trust, autonomy, initiative...), we carry forward the wound (mistrust, shame, guilt...).
- In adulthood, these wounds show up as:
 - chronic anxiety or depression
 - insecure attachment patterns
 - difficulty with boundaries or self-worth
 - difficulty regulating emotions
 - self-criticism or perfectionism
 - struggles with meaning or identity
 - relationship problems
 - fear of vulnerability or dependence
- IFS would say these early failures create parts that still hold the emotional age of the wound. DBT would say they create vulnerabilities in emotional regulation and interpersonal effectiveness. Psychodynamic theory would say they form the blueprint for later expectations of self and others.
- These are not personal failings; they are developmental tasks that were never fully supported. Human beings can learn, heal, and repair them at any age.

Unfinished developmental tasks create predictable
adult struggles

HEALING BY MASKING

- Many people who didn't fully succeed at Erikson's stages still look as if they achieved them. They may look confident, competent, independent, successful, and socially skilled on the outside, even while inside they still carry mistrust, shame, guilt, or role confusion. This is not hypocrisy, it is a normal human adaptation, a way of coping and growing.
- 1. Remember that we have an emotional and a rational mind. Emotional mind holds the early wounds: mistrust, shame, inferiority, fear of rejection, etc. Rational mind can learn skills, facts, strategies, and socially appropriate behaviours. When early needs weren't met, emotional mind may still feel 5, 7, or 12 years old. But rational mind keeps learning, and it can stand in for the emotional mind until the emotional system catches up. This is what happens when people appear confident but feel insecure, accomplished but feel inferior, connected but fear intimacy, organized but feel fragmented inside. Their rational mind is carrying out the adult tasks, even while emotional mind is still wounded. This is not a flaw; it is a bridge.
- 2. Masking can be a healthy adaptation (when understood correctly). "Masking" has a negative connotation, but in this context, it simply means using rational, learned behaviours to function even when inner emotional development lags behind.
- Examples: Someone who feels deep mistrust but acts warm and friendly in social settings. Someone who struggles with shame and doubt but forces themselves to take on challenges at work. Someone who has role confusion but deliberately experiments with different identities until one fits.
- This shows resilience, not inauthenticity. Psychologically, this is using the prefrontal cortex to guide behaviour until the limbic system can heal. IFS would say: a manager part is helping the system function until the younger parts feel safe enough to grow.

HEALING BY MASKING

- 3. “Fake it until you make it” — Not pretending but practicing. In CBT, this is a core principle: Behaviour leads emotion. Action leads identity. Practicing a skill eventually becomes the skill. When we act as if we are confident, capable, or worthy, we are not lying to ourselves. We are training the emotional mind to tolerate, and eventually believe, a new experience. This is truly mind over mood, one of the most powerful CBT principles.
- Over time: Acting with autonomy leads to feeling autonomous. Taking initiative leads to feeling less guilty. Practicing competence leads to feeling competent. Trying on identities leads to becoming someone coherent. Showing up for intimacy leads to feeling more secure. Contributing to others leads to a sense of purpose. The rational mind is giving the emotional mind a corrective emotional learning experience.
- 4. The long run: masking becomes authentic growth. The miracle of human development is that we can repair what we missed. When someone uses coping strategies (like showing confidence, setting boundaries, expressing needs, or taking initiative), even if they don’t feel ready: the nervous system slowly rewires, the emotional mind slowly updates, new internal models form, the person becomes more capable and more secure. What started as “fake it” becomes “this is actually who I am now.” This is how people earn secure attachment, build confidence, find identity, or learn intimacy, even if early development failed them.

INTRODUCING RATIONAL MIND REMEDIATION IS DIVIDED INTO 3 MAIN PARTS

1. Why emotional mind gets us stuck

2. What CBT teaches us (and
where it falls short)

3. Simple's shortcut: Rational Mind Remediation
(the part that's really important to remember)

INTRODUCING RATIONAL MIND REMEDiation



- CBT history
- What is CBT?
- How does CBT work? 3 core strategies
- Why we need approaches other than CBT

INTRODUCING RATIONAL MIND REMEDiation

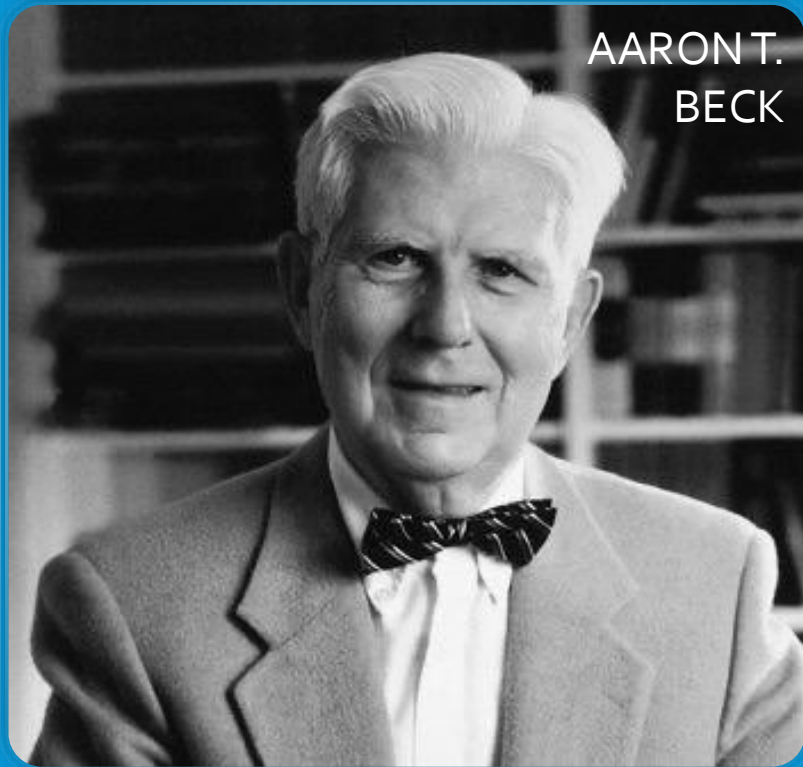


- CBT history
- What is CBT?
- How does CBT work? 3 core strategies
- Why we need approaches other than CBT



What is cognitive behavioral therapy's story?

COGNITIVE BEHAVIORAL THERAPY



learn.[beckinstitute.org](https://www.beckinstitute.org)

- Aaron T. Beck (1921-2021), the father of CBT was a pragmatic American psychiatrist who trained in the Freudian psychoanalytical tradition but never fully embraced it . His membership application to the American Psychoanalytical Association was rejected because of his unorthodoxy.
- Beck's main criticisms of psychoanalysis were that 1) treatment took long and was too labour intensive 2) most people couldn't access or afford it, and 3) it was not very effective.
- Beck felt that techniques that bypassed the unconscious and focused on the conscious, rational mind, produced for many people, superior and faster results and were more affordable.
- Cognitive Behavioral therapy, by focusing on the importance of the rational and conscious mind downplayed Freud's views about the dominance of the unconscious and returned to a modern more mechanistic psychology based on the primacy of reason. CBT's slogan is "mind over mood" or reason over emotions.
- Over the last 50 years, CBT has become the most widely studied, researched, validated and used therapeutic approach in the world
- When used wisely, cognitive behavioral therapy is a very helpful way to heal and grow, it does however have shortcomings.

THE SECRET HISTORY OF DEPTH PSYCHOLOGY AND COGNITIVE BEHAVIORAL THERAPY



INTRODUCING RATIONAL MIND REMEDiation



- CBT history
- **What is CBT?**
- How does CBT work? 3 core strategies
- Why we need approaches other than CBT



Can you tell us more about
cognitive behavioral therapy,
and how it works?

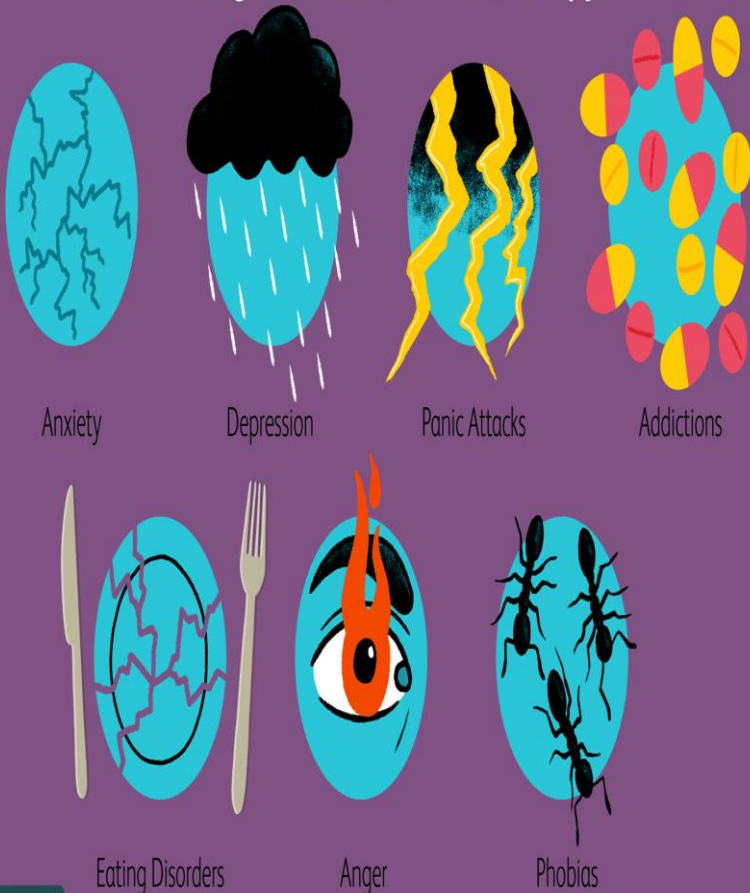
WHERE IS THE ACTION?

Psychodynamic theory which is the backbone of the simple course holds the unconscious is where the action is.

Cognitive behavioral therapy, in contrast says that the conscious, namely thoughts and behaviors, is where the action is.

WHAT IS COGNITIVE BEHAVIORAL THERAPY?

Disorders That Could Benefit From Cognitive Behavioral Therapy

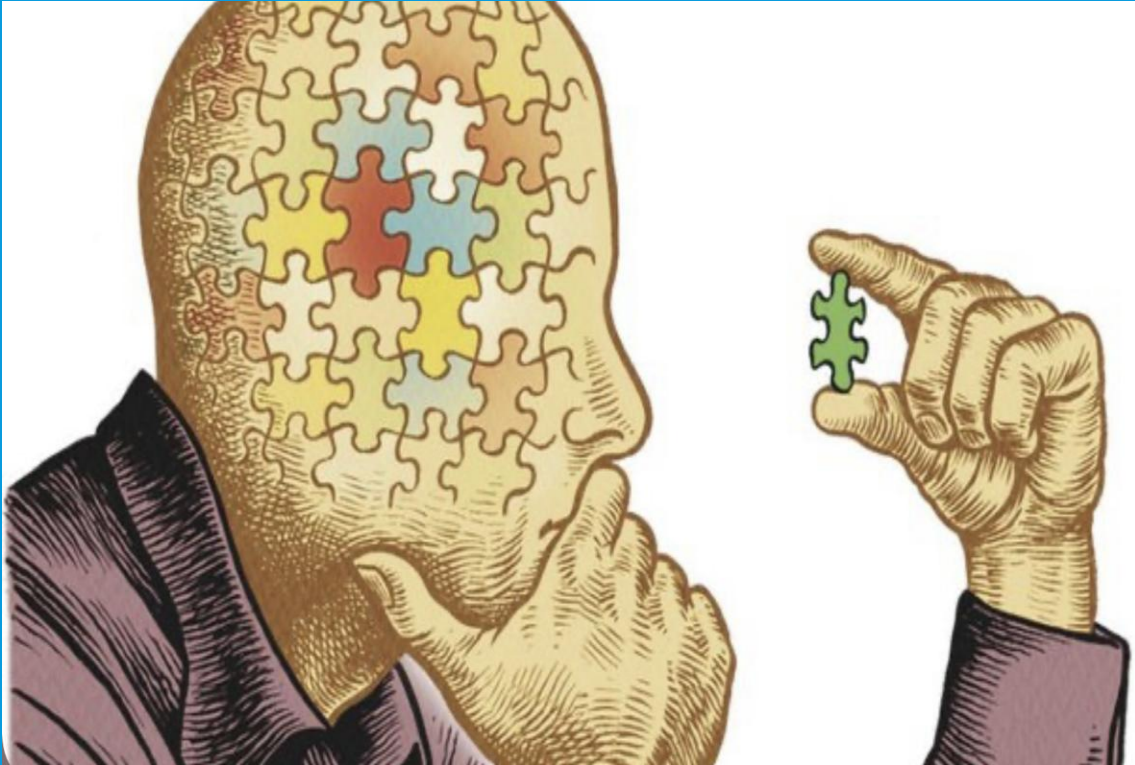


- Cognitive behavioral therapy or CBT is a form of psychological treatment that has been demonstrated to be effective for a wide range of problems such as anxiety, depression, panic attacks, addictions, eating disorders, phobias, and anger issues.
- CBT is based on three core principles: 1. Psychological problems are based, in part, on faulty or unhelpful ways of thinking. 2. Psychological problems are based, in part, on learned patterns of unhelpful behavior and 3. People suffering from psychological problems can learn better ways of coping with them, thereby relieving their symptoms and becoming more effective in their lives.
- CBT treatment usually involves efforts to **change patterns of thinking**. It does this by helping people; 1) learn to recognize distortions in their thinking that are creating problems and then reevaluating these distortions in light of reality. 2) Get a better understanding of the behavior and motivation of others. 3) Use problem-solving skills to cope with difficult situations and 4) Learn to develop a greater sense of confidence in their abilities.
- CBT treatment also usually involves efforts to **change behavior patterns**. It helps people do this by 1) having them face their fears instead of avoiding them. 2) having them use role-playing to prepare for potentially problematic interactions with others and 3) helping them learn to calm their mind and relax their body.

WHAT'S THE DIFFERENCE BETWEEN CBT AND DBT?

