



WELCOME TO WEEK 18 OF SIMPLE
EMOTIONAL REGULATION SKILLS
PRACTICE SESSION

Please start recording at 9 am

week 17- the stress and trauma related disorders-session 20 of manual.

week 18- emotional regulation skills p.148-206 of dbt workbook. Our fifth practice session-the goals diary card procedure- session 21 of