- CBT was originally developed for depression, then adapted for anxiety, OCD, PTSD, insomnia, etc... It works well for problems driven mostly by unhelpful thoughts.
- DBT was originally developed for people who struggle with emotion dysregulation, self-harm, impulsivity, and intense interpersonal difficulties. Now it is used for trauma spectrum disorders, ADHD, eating disorders, addictions, and chronic self-criticism.
- CBT focuses on thoughts, identifying and challenging distortions, creating more accurate and balanced thinking and changing behaviour through insight and planning. It asks “What am I thinking, and how does that affect my feelings and actions?”
- DBT focuses on emotions, learning to tolerate distress, manage urges, and regulate intense feelings, building concrete skills for relationships and crisis moments and noticing patterns without judgment. It asks “What skills can help me survive this moment and respond effectively?”
- CBT is cognitive, structured, psychological, teaches people to examine the accuracy of their thinking and is “head-focused”.
- DBT is behavioural and mindfulness-based, more compassionate in tone, accepts emotions first, then works toward change, and is more “heart-and-skills focused”
- CBT uses thought records, behavioural experiments, exposure practices, homework assignments, and cognitive restructuring.
- DBT uses chain analyses, mindfulness practices, distress tolerance skills, emotion regulation skills and interpersonal effectiveness.
- CBT says that emotions come from thoughts so that if you change the thought, you shift the emotion
- DBT says emotions come from multiple sources: biology, history, trauma, environment. Sometimes you can't change your thoughts fast enough, so you need skills to ride the emotion and reduce suffering
- According to CBT if you change your thoughts and behaviours you'll feel better.”
- According to DBT if you accept your emotions and change your behaviours, you'll build a life worth living.” The “dialectic” acceptance and change is the heart of DBT.

INTRODUCING RATIONAL MIND REMEDiation



- CBT history
- What is CBT?
- How does CBT work? 3 core strategies
- Why we need approaches other than CBT

HOW DOES CBT WORK?

CBT Techniques



Applied
Relaxation



Journaling



Desensitization



Set Goals



Cognitive Distortion
Examination



Guided
Discussion

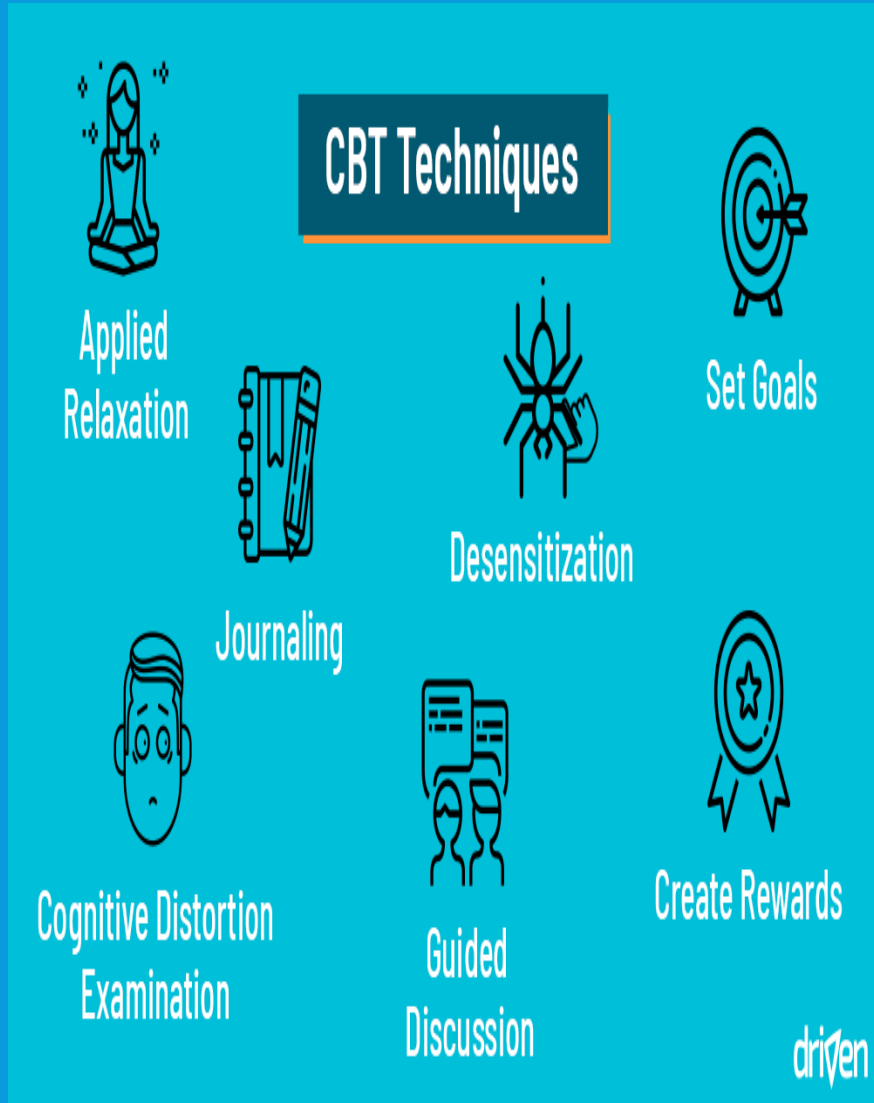


Create Rewards

driven

- CBT is influenced by Stoic philosophy : “It’s not what happens to you but how you react to it that matters.” Epictetus
- CBT focuses on the triad of thoughts, emotions, and behaviors. These three are closely linked parts of human psychology and change in tandem.
- Emotions typically dominate thoughts and behaviors. Emotions are however the most difficult of the three to try to consciously change.
- Thoughts and behaviors are somewhat easier to consciously change, consequently CBT focuses on them in order to change feelings. Hence the name of the popular book “mind over mood”.
- CBT uses different techniques such as relaxation, journaling, desensitization, setting goals, examining cognitive distortions, guided discussions, and creation of rewards.
- Today we’ll focus on the three core CBT strategies:
 - **1. Thought records** which are very similar to holes analysis and rational mind remediation which we’re talking about today. Thought records seek to identify and correct cognitive, or thinking errors
 - **2. Behavioral activation** harvests the power of behavior to change feelings and is in many ways like Simple’s 5th tool, the goals diary card procedure which we’ll look at in a few weeks . And...
 - **3. Behavioral experiments** test people’s negative predictions about the future in a scientific experiment like fashion in order to adjust these predictions.

3 CORE CBT STRATEGIES



- Three core CBT strategies:
- 1. Thought records
- 2. Behavioral activation
- 3. Behavioral experiments

1. THOUGH RECORDS

- Thought records are a common cognitive behavioral therapy exercise.
- They are a practical way of capturing and examining our thoughts and feelings about a situation and evaluating the evidence supporting those thoughts. They are similar to chain analysis.
- Considering the evidence supporting our automatic thoughts allows us to see that we might committing thinking errors. We tend to make the same thinking errors repeatedly because they are based on core beliefs about ourselves and the world
- If you would like to read more about thought records, click on this link. <https://www.psychologytools.com/self-help/thought-records/>

7-Column Thought Record

Name: Rowan Parks

Date: September 25, 2023

Physician's Name: Dr. Charlie Spraggins

Situation/Trigger What happened? Where? When? Who with? How did it happen?	Feelings/Body Sensations Rate your emotions from 0 to 100. What did I feel during that time? How intense were the emotions? What did I notice and feel in my body?	Unhelpful Thoughts/ Images What went through my mind, and which of them disturbed me? What did they mean/say about me or the situation? What am I responding to?	Facts Supporting Unhelpful Thoughts	Facts Opposing Unhelpful Thoughts	Alternative Thoughts What would someone else say about this situation? What advice would I give someone else? Is there another way of seeing it? Is my reaction proportional to the actual event?	Outcome Re-rate your emotions from 0-100. What could I do differently? What would be more effective? What will be more helpful to me/situation? What are the consequences of doing these?
I yelled at my children after they spilled something on my partner's work papers.	Angry = 90% at my children, my partner, myself Disappointed = 70% at my children and myself Guilty and Ashamed = 80% at myself My hands were shaking and I can't breathe properly	I am a horrible parent for getting mad at my children and making them think that they can't make mistakes anymore. I'm a horrible spouse because I blame him and get mad at him for not organizing his papers.	A good parent and spouse will allow their loved ones to make mistakes without punishing them for it or making it a huge deal to the point of reacting in a way harmful to their mental and emotional well-being.	I am a patient person who has forgiven mistakes. I usually encourage my loved ones to make mistakes so they can learn from them. I have been assured by my loved ones that I am a good parent and partner.	I should forgive myself for making the mistake of letting out my anger for something else on my family. I can learn from this and be more aware and open about my feelings to my family.	Angry = 10% Disappointed = 5% Guilty and Ashamed = 50%

1. THOUGH RECORD TEMPLATE: CORRECTING AUTOMATIC NEGATIVE THOUGHTS

7 Column Thought Record

Situation	Feeling/Emotion	Negative Automatic Thought	Evidence for Negative Thought	Evidence against Negative Thought	Alternative, balanced Thought	New Feeling/Emotion
Where were you? What happened?	What did you feel?	What thoughts or images went through your mind?	What evidence is there that supports the negative thought?	What evidence is there that doesn't support the negative thought?	Weighing up the evidence, is there a different, more balanced thought?	How do you feel when you consider the more balanced thought?

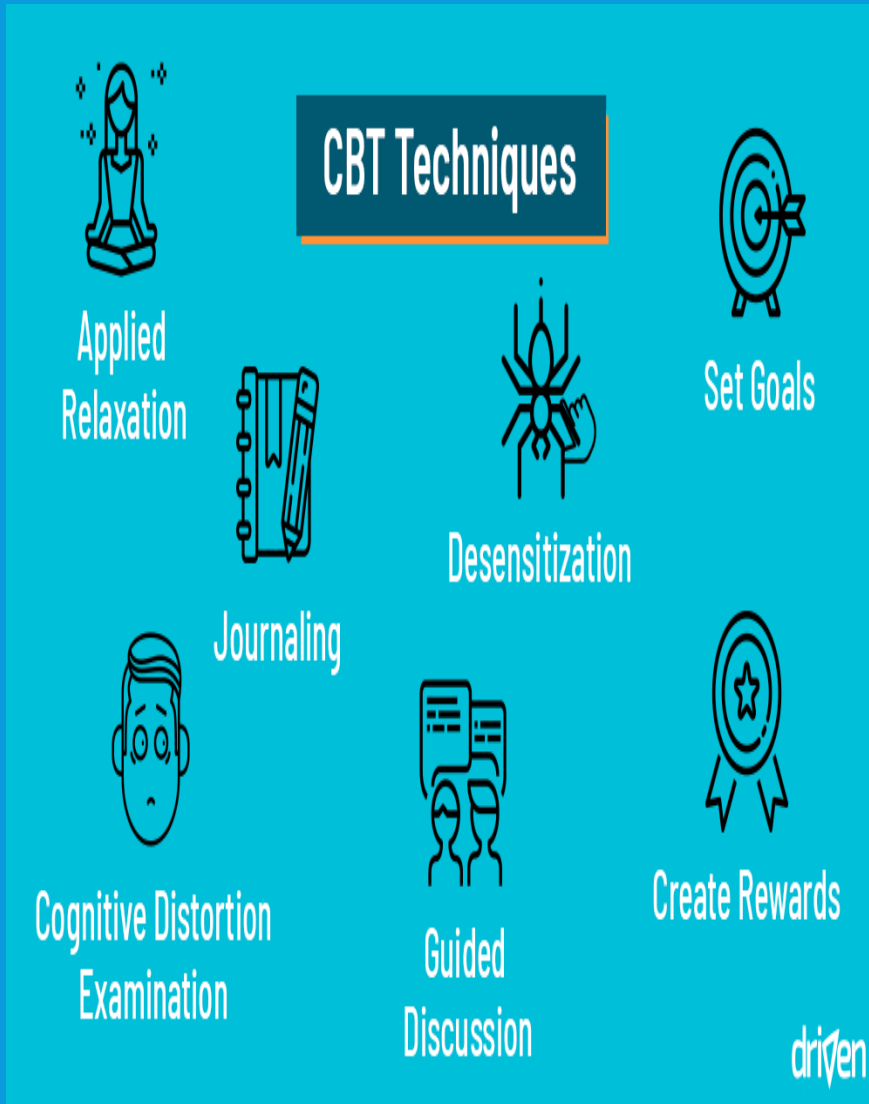
THOUGHT RECORD EXAMPLE 1 — “MY FRIEND DIDN’T REPLY TO MY TEXT.”

1. Triggering Event	2. Emotions	3. Automatic Thoughts	5. Evidence For the Hot Thought	6. Evidence Against the Hot Thought	7. Alternative Balanced Thought
I texted my close friend yesterday, and they still haven’t responded.	<ul style="list-style-type: none">• Anxiety 70%• Sadness 50%• Irritability 30%	<ul style="list-style-type: none">• “She’s ignoring me.”• “I must have done something wrong.”• “She doesn’t value me anymore.”	<ul style="list-style-type: none">• She usually replies the same day.• Last week I was a bit abrupt with her on the phone.	<ul style="list-style-type: none">• She told me she’s under pressure with work deadlines.• She’s gone longer without replying before.• She has never indicated being upset with me.• My abruptness last week was minor; she didn’t seem bothered.	<p>“Her delay doesn’t necessarily mean I did something wrong. She’s probably overloaded, and there are many neutral reasons she hasn’t responded.”</p>
		<p>4. Hot Thought</p> <p>“I must have done something wrong.” (Feels most emotionally charged)</p>			<p>8. New Emotion / Feeling</p> <ul style="list-style-type: none">• Anxiety drops to 30%• Sadness drops to 20%• Irritability drops to 10% <p>Feeling calmer and less self-blaming.</p>

EXAMPLE 2 — “MY PARTNER CAME HOME AND DIDN’T SAY HELLO.”

1. Triggering Event	2. Emotions	3. Automatic Thoughts	5. Evidence For the Hot Thought	6. Evidence Against the Hot Thought	7. Alternative Balanced Thought
My partner walked in the door, went straight to the bedroom, and didn't greet me.	<ul style="list-style-type: none"> • Hurt 80% • Anger 60% • Fear of rejection 40% 	<ul style="list-style-type: none"> • “They’re mad at me.” • “They don’t care how I feel.” • “Our relationship is falling apart.” 	<ul style="list-style-type: none"> • They didn’t say hello. • They looked tense. • We had a small disagreement that morning. 	<ul style="list-style-type: none"> • When they’re stressed from work, they often withdraw briefly when they get home. • They later told me they had a terrible day and just needed a moment. • They consistently show care in other ways. • The morning disagreement was resolved. 	<p>“It’s possible they were upset, but it’s more likely they were stressed and needed space. Their behaviour might have nothing to do with me.”</p>
		<p>4. Hot Thought</p> <p>“They’re mad at me.”</p>			<p>8. New Emotion / Feeling</p> <ul style="list-style-type: none"> • Hurt lowers to 35% • Anger lowers to 20% • Fear lowers to 15% <p>Feeling more understanding and steadier.</p>

3 CORE CBT STRATEGIES



- Three core CBT strategies:
- 1. Thought records
- 2. Behavioral activation
- 3. Behavioral experiments

2. BEHAVIORAL ACTIVATION

Behavioral activation is a CBT tool that's particularly useful in depression. When we are depressed, we usually become less active. The less active we are, the fewer opportunities there are for positive and rewarding things to happen to us. This lowers our mood even more and can become a vicious cycle. Behavioral activation is a way out of this vicious cycle which involves increasing our level of activity even if we don't feel like it to begin with. There are four steps in behavioral activation 1) learning about the vicious cycle of inactivity and worsening depression 2) identifying what really matters to us. 3) scheduling and carrying out meaningful activities to boost our experiences of pleasure and mastery. 4) problem-solving any barriers to activation. If you would like to read more about behavioral activation, click on this link: <https://www.psychologytools.com/self-help/behavioral-activation/>

Behaviour Activation in brief

- **Explore** the situation, e.g. psychosocial assessment
- **Discuss depression** and the aims of BA
- **Discuss/monitor current daily activities**
- **Identify 'better mood'** or positive behaviour—use a list of potential activities to help identify potential positive behaviour
- **Schedule** these activities through the week
 - Start with activities **easy** to implement
 - Be **specific** about when, where, and how
 - Discuss overcoming **obstacles**
 - Explore possible **social support**
 - Identify **rewards** for successful completion
- Each week: **evaluate** and continue; build on success by incorporating more challenging/rewarding/achievement-based activities

Behavioral Activation Worksheet

Name: Roger Lewis

Date: 12/18/2022

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
Morning	Get up at 6:30am and go for a 2km walk before work.	Swap my morning coffee for a green tea.	Get up at 6:30am and go for a 3km walk before work.	Walk to the local coffee shop before work to pick up a coffee.	Get up at 6:30am and go for a 2km walk before work.	Go to my local coffee shop in the morning by myself.	Go to the local community fair.
Afternoon	Sit next to someone different at work.	Go down to the park during my lunch break to get some fresh air.	Organise to get lunch with my brother during our work breaks.	Go down to the park during my lunch break to get some fresh air.	Ask my colleagues if they would like to get lunch with me.	Accept my brother's invite to play a game of tennis with him.	Go over to mum and dad's place for a cup of tea.
Evening	Prepare lunches for the next 4 days at work.	Have a bath.	Clean the apartment when I get home from work. Read my book for 20 minutes.	Call my mum.	Go for a drink with my colleagues.	Prepare and cook myself a nice dinner with good ingredients.	Meal prep lunches for next week. Make sure I am eating enough fruit and vegetables.

CLINICAL EXAMPLE: BEHAVIORAL ACTIVATION

- Maria, a 42-year-old woman, has been feeling depressed for several months. She reports low energy, loss of interest, and difficulty getting out of bed. She says, “I’ll start doing things again when I feel better.”
- **BEHAVIORAL ACTIVATION INTERVENTION:** Her therapist explains that depression leads to withdrawal, and withdrawal reduces opportunities for pleasure, mastery, and connection deepening the depression. Behavioral activation works by reversing that cycle. Together, they create a small, specific, and achievable activity plan.
- **STEP 1: IDENTIFY A VALUE-ALIGNED ACTIVITY** Maria used to enjoy walking her dog by the river and said it always made her feel “a little lighter.” They choose: Walk the dog for 10 minutes, three times this week.
- **STEP 2: BREAK IT INTO THE SMALLEST POSSIBLE STEPS** Put leash by the door the night before. Put on shoes. Walk for 10 minutes (not more—success must be defined as completion, not intensity)
- **STEP 3: PREDICT HOW REWARDING IT WILL FEEL (0–10)** Maria predicts: 2/10 (“Probably nothing will change.”)
- **STEP 4: DO THE ACTIVITY ANYWAY** She does the first walk. Energy was low, but she completed it.
- **STEP 5: RATE THE ACTUAL REWARD (0–10)** She reports: 5/10 She felt a bit calmer, enjoyed watching the dog sniff around, and felt proud she went.
- **STEP 6: REINFORCE** Therapist highlights the discrepancy between prediction (2) and outcome (5), reinforcing the learning that behavior changes mood, not the other way around. Over Several Weeks As she repeats small activities that bring: Pleasure (e.g., coffee with a friend). Mastery (e.g., paying one bill). Connection her mood gradually begins to lift, and her sense of agency returns.
- Behavioral activation is about doing first, feeling later. It breaks the depression cycle by reintroducing meaningful activity, even when motivation is low. Small actions accumulate into larger shifts in mood, energy, and hope.

3 CORE CBT STRATEGIES

CBT Techniques



Applied
Relaxation



Journaling



Cognitive Distortion
Examination



Desensitization



Guided
Discussion



Set Goals



Create Rewards

driven

- Three core CBT strategies:
- 1. Thought records
- 2. Behavioral activation
- 3. Behavioral experiments

3. BEHAVIORAL EXPERIMENTS

Behavioral experiments are planned experiential activities to test the validity of a belief. They are an information gathering exercise, the purpose of which is to test the accuracy of our beliefs about the world and ourselves and to test alternative more adaptive beliefs. Behavioral experiments mirror the role of experiments in science which is to gather evidence with which to test a theory. If you would like to read more about behavioral experiments, click on this link: <https://www.psychologytools.com/resource/behavioral-experiment/#:~:text=They%20are%20one%20of%20the,test%20new%2C%20more%20adaptive%20beliefs>



Behavioural Experiments

Behavioural experiments are a cognitive behavioural therapy (CBT) technique that lets you be your own social scientist and test predictions..

1. Select a belief to test
2. Rate the strength of the belief
3. Decide on a setting/context to test the beliefs
4. Decide on a method for the experiment
5. Conduct the experiment
6. Evaluate the results
7. Review any changes in the belief

By conducting these experiments, you can accumulate evidence to aid in evaluating whether your beliefs are actually realistic.

Behavioural Experiment Worksheet

Situation	Prediction What do you think will happen ? How would you know ? Rate belief (0-100)	Experiment What did you do to test the prediction?	Outcome What actually happened ? Was the prediction correct ?	What was learned Balanced view? (Rate belief 0-100) How likely is what you predicted to happen in the future? (Rate 0-100)
Going to a party with my best friend	I will need to drink alcohol to get through this evening without feeling overwhelmed by anxiety (90%)	Go to party without drinking before and use learnt techniques during the party instead of drinking to manage anxiety.	Went to party without drinking and felt very nervous. Used techniques and they helped calm me down. Got involved in conversations and met a very interesting person who had similar experiences to me. Forgot about worries for a time and still did not take a drink.	I manage to go to cope with my anxieties before and during the social event without resorting to drinking. I still get very anxious but the strategies did help. I also quite enjoyed myself and felt proud at the end of the evening that I had done this. I can enjoy a social occasion without a drink (80%) - but I did need my friend's support and I was only there for a short time

3. BEHAVIORAL EXPERIMENTS

- A behavioral experiment is a CBT tool for testing our thoughts and beliefs and replacing those that are irrational and harmful with healthy alternatives.
- What makes behavioral experiments so powerful is that we get to challenge our thoughts in the real world, as opposed to just hypothetically.
- On page 166 of the simple manual, we give an example of a behavioral experiment which involved Ann, the nurse in the nursing home that had a change ownership, soliciting advice from her supervisor Jane.

BEHAVIORAL EXPERIMENT TEMPLATE

Behavioural Experiment

Prediction

What is your prediction?
What do you expect will happen?
How would you know if it came true?

Rate how strongly you believe
this will happen (0-100%)

Experiment

What experiment could test this prediction? (where & when)
What safety behaviours will need to be dropped?
How would you know your prediction had come true?

Outcome


What happened?
Was your prediction accurate?

Learning

What did you learn?
How likely is it that your predictions will happen in the future?

Rate how strongly you agree
with your original prediction
now (0-100%)

CLINICAL EXAMPLE: BEHAVIORAL EXPERIMENT

- David, age 35, has social anxiety. His core belief is “If I speak up in a group, people will think I’m stupid.” This belief feels entirely true to him and leads to avoidance of meetings and conversations.
- **THE BEHAVIORAL EXPERIMENT**
 1. **IDENTIFY THE PREDICTION** Therapist: “If you were to speak up once in a meeting, what do you predict will happen?” David predicts: “People will look annoyed.” “Someone will correct me.” “I’ll feel humiliated.” Probability this will happen: 90%
 2. **DESIGN A SAFE, MEASURABLE EXPERIMENT** They plan a small experiment for his next work meeting: David will make one brief comment or ask one question. Afterward, he will observe: Did anyone look annoyed? Did anyone correct him harshly? Did people respond neutrally, positively, or supportively? They agree to collect data rather than judge the experience emotionally.
 3. **CONDUCT THE EXPERIMENT** David attends the meeting and says: “Could we clarify the timeline for the project so I can sync my part with the team?” No one looks irritated. Two colleagues thank him for bringing it up. The meeting continues normally.
 4. **COMPARE PREDICTION VS. OUTCOME** Prediction: 90% chance of humiliation Outcome: 0% humiliation, 100% normal interaction David reports: No negative reactions. Some positive responses . Anxiety dropped quickly after speaking He realizes the belief “Everyone will think I’m stupid” may not be accurate.
 5. **REVISED BELIEF** Old belief: “If I speak up, I’ll be judged.” New, more balanced belief: “Speaking up is usually safe. Some people may even appreciate it.” Confidence in new belief grows with repetition. 
- A behavioral experiment is not about proving the person wrong, it’s about testing a belief with curiosity. CBT teaches that thoughts are hypotheses, not facts. Experiments give real-world data that emotional mind cannot argue with. Small data points can lead to big cognitive shifts.

MIND OVER MOOD

OVER
1,300,000
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SECOND EDITION



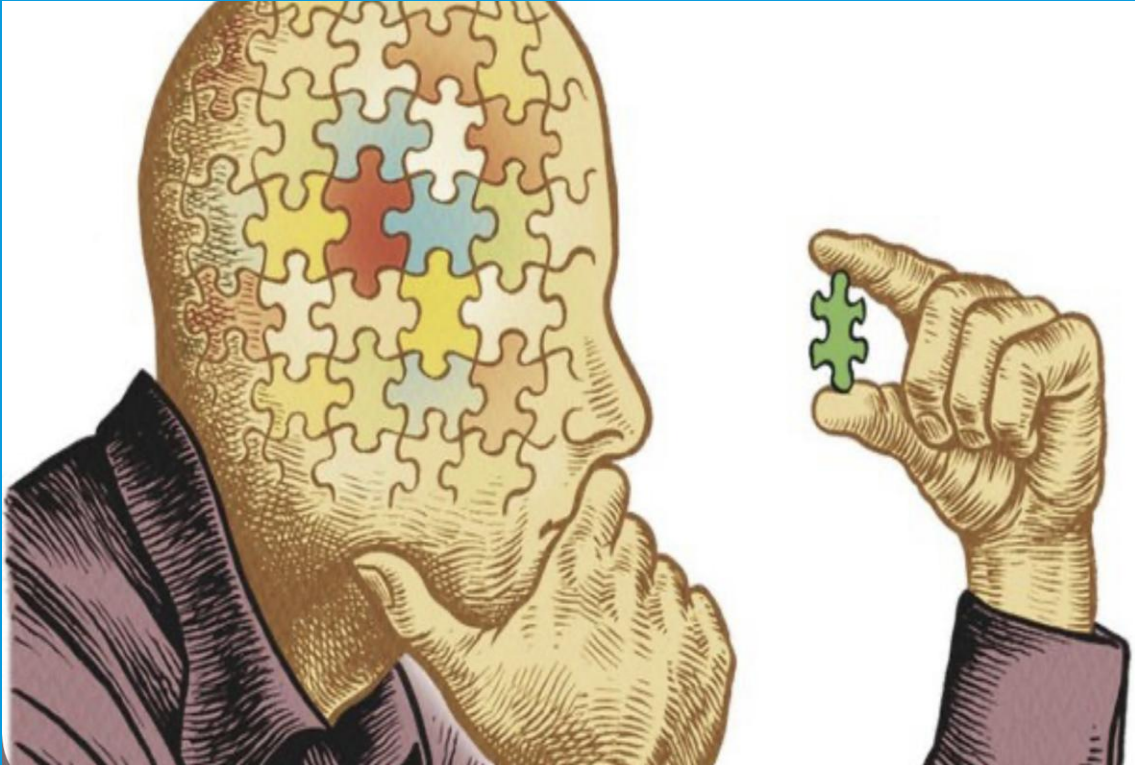
Change How You Feel
by Changing the
Way You Think

Dennis Greenberger, PhD | Christine A. Padesky, PhD

Feeling Good

WITH DAVID D. BURNS, M.D.

INTRODUCING RATIONAL MIND REMEDiation



- CBT history
- What is CBT?
- How does CBT work? 3 core strategies
- Why we need approaches other than CBT



If CBT has been shown to be such an effective therapeutic model, why is there a need for other approaches such as DBT or simple ?

LIMITATIONS OF CBT



- CBT focuses on consciously changing thoughts and behaviors in order to change our less easy to consciously change feelings .
- CBT works best with people that don't have significant psychosocial development issues underlying their cognitive distortions.
- Issues in psychosocial development are often related to insecure attachment and developmental or adult trauma. These give rise to patterns of feeling, thinking and behaving or of personality, which are very automatic, ingrained, and difficult to change using only CBT strategies
- In people with significant psychosocial developmental issues focusing on thoughts and behaviors without considering emotions is like pushing the tip of the Freudian iceberg in one direction while a strong underwater current pushes the submerged part of the iceberg in a different direction.
- When they are motivated, people are often, in the short term, able to deliberately change their thoughts and behaviors but it's difficult to sustain this over the long term unless unconscious emotions have also changed. Ex. Couples reconciling after a breakup
- Some people have tried to address this shortcoming . For example, American psychologist Jeoffrey Young developed "Schema therapy" which is a CBT adaptation for personality issues.
- In my opinion Schema therapy is not nearly as elegant or useful a map of the mind as are the attachment and trauma theory and IFS we discuss in Simple.

CBT works best when:

- Emotional arousal is manageable
- Core attachment wounds are not dominant
- The person can access rational mind

CBT struggles when:

- Emotions overwhelm cognition
- Trauma drives reactions
- Personality patterns are entrenched

INTRODUCING RATIONAL MIND REMEDIATION IS DIVIDED INTO 3 MAIN PARTS

1. Why emotional mind gets us stuck

2. What CBT teaches us (and where it falls short)

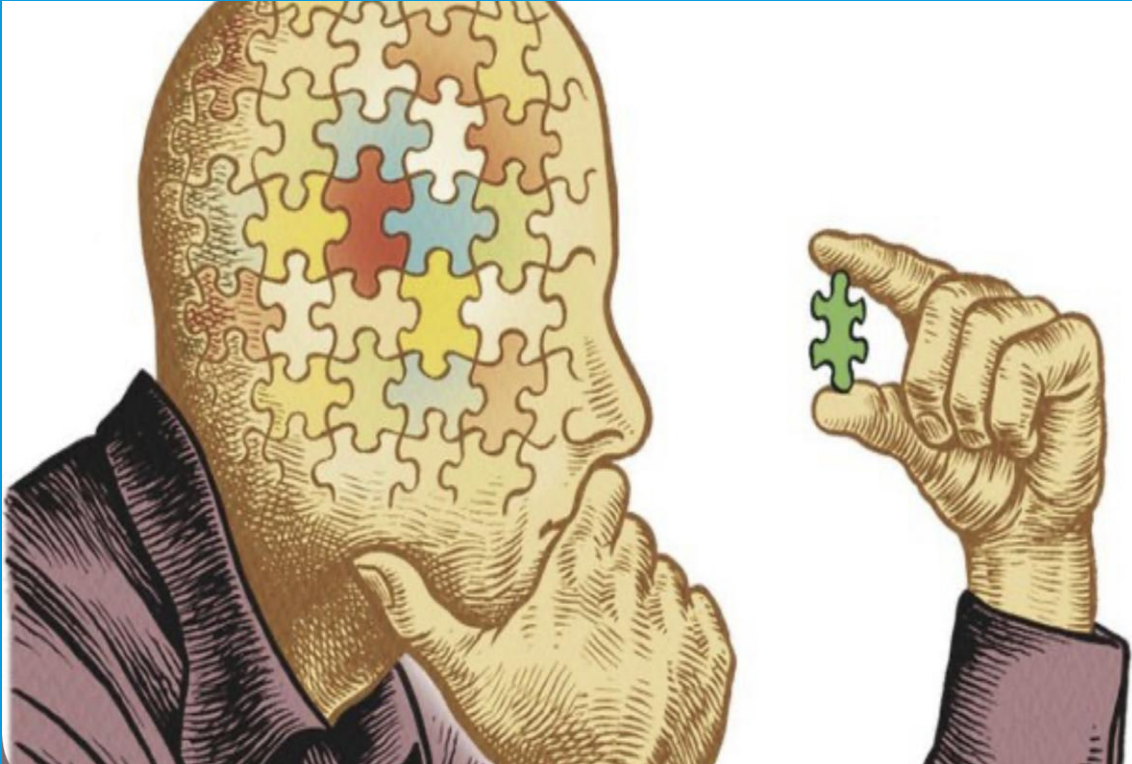
3. Simple's shortcut: Rational Mind
Remediation (the part that's really
important to remember)

INTRODUCING RATIONAL MIND REMEDICATION



- Is rational mind remediation just a thought record
- The 2 rational mind remediation algorithms
- Examples of rational mind remediation

INTRODUCING RATIONAL MIND REMEDiation



- Is rational mind remediation just a thought record
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Is Simple's 4th tool, rational mind remediation, just CBT's thought records by another name ?

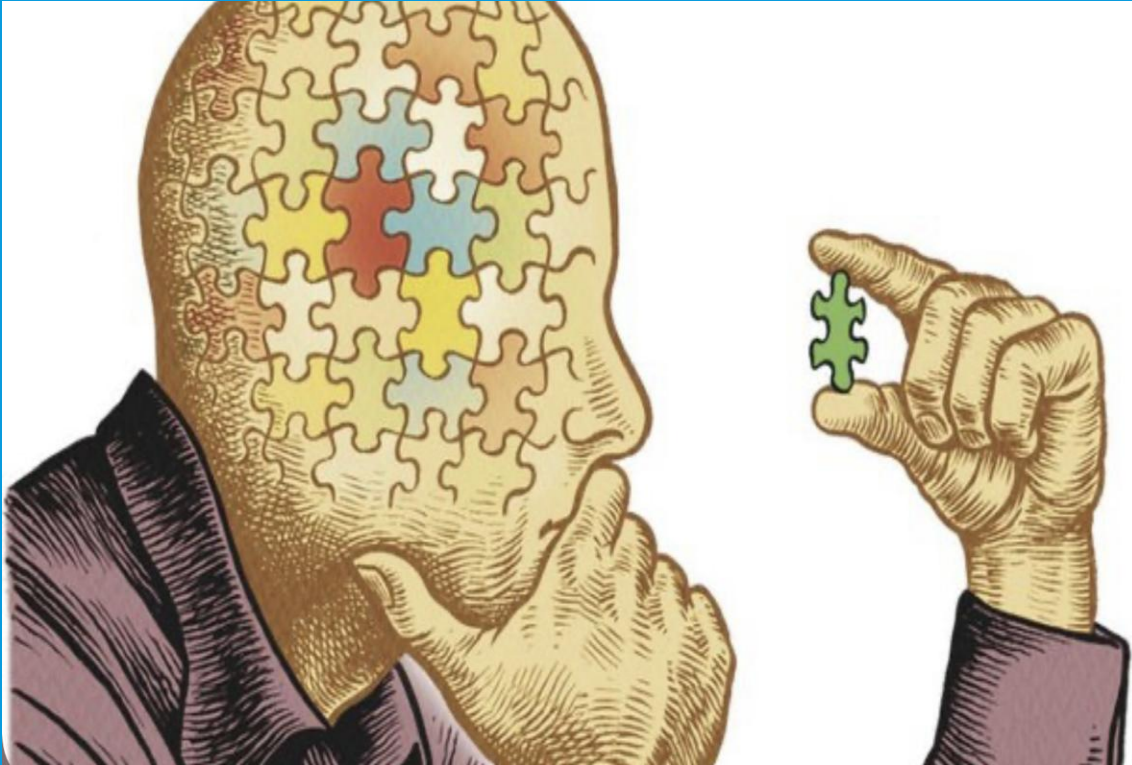
RATIONAL MIND REMEDIATION VS. THOUGHT RECORDS

7 Column Thought Record

Situation	Feeling/Emotion	Negative Automatic Thought	Evidence for Negative Thought	Evidence against Negative Thought	Alternative, balanced Thought	New Feeling/Emotion
Where were you? What happened?	What did you feel?	What thoughts or images went through your mind?	What evidence is there that supports the negative thought?	What evidence is there that doesn't support the negative thought?	Weighing up the evidence, is there a different, more balanced thought?	How do you feel when you consider the more balanced thought?

- It's very challenging to do thought records while in emotional mind because thought records call on you to think rationally which is very difficult to do while you are in emotional mind.
- To do thought records you have to be in rational or wise mind (since those are the mind states that are able to come up with alternative thoughts.)
- To do thought records you have to be in or close to the window of tolerance. If you're too far from that window you need to use crisis plans and distress tolerance skills before trying to do thought records.
- Often, just thinking of the situation for which we doing the thought record, triggers a return to emotional mind, hence it can be a struggle to come up with alternative thoughts.
- Even the most basic introductory CBT courses last anywhere from 8 to 12 weeks. We can't spend that much time in simple on CBT. We have a lot of other material to cover.
- **Rational mind remediation** is a shortcut or hack meant to make it easier to do **thought records**. Rational mind remediation uses two “dissociative” techniques to try to achieve this.

INTRODUCING RATIONAL MIND REMEDICATION



- Is rational mind remediation just a thought record
- The 2 simple rational mind remediation algorithms
- Examples of rational mind remediation



Video of
hole falling

Trigger



Dashboard
state



Emotional mind: dysregulated thoughts, feelings, behaviors and sensations -> suffering

Rational mind
remediation

Trigger



Dashboard
state



Using tools skills and strategies rational mind pastes in well regulated thoughts, feelings, behaviors and sensations to replace dysregulated ones -> pain but no suffering



Wise mind
remediation

Dashboard
state



Wise mind is like an ideal parent that sees and understands emotional mind, it doesn't overpower it, it holds it and comforts it and gently takes charge acting with reason and compassion-> acceptance

I see emotional mind, and compassionately understand it ...



But I also see that there is another way to think and behave that will be better for everyone involved

We don't start by thinking better.
We start by becoming regulated enough *to think at all*.

HACKING THOUGHT RECORDS: RATIONAL MIND REMEDIATION

- Any method that gets you out of emotional thinking and into rational thinking is, in essence, doing a thought record. One of the simplest and most powerful “hacks” for going from emotional to rational mind is to ask yourself:
 - A) If a good friend came to you with the exact same situation, what would you say to them? Or:
 - B) If a calm, well-regulated friend were in this situation, how would they handle it?
- This works because:
 - When we imagine someone else, we automatically shift into rational thinking.
 - We become more generous, thoughtful, and evidence-based.
 - We stop catastrophizing.
 - We gain access to the very wisdom that emotions were blocking.
- In other words, this hack bypasses the entire formal structure of a thought record but produces the same end result, a cognitive reframe. It gets the person into the part of their brain that can evaluate evidence, consider context, and see nuance. This captures the essence of the thought record.

RATIONAL MIND REMEDIATION — “FRIEND HACK” ALGORITHM

- 1. What Happened? Describe the triggering event in one or two sentences. Event:
- 2. What Am I Feeling? Name the emotions and rate their intensity (0–100%).
- 3. What Is the Hot Thought? What is the most upsetting thought, the one that feels most true in the moment?
Hot Thought:
- Next do either step 4 A) or 4 B)
- 4. A) If a Friend Were in This Situation... Imagine a friend you care about. They come to you with the exact same situation.
 - I) What would I tell them?
 - II) What perspective would I offer them?
- 4. B) If a Calm, Well-Regulated Friend Were in My Shoes...Imagine someone who is grounded, thoughtful, and balanced.
 - I) How would they see this situation?
 - II) What would they probably do next?
- 5. My Balanced (Wise Mind) Thought. After considering the above, write a more balanced, realistic, compassionate interpretation of what happened to you. Balanced Thought:
- 6. Re-rate the Emotions. After doing the exercise, rate your emotions again. (0-100%)

THOUGHT RECORD EXAMPLE A — “MY FRIEND DIDN’T REPLY TO MY TEXT.”

1. Triggering Event	2. Emotions	3. Automatic Thoughts	4. The Friend Hack: What would I tell a friend if they were in this situation?	5. Balanced Thought (Wise Mind)
I texted my close friend yesterday, and they still haven’t responded.	<ul style="list-style-type: none">• Anxiety 70%• Sadness 50%• Irritability 30%	<ul style="list-style-type: none">• “She’s ignoring me.”• “I must have done something wrong.”• “She doesn’t value me anymore.” 4. Hot Thought “I must have done something wrong.” (Feels most emotionally charged)	Imagine someone you care about sits down with you and says: “My friend hasn’t replied to my text. I think I did something wrong.” You would likely say something like: “There are lots of reasons someone may not reply right away. You didn’t do anything wrong, she’s probably busy or overwhelmed. Give it a little more time before assuming the worst.” You might also advise them: <ul style="list-style-type: none">• “Remember she’s been under pressure at work lately.”• “Delays in communication don’t automatically mean something is wrong.”• “Try sending a gentle follow-up later if you’re still unsure.”	“Her delay doesn’t mean I did something wrong. She’s likely busy, and there are many neutral explanations.” 6. Emotion After the Reframe <ul style="list-style-type: none">• Anxiety drops to 30%• Sadness drops to 20%• Irritability drops to 10% Felt shift: Calmer, less self-blaming, more grounded.

EXAMPLE B — “MY PARTNER CAME HOME AND DIDN’T SAY HELLO.”

1. Triggering Event	2. Emotions	3. Automatic Thoughts	4. The Well-Regulated Friend Hack: What would a grounded, balanced friend do?	5. Balanced Thought (Wise Mind)
My partner walked in the door, went straight to the bedroom, and didn't greet me.	<ul style="list-style-type: none">• Hurt 80%• Anger 60%• Fear of rejection 40%	<ul style="list-style-type: none">• “They’re mad at me.”• “They don’t care how I feel.”• “Our relationship is falling apart.”	<ul style="list-style-type: none">• Imagine a friend who is generally calm, steady, and emotionally regulated.• If they came home and their partner didn’t say hello, they might: Pause before assuming anything. Think, “They must have had a tough day.” Give their partner a little space. Check in later with curiosity rather than fear or accusation. Say something like, “Hey, you seemed stressed when you came in, everything okay?”• The key point is: A regulated friend wouldn’t jump to catastrophic conclusions. They would consider context, and their first interpretation would be compassionate, not self-blaming.	<p>“It’s possible they were upset, but it’s more likely they were stressed and needed some space. It may have nothing to do with me.”</p>
		<p>4. Hot Thought</p> <p>“They’re mad at me.”</p>		<p>6. Emotion After the Reframe</p> <ul style="list-style-type: none">• Hurt lowers to 35%• Anger lowers to 20%• Fear lowers to 15% <p>Felt shift: More understanding, less reactive, more connected to Wise Mind.</p>

These two examples show how the friend hack instantly moves us from emotional thinking to rational thinking. When we imagine what we'd tell a friend, or what a well-regulated friend would do, we stop reacting and start thinking. That shift is the essence of what a thought record is meant to accomplish.

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

Dissociative technique 1



1. Start with your chain analysis

2. 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

3. How could your friend have seen or interpreted the situation differently if they had been in rational mind?

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

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

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

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

2. ALGORITHM B- WHAT WOULD AN EMOTIONALLY WELL-REGULATED FRIEND DO ?

Dissociative technique 2



1. Start

Start with your chain analysis

2. Imagine

Imagine that what happened to you happened instead to a friend who is well regulated

3. Imagine

Imagine how they might have seen or interpreted the situation and thought and behaved differently

3. Imagine

Imagine what they might have done. Write this down

4. Reclaim

Reclaim the situation as your own and play it the way your friend did use the edit, splice, and paste technique

5. Practice

Practice that scenario in your imagination

RATIONAL MIND REMEDIATION TEMPLATE

RATIONAL MIND REMEDIATION

Imagine that your situation or event happened instead to a friend, an acquaintance, or an imaginary person. They have come to you for help with the issue. You may choose to give them a name. Your role is to help them.

1. Describe the situation.	2. Describe your feelings.	Automatic Thoughts 3. What thoughts or images were going on in your mind as the situation unfolded?	Balanced Thoughts 4. Was there another, more balanced way to look at or think about the situation or event?	Behaviour 5. What behaviours might have resulted from the more balanced way of looking at the situation?	How can you practice alternate thoughts and behaviours if a similar event or situation happens again?

Important Safety Rule

Rational Mind Remediation only works when:

- You are within or near your window of tolerance
- Emotional arousal is manageable

If not:

- Use crisis plans
- Use distress tolerance
- Return to RMR later

INTRODUCING RATIONAL MIND REMEDiation



- Is rational mind remediation just a thought record
- The 2 rational mind remediation algorithms
- Examples of rational mind remediation after Joan and Nicole present. (if we have time)

TODAY: THE WHAT AND HOW OF WISE MIND



- Two weeks ago, we discussed “what” to do if you’d like to develop more mindfulness.
- Today we will review “how” to use the mindfulness skills
- This section of the workbook focuses on how to use wise mind and radical acceptance in daily life
- Note that the way we’ll present these ideas today differs slightly from how they are presented in the skills training workbook

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 Today			X
	Completed a Task Mindfully Today			X
	Practiced Loving-kindness Meditation Today			X

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



LAST SKILLS SESSION



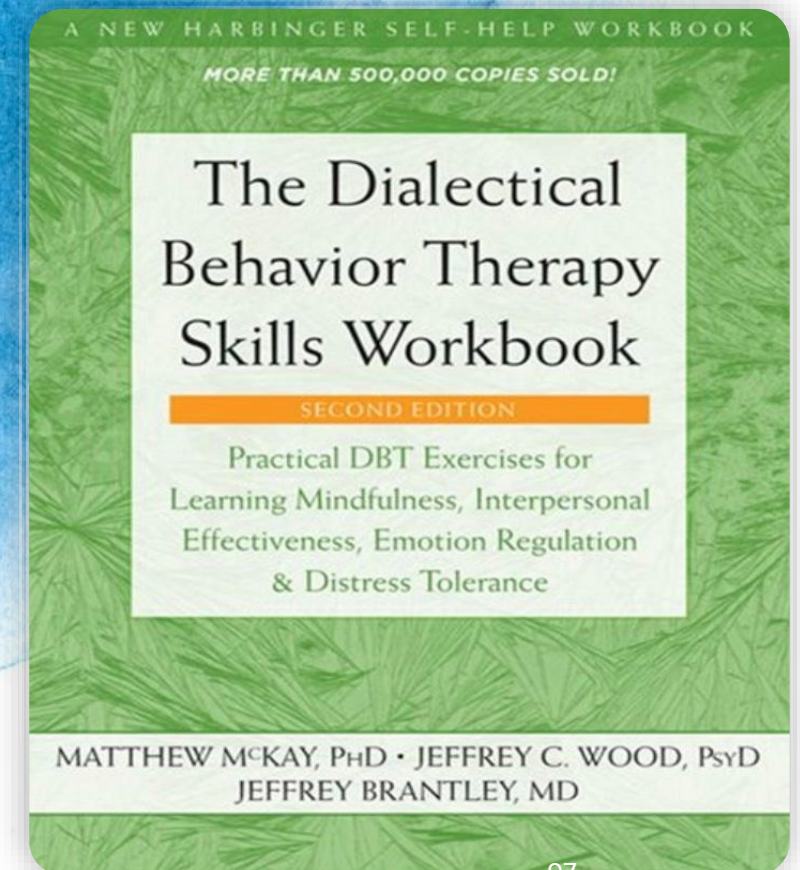
TODAY

DBT ADVANCED MINDFULNESS SKILLS

Skills training workbook Pages 110-131

Advanced mindfulness skills

1. Wise mind
2. How to make Wise mind decisions
3. Radical acceptance
4. Judgements and labels
5. Self compassion... and
6. Mindful communication



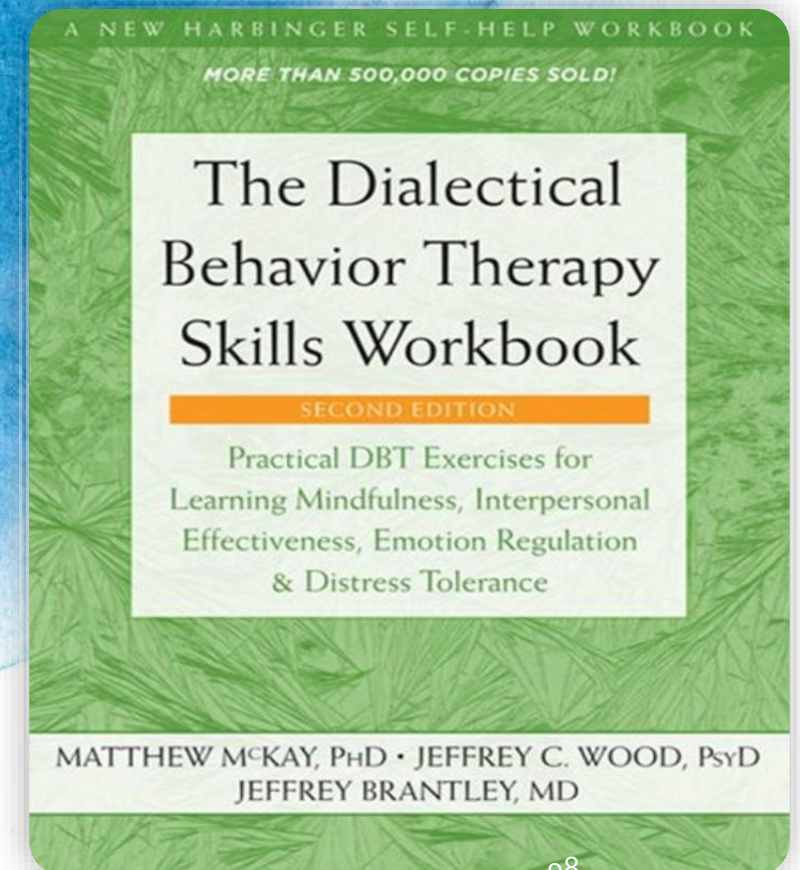
DBT ADVANCED MINDFULNESS SKILLS

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REVIEW: WHAT IS WISE MIND?



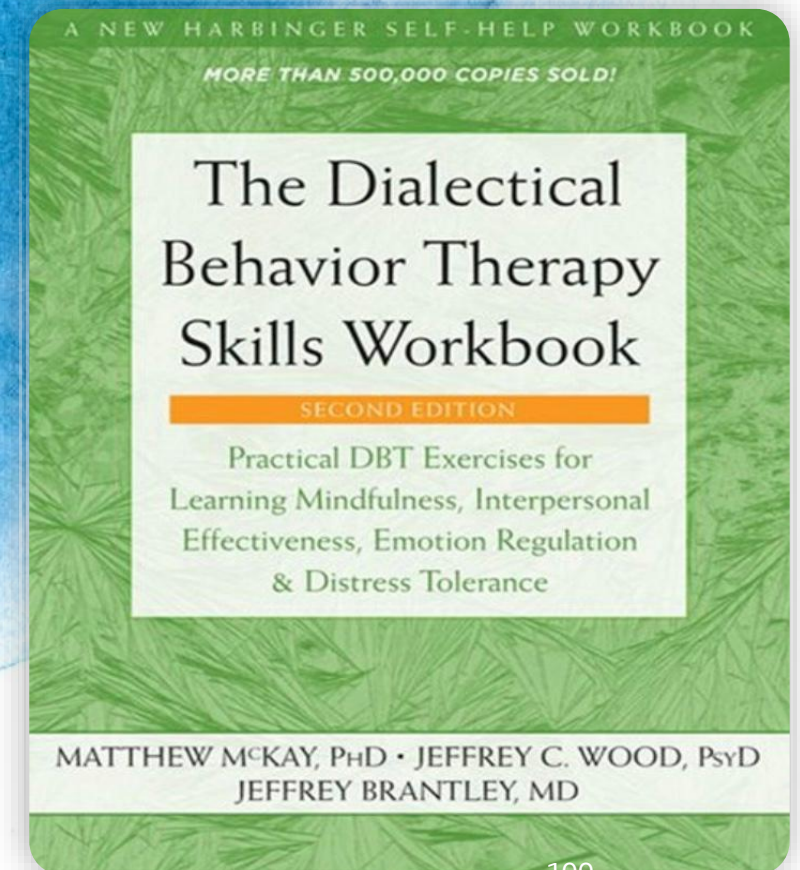
- In Emotional mind we judge what is happening and make decisions and take action based on those emotions. When we are emotionally activated, we see what is happening from an emotional mind perspective. In a way it's like we're "possessed" by emotional mind and may be blind to other perspectives.
- Rational Mind analyzes facts and thinks logically about the world.
- It's very difficult to hold both an emotional mind and a rational mind perspective at the same time. To see emotional and rational mind at the same time you need to be in wise mind.
- Wise mind is present when while 1) our emotional mind is activated and telling us what to think and do, we also feel the presence of 2) a compassionate, curious, clear, creative, calm, confident, courageous, and connected Self, that sees, understands, empathizes with and calms our emotional mind and knows what to think and do that is in our, other people's and the world's best interest.
- Accessing wise mind is a skill that we must practice in order to become good at. At first, when we're activated, wise mind is only a faint presence but with practice it grows more robust. Eventually it feels like a solid robust presence even at times of strong emotional activation. Wise mind helps us make mature healthy decisions instead of impulsive emotional ones that end up making our and other people's lives worse.
- Wise mind distinguishes well regulated from dysregulated emotions. Well regulated emotions don't need help from wise mind.

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HOW TO FOSTER WISE MIND

Is wise mind the same as intuition ?

Wise mind is sometimes mistaken for intuition and thought to be a “gut feeling”

Simple doesn't see wise mind as a “gut feeling”, it sees it as being associated with the self-observing executive function pre-frontal cortex which sees, understands and integrates body sensations, emotions and reason and takes all these into account in its choices and decisions

On page 112 the skills training workbook you'll find a practice to help you foster wise mind

Later in the course we'll discuss wise mind remediation and present an algorithm and template for fostering wise mind

How to make wise mind decisions

If during a period of emotional activation, you want to develop the ability to feel the presence of wise mind try asking the following questions:

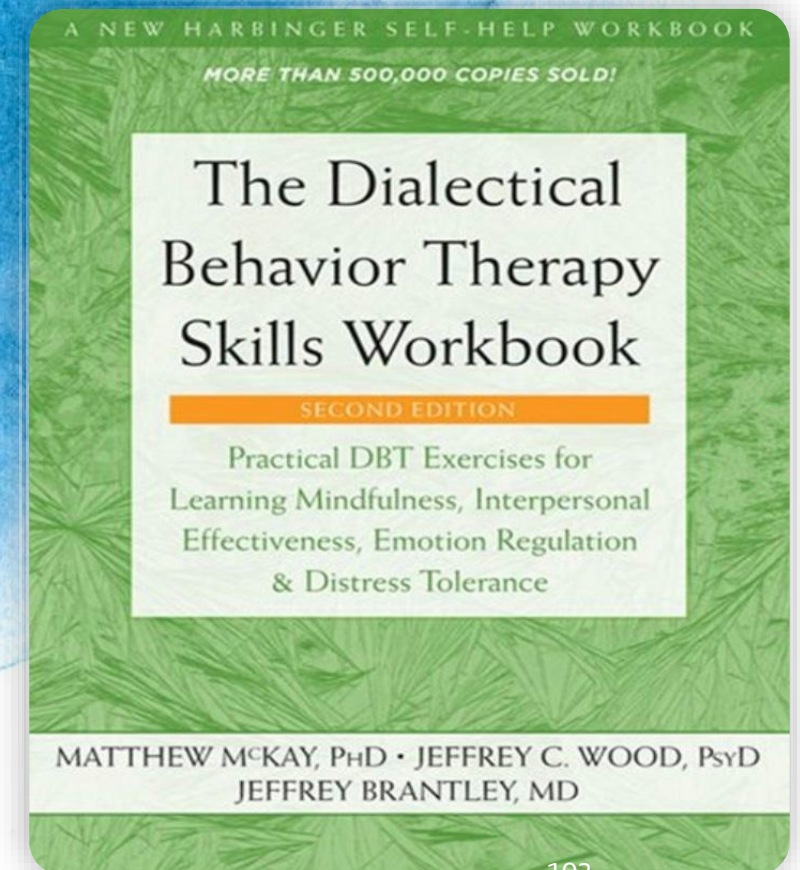
1. Am I completely possessed by my emotions? or do I have a perspective on those emotions that seems objective and calm while also feeling the emotions? what are my emotions saying to me and what are they urging me to do?
2. Is my behavior guided only by what my emotions are telling me to do or is it influenced also by that calm objective perspective ?
3. Is my behavior helpful 1) in the short term only 2) over the long term 3) both?

DBT ADVANCED MINDFULNESS SKILLS

Skills training workbook Pages 110-131

Advanced mindfulness skills

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2. How to make Wise mind decisions
- 3. Radical acceptance**
4. Judgements and labels
5. Self compassion... and
6. Mindful communication



MINDFULNESS, RADICAL ACCEPTANCE AND WISE MIND

Recognize
What is happening

Allow
Life to be just as it is

Investigate
With a gentle, curious attention

Nurture
With loving presence

Tara Brach

- What is the relationship between mindfulness, radical acceptance and wise mind ?
- Being psychologically **mindful** is being aware of our thoughts, emotions, physical sensations and actions.
- **Radical acceptance** is accepting our experience as it is, even if it's negative, without resisting or judging it.
- **Wise mind** is both mindful and radically accepting. Wise mind is aware of our sensations, feelings, thoughts and behaviors. It also radically accepts all these without judgement or resistance.
- Resisting or judging negative experiences, triggers secondary emotional reactions which take us deeper into emotional mind holes.
- Developing mindfulness, radical acceptance, and wise mind requires practice because they are new habits which must be incorporated into our personality. Developing these habits can, however, be life changing.

PRACTICE RADICAL ACCEPTANCE BY...

A) reducing negative judgements

- To reduce judgmental thinking, we must become aware of when we are being judgmental
- Use the **Negative Judgments Record** (p. 117-118) to keep track of your judgmental and critical thoughts throughout the week
- Try doing this daily for a week
- As a reminder use sticky notes, phone alarms, visual reminders
- Use judgmental thoughts as a target in your holes diary card

B) practicing beginner's mind

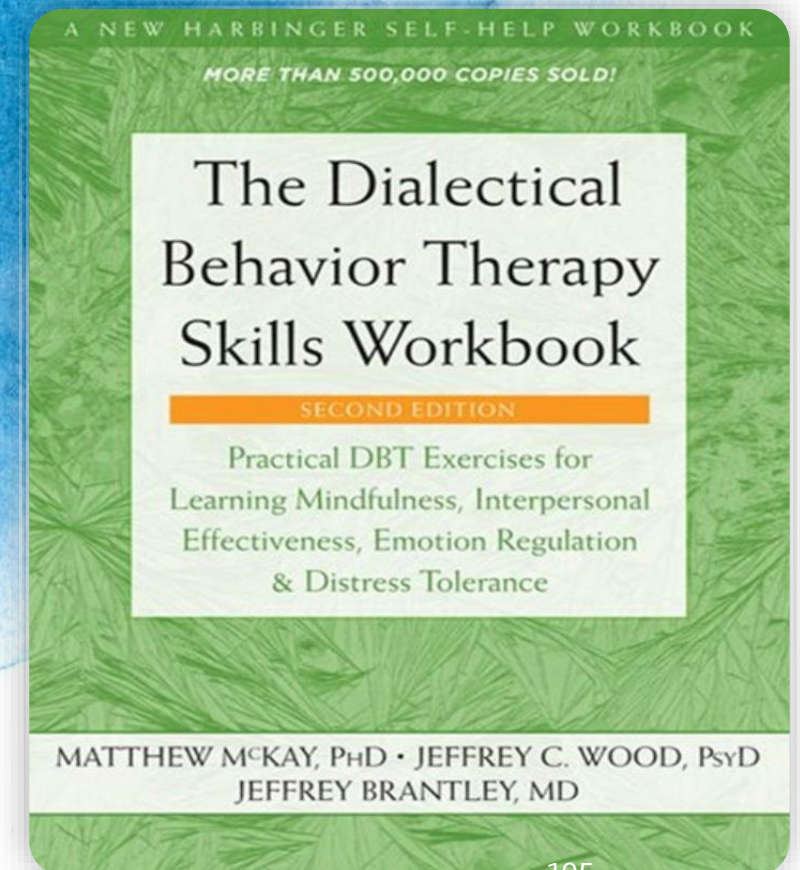
- As you're becoming mindful of your negative judgments consider also your positive judgments. These too can sometimes be problematic
- When we engage in positive judgement, such as thinking someone is the ideal partner, and we'd be better with them than our current partner, we are setting ourselves up for suffering...
- Radical acceptance requires us to be nonjudgmental, this includes positive judgements
- The **Beginner's Mind Exercise** asks you to record positive and negative judgments for 1 week (p. 120-121)

DBT ADVANCED MINDFULNESS SKILLS

Skills training workbook Pages 110-131

Advanced mindfulness skills

1. Wise mind
2. How to make Wise mind decisions
3. Radical acceptance
- 4. Judgements and labels**
5. Self compassion... and
6. Mindful communication



HOW TO DEVELOP A NON-JUDGMENTAL ATTITUDE

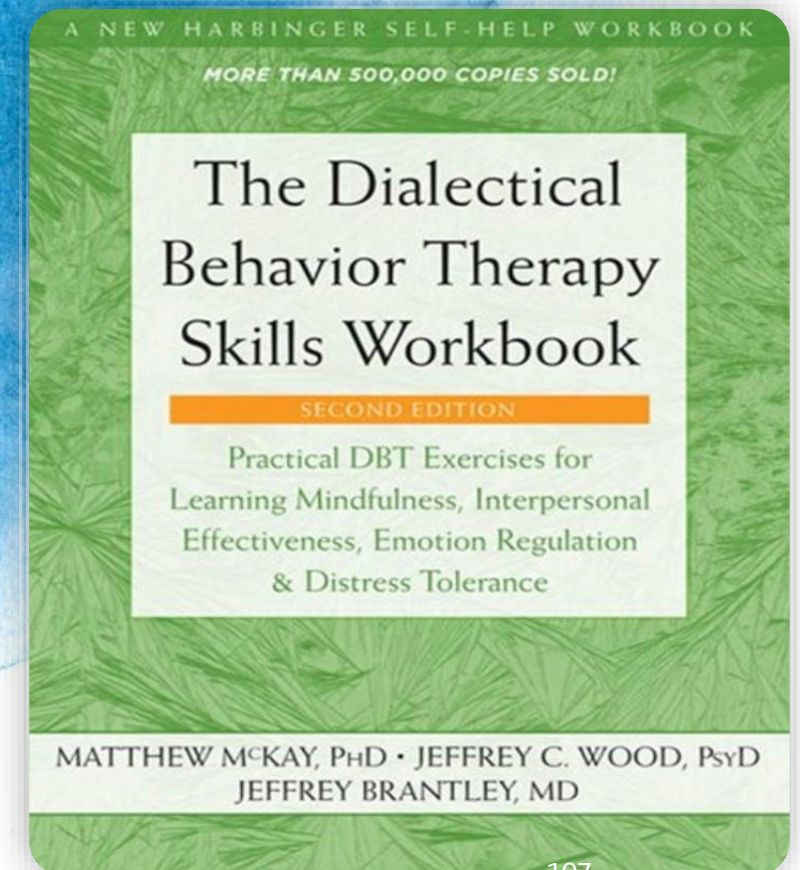
- Judgmental thoughts positive or negative can lead to suffering.
- Radical acceptance and wise mind involve letting go of judgments
- Judgment Diffusion is a technique for letting go of judgements.
- In the previous skills session, we discussed **thought diffusion**, in which we might for example visualize our **thoughts** floating away on a leaf in a stream
- **Judgment diffusion** (p. 122) asks us to do the same thing, but with **judgments**
- Choose the visualization that works best to help you let go of judgements. follow the script
- Another way of fostering a nonjudgmental attitude involves pendulating between our judgements and the present moment
- You can find the Judgments vs. the present moment exercise on p. 124 of the workbook
- This exercise helps us learn to shift our attention between our judgments and the present moment
- The object of this exercise is to help us recognize when we've become stuck in our judgments and if we notice this occurring, how to ground ourselves using our 5 senses.

DBT ADVANCED MINDFULNESS SKILLS

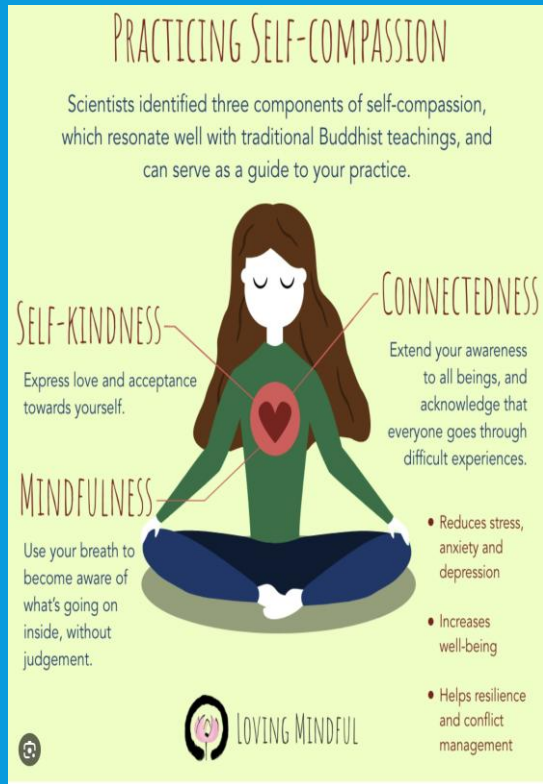
Skills training workbook Pages 110-131

Advanced mindfulness skills

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2. How to make Wise mind decisions
3. Radical acceptance
4. Judgements and labels
5. **Developing self-compassion**
6. Mindful communication



DEVELOPING SELF-COMPASSION



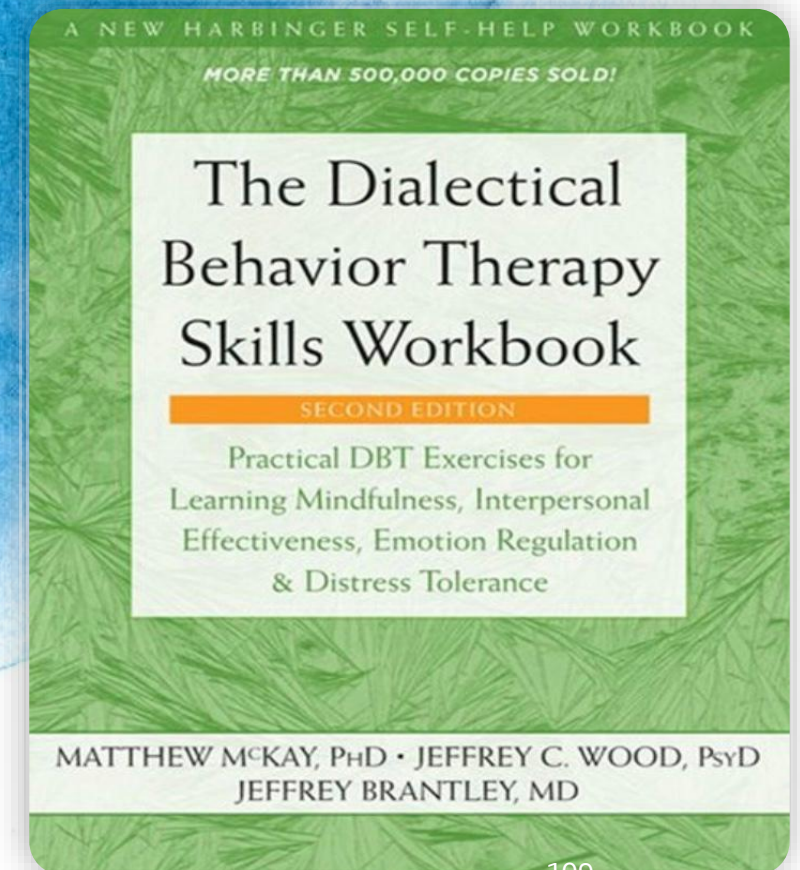
- Having **compassion** means recognizing that another sentient being is in pain and wanting to help lessen that pain
- Treating someone with compassion means meeting them with kindness and without judgment. Are we self-compassionate?
- Having compassion for ourselves is very important. It is however often easier to have compassion for others than for ourselves
- There are many emotional reasons why we struggle to be self-compassionate. Wise mind, however, is always self-compassionate
- Imagine if a beloved family member or friend in pain came to you feeling they didn't deserve your compassion, would you agree with them?
- Making positive changes in our life involves learning to be self-compassionate.
- Punishing ourselves doesn't help us make changes and often makes us feel worse
- Self-compassion requires radical acceptance.

DBT ADVANCED MINDFULNESS SKILLS

Skills training workbook Pages 110-131

Advanced mindfulness skills

1. Wise mind
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3. Radical acceptance
4. Judgements and labels
5. Developing self-compassion... and
- 6. Mindful communication**



HOW TO DEVELOP MINDFUL COMMUNICATION



- Mindfulness skills are essential for effective communication
- We'll explore this in greater detail in the last module of the course: Interpersonal effectiveness
- When we judge others, we risk unproductive communication and damage to the relationship.
- One way to promote mindful communication is to turn "you" (you did this...you are this...) statements which can be blaming and judgmental into "I" statements (I feel this...I think this...)
- "I" statements are more non-judgmental than "you" statements and make it more likely that others will try to understand you rather than become defensive. They are one step towards effective communication.
- Try the exercise "practice turning "You" statements into "I" statements" found on p. 129 of the workbook
- Don't worry if you don't totally get this , we will come back to it in more detail in Interpersonal effectiveness module

EXAMPLES OF
RATIONAL MIND
REMEDICATION
SESSION 17

Page 183 of Simple manual: Sam

Page 186 : Allison

Page 189 : George

Page 190 : Kelly



SAMANTHA
P. 183

- **Samantha** was a 22-year-old University student who was attending the Simple group. Sam had been living with her boyfriend Steve, for 6 months. Steve worked full-time as a trainer at a fitness club. Sam noticed a pattern in her relationship with Steve that, she now realized, had been present in her previous relationships as well: Steve always wanted to do things as a couple, together time, however, often irritated Sam, who preferred to be by herself or with friends. This had become an issue, which Steve wanted to “work out”, but their discussions had gone nowhere and had, several times, ended in shouting matches that Sam had walked out on. Steve wondered if Sam wanted to be with him at all and accused her of being “distant”. She, in turn, saw him as “needy”. Because she had felt the same about her previous partners, Samantha was beginning to wonder if this had something to do with her. Sam had worked on a crisis plan and was walking away from fights earlier before things got out of hand. She had told Steve, ahead of time, that she would do this. Although he was not happy about it, the “timeouts”, allowed both to cool down. Their fights became less intense, but the underlying issue remained unresolved.
- **Sam’s diary card targets** When she first started doing diary cards, Sam used the beginner target “falling into a hole”, a generic “catch all” target. Sam was hoping to find more specific intermediate targets and at one of the sessions, asked for help doing that. Sam looked at her diary cards for the previous two weeks. There were several 0’ s in a row, then a day which she rated a 7. That was followed by two days that were 4’ s, and two more that were 1’ s. Sam explained that, after one of her afternoon classes, she had been invited by classmates to go for pizza. The small group had ended up at someone’s apartment watching a movie. She knew Steve would want her to call to let him know she would be late but, determined to maintain her independence, she had defiantly decided not to do that. When Sam got home at 11 pm Steve, fuming, was waiting up for her. They started falling into their usual hole, but recalling her crisis plan, Sam immediately left, and spent a couple of days at her parents. This description of events gave her some ideas for possible intermediate targets: “Conflict with Steve” was an obvious one. She wondered if there were others. Sam said that she often felt “irritated” and “frustrated” with Steve. Sometimes, she also felt “guilty”, “lonely” and “sad”. Replacing “falling into a hole” with “feeling irritated with Steve” made sense to Sam. Feeling irritated with her partners was a longstanding hole for Sam.

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																															
Feeling																															
irritated																															
with Steve																															
Notes:																															

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

Sam's chain analysis Sam was intrigued and wanted to explore why she became so irritated by her partners. She decided to do a chain analysis. Sam realized that when she was working on finding the intermediate targets, she had already explored parts of the chain analysis. The “topography” of Sam’s activation was clear from her diary card ratings. She had also explored the event that triggered her and the feelings she had experienced: irritation and frustration at first, but later guilt, loneliness, and sadness. Having completed those columns of the chain analysis, Sam reflected on the thoughts that had accompanied her feelings: She liked her space and doing things on her own, or with her friends. She could only spend so much time with Steve, particularly now that they were living together. He seemed to want to spend more time with her than she did with him. She felt suffocated and did not want to lose her independence. After the initial irritation, Sam started to feel guilty: Steve was a nice guy, he was always doing things for her, and cared a lot about her. His family was close, they were kind to each other, and liked spending time together. Sam’s family, on the other hand, had always been critical, cold, and distant. Maybe what she felt had something to do with her upbringing and her “internal working model”. Maybe she had trouble loving and getting close to people. Maybe she would always feel this way and be lonely for the rest of her life. When Sam got home, after the night out with her friends, and Steve was angry, she just wanted to leave the situation and avoid conflict. Her crisis plan provided her with a good excuse for doing that. Over the time she stayed at her parents they had not even asked why she had come home, just how long she planned to stay. After a couple of emotionally cool days at home, Sam longed to return to Steve, who seemed genuinely interested in her and what she did. At the same time, she was afraid that their pattern would just keep repeating.

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.

- **Sam's rational mind remediation** Sam worked on a rational mind remediation. She imagined that a friend of hers had just gone through a similar "coming home late" situation. The friend shared with Sam what happened and was desperate for advice. Sam thought her friend had issues with getting close to her partners and needed to work on that. She thought her friend could use "feeling irritated by others" as a target in her diary card. Sam suggested that rather than acting on her irritation, her friend be mindful, and curious about it. She should spend some time with the sensations that came along with being irritated. One of her friend's automatic thoughts was that others were needy. An alternative thought was that she had trouble with intimacy. Around this issue, the friend should be gentle with herself, but perhaps set a goal of slowly being able to be more intimate with people. Sam realized that she could not be intimate because she did not trust anyone and to compensate had learned to be self-sufficient. Sam wanted to offer her friend concrete suggestions that could be implemented and came up with:
 - Start using "feeling irritated with people" in her diary card.
 - Apply the "edit, splice and paste" technique to the incident: run the "mental video" of the incident up to the point when she came home after being out with her friends. As she started to feel suffocated and irritated by her partners questioning, she could splice in an alternative thought: "I do feel irritated, but he has a point; I could have called to let him know I would be coming home late. This may be an example of my tendency to push people away when they start getting close to me.
 - Practice this new "video" every day for a few minutes.
 - Picture, in her imagination, telling her boyfriend what she had learned about intimacy, and what she was trying to do. Eventually, when she felt ready, she could do this in real life.
 - Having written down these suggestions for her friend, Sam then took ownership of them and made them her homework.



ALLISON
P. 186

- **Allison** was a 42-year-old married mother of a 12-year-old son. She worked as an office manager. Allison was doing Simple because of her longstanding issues with depression. When Allison was five years old, her loving mother had died in a car accident, leaving her and her three-year-old sister, in the care of their father. Allison's father, Joseph, a partner in a successful accounting firm, coped with the tragedy by immersing himself in his work, while the girls were looked after by a series of nannies. On Allison ninth birthday, Joseph announced that he was marrying their latest nanny. Ingrid, a 23-year-old Eastern European young woman, was strict and emotionally distant with the girls, but attractive, hard working, and had taken on many extra household responsibilities. She not only looked after the children, but cleaned the house, and was a great cook. After the wedding, Allison's and her sister's relationship with Ingrid did not improve. Two years before Allison started therapy, her father had died. Ingrid was left in charge of his sizeable estate. As her arthritis was increasingly limiting her mobility, Ingrid sponsored one of her European nieces, to come work for her. The two women got along well. Often, when Allison visited, they spoke in their native language, which she did not understand. Allison and her sister began to worry when Ingrid, who, while Joseph was alive had always been frugal, started spending large sums of money and making poor investment decisions. Allison thought Ingrid was being influenced by the niece, and worried that what her father had spent his life saving, would be squandered. Allison had suffered from depression and anxiety since she was a teen, but her symptoms got worse following her father's death. She had decided to use "depression" and "anxiety" as her holes diary card targets. Allison's diary card revealed that her "depression" always seemed to hover around a 4 or 5/ 10. Her anxiety spiked whenever she had something to do with Ingrid. She decided to do a chain analysis for one such spike.

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																															
Depression	4	5	3	5	7	8																									
Anxiety	5	5	4	3	10	10																									
Notes:																															

- Allison's diary card revealed that her "depression" always seemed to hover around a 4 or 5/ 10. Her anxiety spiked whenever she had something to do with Ingrid. She decided to do a chain analysis for one such spike.
- **Allison's chain analysis** As had long been their habit, Allison and her sister had come "home" for a visit on a Sunday afternoon. They found, in the driveway, a large new Cadillac SUV. Ingrid proudly announced that she had just purchased it. Allison reviewed the topography of her activation: while her anxiety had been higher for at least the last year, it spiked whenever she visited Ingrid, particularly when she found yet more evidence of her financial irresponsibility. With the help of the "feeling wheel", Allison identified feeling anxiety, sadness, frustration, and anger, during the SUV incident. She linked the anxiety and frustration to the thought of seeing her father's estate being depleted, and not knowing what to do about it. She was sad that this was how her life had turned out. After he married Ingrid, Joseph spent more and more time at work, and hardly ever saw the children. The girl's relationship with Ingrid had never improved, and Allison had coped by being compliant and keeping her feelings and thoughts to herself. She was frustrated and angry that Ingrid's niece seemed to be manipulating her. Whenever Allison had approached Ingrid about this, she would dismiss it, and tell her that she worried too much. Just as she had always done, Allison internalized her behaviour, ruminated, and lost sleep. She had withdrawn from some of her usual activities and was irritable and curt with people around her.

Chain analysis

Stay in window of tolerance by pendulating

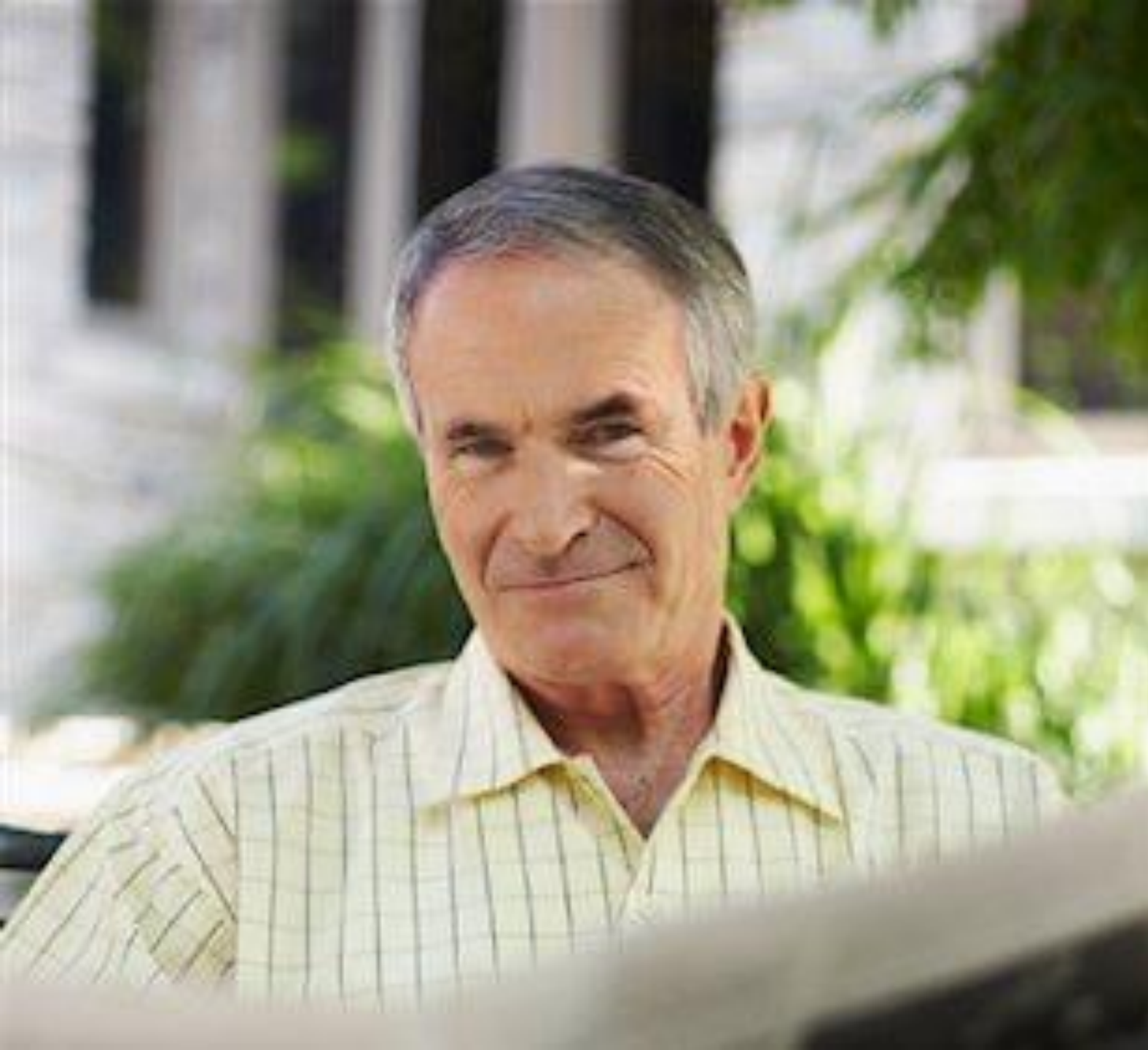
1. what was the topography of your activation?
2. was there a trigger(s)?
3. what did you feel?
4. notice the sensations in your body without judging or trying to change them
5. what thoughts were associated with each feeling?
6. what behaviors or urges were associated with each feeling?
7. what was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

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

- **Allison's rational mind remediation** Allison imagined that a similar situation was happening to a friend who had well-regulated emotions. Marjorie, whom she had known since high school, was kind but assertive. What would Marjorie do in this situation? Marjorie would not be intimidated. This was an unfair situation, and it was reasonable to address it rather than put up with it. Marjorie would not keep her feelings and thoughts to herself. She would, in a kind but assertive way, explain to her stepmother what she felt, thought, and wanted to see happen; the stepmother was entitled to spend their father's money, but not to throw it away foolishly. If this conversation went nowhere, Marjorie would find out what her legal rights were, and if she did not have a legal recourse, try to maintain a cordial relationship with the stepmother and negotiate. If she exhausted her options, she would simply walk away. It would be sad, but she did not want to waste her life feeling resentment and anger. Marjorie, like Allison, was financially comfortable. Inheriting some of her father's large estate would be nice, but it would not be a life changer. After imagining what Marjorie would do, Allison considered how she could apply it to herself and decided on an action plan:
 - She would use the "mental video" of the visit when she found the SUV in the driveway.
 - She would then splice and edit out the part in which she kept her feelings and thoughts to herself while stewing in them. She had done that all her life. Instead, she would paste in an assertive conversation, in which she explained to Ingrid how she felt, her thoughts, and what she planned to do. Imagining this conversation, activated Allison, and she knew she had to practice it for some time while, to stay in the window of tolerance, she pendulated.
 - In her imagination, Allison practiced this conversation, not expecting to have a real conversation with Ingrid anytime soon. She felt this took some of the pressure off. Allison knew a family lawyer whom she trusted and decided she would call him to make an appointment and review her legal options. She felt that if trying to work things out did not produce results, she would not be held hostage by the potential inheritance and would distance herself from Ingrid.
 - Allison realized that her feelings, thoughts, and behaviours, in this present-day situation, were similar to those she had as a little girl. Her adult self needed to step up and protect this frightened child.



GEORGE
P. 189

- **George** was a retired factory worker, whose grown children had long ago moved away. George and Doris had been married for 40 years; it was a stable but unhappy relationship, as Doris was constantly criticizing George. The most recent dispute was over his sleeping habits: George liked to stay up until 3 AM and did not get up until noon. Doris complained that, because of this, she had to be quiet in the mornings and could not have her friends over. Doris punished George by being extra loud in the mornings, slamming doors and cupboards as she did housework. She would also stonewall him. George tried to ignore her and spent most of his day in the garage, which he had converted to a workshop, tinkering with various projects. George's diary cards George used "isolation", "anxiety", and "conflicts with Doris" as his holes diary card targets.

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																															
isolation																															
anxiety																															
Conflicts																															
with doris																															
Notes:																															

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

George's chain analysis George decided to do a chain analysis focusing on a recent incident: He had just gotten up from bed and was having breakfast, it was 11 a.m., Doris walked into the kitchen, grabbed something, and left, slamming the door so hard that the sleeping cat instantly jumped into the air and looked terrified. George too, felt terrified, but could not put thoughts to that feeling. He did have a flash; as a child he had been terrified in this same way by his father's angry outbursts. George hurriedly prepared his breakfast, and took it out to the workshop, where he knew he would be safe. He soothed himself with his woodworking. He knew Doris would cool down and her hot anger would turn cold. He could handle that better. He felt sad that this was his life.

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.

- **George's rational mind remediation** George imagined that a situation like his, involving a critical wife and sleep habits, had happened to a friend, John. Not knowing what to do, John had come to George for advice. George thought that John's wife was bad tempered and mean to him. John should either stand up to her or leave her. He had worked hard all his life to support his family, and now that he was retired, he deserved some peace. She had no right to treat him this way. George did not blame John for sleeping until noon, it was a way of avoiding his wife. George wondered why John, who like him was 6'2" and weighed 250 pounds was afraid of his 5'1" 105-pound wife. That was clearly not rational, but John had been afraid of angry people all his life, it has started in childhood. George suggested that John consider the following:
 - In his imagination practice telling his wife how he felt, what he thought, and what he wanted: for her to at least be civil. George thought that John's wife might get even angrier if he told her this, but he just had to reassure himself that there was no way she could physically harm him. If that did not work, John should seriously consider separating from his wife. He would take a financial hit but would survive. He might be lonely, but he was lonely now. He should not have to live in permanent fear.
 - Advising John about what to do was easy, but George could not imagine doing these things himself, just thinking about it frightened him. George decided that for the time being he would only practice this in his imagination. When his fear was activated, he would use pendulation to thoughts that he was safe, to stay in the window of tolerance. George would replace the usual "video" in which he was intimidated by his wife and remained passive, with one in which he was calmly assertive. He had to master this in his imagination before he could contemplate doing it in real life.



KELLY
P. 190

Kelly was a 42-year-old married mother of three young children. She had worked in a bank but three years ago, had left that job to spend more time at home. Her oldest son, 13-year-old Scott, had been diagnosed with ADHD, and a learning disorder. Scott was bright but impulsive, disorganized, and undisciplined, even for a boy his age. Scott could do well at school but required constant structure and supervision. Providing this for Scott was exhausting, especially because her husband, who ran his own business, spent 70 hours a week at work. Kelly checked Scott's homework every day. She arranged with his teachers that they would email her the homework Scott was supposed to do and she would use a behavioral program, giving him a token reward for completing it. He could use these tokens to "buy privileges". For his health class, Scott had been asked to list what he liked and did not like about his life, why he did or did not like those things, and how he thought he could change them. Kelly was intrigued when she heard about the homework from the teacher, and rather than just give it a cursory glance, to make sure it was done, she read it all. Kelly was extremely upset by what Scott wrote: He did not like her because she was too strict and would not let him do the things that he enjoyed. Kelly's diary card Kelly had grown up in a home with parents who were constantly bickering and ignored her and her older brother. Kelly suffered from chronic low-grade depression, punctuated by episodes of more severe symptoms, during which she struggled to function. Her diary card targets were "feeling hurt and rejected", "feeling despair" and "anger and frustration". Following the incident with Scott's homework, her numbers across all the targets had been much higher.

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																															
rejected																															
despair																															
anger																															
Notes:																															

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

Kelly's Chain analysis Kelly remarked that, as she read the essay, she started feeling hurt and sad. It was a very steep downhill. She had remained down and was now, after four days, just beginning to recover. She had felt hurt, rejected, sad, angry, frustrated and in despair. Kelly ruminated on how she loved Scott, wanted the best for him, and had gone to great lengths to find a way to help him to be more responsible. She put tremendous effort into this, and he hated her for it. Scott had also written that he much preferred his father, who was seldom home, but who did take him fishing, hunting, snowmobiling, and dirt biking. Kelly thought she was a terrible mother, nobody had ever liked her, not even her parents. She wondered what was wrong with her. Did she not do all she could to please people and get their approval? She had worked hard with the school and with a psychologist to come up with this plan for Scott, and they had emphasized how critical this was for his future. She wanted to give up and run away. She wanted to go to bed and never get up. She checked those urges, but it took all her energy to keep attending to her daily chores and routines. She was present in body but not in spirit.

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

Kelly's rational mind remediation Kelly was close to a cousin, Sally, with whom she frequently spoke on the phone. Sally had a nine-year-old son who had also been diagnosed with ADHD and was a handful. Sally was emotionally well-regulated and assertive. Kelly decided to imagine Sally in her situation. Sally would say that being a parent is a hard job. Sometimes the right thing to do is the hard thing and it is not popular. Kids often want to do the easy thing. That is not always good for them in the long term, and the parent's role is to help them to do the hard thing that is the right thing. Besides, what kid has not said at some point that they hate their parents. As Kelly worked through this, and imagined what Sally would feel, think, and do, her demeanor changed, she straightened up, sounded more self-assured and even began to smile. Kelly would use Sally's thoughts and paste them unto her video from the homework incident. In her imagination she would go over the new edited video every night for the next week

SUMMARY

Conversations
With
Kate

OPEN DISCUSSION





SEE YOU NEXT SESSION

A row of red theater seats in a 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 are placed in the cup holders on either side. The text 'VIDEO' is overlaid on the left side of the image.

VIDEO

Week 12 of simple

5-Minute Mindfulness Practice: “Crossing the Bridge from Emotional to Rational Mind”

- 1. Settling the Body (45 seconds) “Begin by letting your body settle into the chair. Feel the support beneath you... the weight of your body held safely.
- Let your hands rest softly, however they feel most at ease. If it’s comfortable, let your eyes close, or lower your gaze.
- Take a slow breath in through the nose... and a long, unhurried breath out through the mouth.
- Let the out-breath signal to your nervous system: I am safe enough to soften.”
- 2. Naming the Emotional Mind State (45 seconds) “Bring to mind a recent moment when emotion took over—nothing overwhelming, just a small, everyday example.
- Notice how the body knows emotion before the mind does. Where do you feel it? Chest... throat... stomach... jaw? Silently name the state: ‘This is anxiety.’ ‘This is anger.’ ‘This is sadness.’
- Simply labeling the emotion is already the beginning of stepping out of it.”
- 3. The Breath as a Bridge (1 minute) “Now imagine your breath as a gentle bridge between Emotional Mind and Rational Mind.
- With every inhale, you are stepping onto the bridge. With every exhale, you are moving one step farther away from the storm of emotion.
- Slow inhale... Long exhale.
- As you walk this inner bridge, picture the emotional storm remaining behind you— not gone, not denied, simply no longer overwhelming your field of view.
- Your breath is steady. Your pace is steady. You are crossing toward clarity.”

5-Minute Mindfulness Practice: “Crossing the Bridge from Emotional to Rational Mind”

- 4. Arriving at Rational Mind (1 minute) “As you reach the other side of the bridge, imagine arriving in a quiet clearing.
- The air is still here. The noise has settled. You can see more.
- Now gently ask yourself one of the classic DBT ‘rational mind access questions’:
- If a wise friend were here with me, what would they notice?
- What are the actual facts of this situation?
- What are three other possible explanations besides the one my emotion gave me?
- Let any answers arise softly, without forcing. You’re not solving anything— you’re opening space for a different kind of mind.”
- 5. Entering Wise Mind (45 seconds) “Now imagine Rational Mind and Emotional Mind meeting— not fighting, not competing, but combining.
- There may still be emotion present. There may still be thoughts. But you are no longer inside them. You are the awareness that can hold both.
- Place one hand on your chest and one on your belly, and breathe gently into both hands. Let this gesture symbolize Wise Mind— the mind that feels and the mind that thinks, working together.”
- 6. Closing (15 seconds) “When you feel ready, take one last slow breath in... and a long breath out.
- Let your eyes slowly open. Remember: You can return to this bridge at any moment— all it takes is the pause, the breath, and the willingness to step into clarity.”

COMMON ADULT PSYCHOSOCIAL TASKS



Healthy psychosocial development often leads to adults assuming socially expected tasks which include:

- Exploring adult roles
- Becoming independent
- Developing intimate relationships
- Adjusting to living with another person
- Starting a family & becoming a parent
- Assuming the responsibilities of managing a home
- Beginning a new career or job
- Assuming some responsibilities in larger community
- Creating social network of friends & co-workers

Mindful Body Scan (A Relaxation Exercise)

With Therapy in a Nutshell

The
ABC's of
CBT





ATTACHMENT THEORY



MINDFULNESS



WHAT IS COGNITIVE BEHAVIORAL THERAPY?

HOW DOES CBT WORK?



(1)Cognitive Behavioral Therapy (CBT) is a widely used form of psychotherapy that focuses on helping individuals identify and change negative thought patterns and behaviors. The main principles of CBT include:

1. Cognitive Restructuring: This involves identifying and challenging negative or distorted thoughts and beliefs that contribute to emotional distress.
2. Behavioral Activation: This focuses on increasing engagement in positive and rewarding activities to improve mood and overall well-being.
3. Exposure Therapy: This technique involves gradually exposing individuals to feared situations or stimuli to reduce anxiety and fear responses.
4. Problem-Solving: CBT helps individuals develop effective coping strategies and problem-solving skills to manage life stressors and challenges.
5. Mindfulness: CBT often incorporates mindfulness techniques to help individuals stay present-focused and develop awareness of their thoughts and emotions

CBT aims to help individuals develop more adaptive ways of thinking and behaving to improve their mental health and quality of life

Cognitive Behavioral Therapy (CBT) works by helping individuals identify and change negative thought patterns and behaviors that contribute to emotional distress. Here's how CBT typically works:

1. **Assessment:** The therapist works with the individual to understand their current difficulties, identify negative thought patterns, and set specific goals for therapy.
2. **Cognitive Restructuring:** The individual learns to identify and challenge negative or distorted thoughts that contribute to emotional distress. They work with the therapist to develop more balanced and realistic ways of thinking.
3. **Behavioral Techniques:** The individual learns and practices new behaviors and coping strategies to replace maladaptive behaviors. This may involve behavioral experiments, exposure therapy, or relaxation techniques.
4. **Homework Assignments:** Individuals are often given homework assignments to practice new skills and strategies outside of therapy sessions. This helps reinforce learning and promote lasting change.
5. **Monitoring Progress:** Throughout therapy, the individual and therapist track progress towards goals and make adjustments as needed to ensure continued improvement.

CBT is a collaborative and goal-oriented approach that empowers individuals to take an active role in changing their thoughts and behaviors to improve their mental health and well-being

(2) Thought records are a common cognitive behavioral therapy (CBT) tool used to help individuals identify and challenge negative thought patterns. They involve recording a specific situation, the thoughts and emotions that arise, and then examining and challenging those thoughts to develop more balanced and realistic perspectives. Here's an example of how a thought record might be used:

Situation:

You have a job interview scheduled for next week.

Emotions:

Anxiety, fear, self-doubt

Automatic Thoughts:

"I'm going to mess up the interview."

"I'm not qualified for this job."

"They won't like me."

Evidence Supporting Automatic Thoughts:

- I haven't had a job interview in a long time.
- I don't have all the qualifications listed in the job description.
- I tend to get nervous in high-pressure situations.

Alternative, Balanced Thoughts:

"I have relevant experience and skills that make me a strong candidate."

"I can prepare for the interview by practicing common questions and researching the company."

"I have successfully handled challenging situations in the past."

By using a thought record, individuals can gain insight into their automatic negative thoughts, challenge them with more balanced and realistic perspectives, and ultimately reduce their emotional distress and improve their coping strategies

(3) Behavioral activation is a core component of cognitive behavioral therapy (CBT) that focuses on increasing engagement in positive and rewarding activities to improve mood and overall well-being. The goal of behavioral activation is to help individuals overcome feelings of depression or low motivation by encouraging them to participate in activities that bring them a sense of accomplishment, pleasure, and connection with others. Here's an example of how behavioral activation might be implemented:

Example:

Situation: Sarah has been feeling increasingly depressed and unmotivated. She has been isolating herself from friends and family and spending most of her time at home.

Behavioral Activation Plan:

1. Identify enjoyable activities: Sarah and her therapist identify activities that she used to enjoy or that have the potential to improve her mood, such as going for a walk in nature, meeting a friend for coffee, or working on a creative project.
2. Set specific goals: Sarah sets specific, achievable goals for engaging in these activities, such as going for a walk three times a week, meeting a friend for coffee once a week, and spending 30 minutes each day working on her creative project.
3. Schedule activities: Sarah creates a schedule that includes time for these activities and commits to following through, even when she doesn't feel like it.
4. Monitor mood: Sarah keeps track of her mood before and after engaging in each activity to observe any changes in how she feels.
5. Adjust and adapt: Based on her mood monitoring, Sarah and her therapist make adjustments to the activity plan as needed to ensure continued progress and improvement in her mood.

By engaging in positive and rewarding activities through behavioral activation, individuals like Sarah can break the cycle of depression and low motivation, increase their sense of accomplishment and enjoyment, and improve their overall well-being

(4) Behavioral experiments are a key technique used in cognitive behavioral therapy (CBT) to test the accuracy of beliefs and assumptions that contribute to emotional distress. These experiments involve designing and conducting real-life activities or situations to gather evidence that challenges negative thoughts and behaviors. Here's an example of how a behavioral experiment might be used in CBT:

Example:

Situation: John believes that he is unlikable and that people don't enjoy spending time with him. This belief leads to feelings of loneliness and social anxiety.

Hypothesis: John's therapist suggests conducting a behavioral experiment to test his belief. The hypothesis to be tested is that people enjoy spending time with John.

Behavioral Experiment:

1. Plan a social activity: John decides to invite a few friends over for a casual dinner at his place.
2. Observe and gather evidence: During the dinner, John pays attention to his friends' behavior, body language, and responses to his conversation. He also notices any positive interactions and feedback he receives.
3. Reflect on the experience: After the dinner, John reflects on the evidence gathered during the social activity. He considers whether his friends seemed to enjoy themselves, engage with him positively, and show interest in spending time with him.
4. Challenge beliefs: Based on the evidence from the behavioral experiment, John and his therapist discuss how his belief that he is unlikable may not be accurate. They explore alternative explanations for his friends' behavior and consider how his negative thoughts may be distorting his perception of social interactions.
5. Modify beliefs: Through the process of conducting and reflecting on the behavioral experiment, John begins to challenge and modify his belief that he is unlikable. He gains a more balanced and realistic perspective on his social interactions and starts to feel more confident and connected with others.

By using behavioral experiments in CBT, individuals like John can gather concrete evidence to challenge negative beliefs, test new ways of thinking and behaving, and ultimately achieve positive changes in their mental health and well-being.

(5) While cognitive behavioral therapy (CBT) is an effective and widely used approach for treating various mental health conditions, it is important to acknowledge some of its limitations. Here are a few limitations of CBT:

1. Not a one-size-fits-all approach: CBT may not be suitable for everyone or every condition. Some individuals may not resonate with the cognitive restructuring or behavioral techniques used in CBT, and alternative therapeutic approaches may be more beneficial for them.
2. Time and commitment: CBT typically requires a significant time commitment, as it involves regular sessions with a therapist and consistent practice of skills and techniques outside of therapy. Some individuals may find it challenging to dedicate the time and effort needed for CBT to be effective.
3. Focus on the present: While CBT is known for its focus on the present and practical strategies for managing symptoms, it may not always address underlying root causes or past traumas that contribute to mental health issues. In such cases, a more in-depth therapeutic approach may be necessary.
4. Limited effectiveness for severe mental health conditions: While CBT is effective for many individuals with mild to moderate mental health conditions, its effectiveness for severe and complex conditions such as schizophrenia or bipolar disorder may be limited. In these cases, a combination of therapies or more specialized treatments may be needed.
5. Reliance on individual effort: CBT places a strong emphasis on individual effort and active participation in therapy. Some individuals may struggle with self-motivation, consistency in practicing skills, or implementing cognitive and behavioral changes on their own.
6. Potential for relapse: Like any form of therapy, CBT is not a cure-all, and there is a risk of relapse or recurrence of symptoms, especially during times of stress or significant life changes. Continued support and maintenance strategies may be necessary to prevent relapse.

Despite these limitations, CBT remains a valuable and evidence-based approach for many individuals struggling with mental health issues. It is essential to work collaboratively with a therapist to address individual needs and tailor treatment strategies for the best possible outcomes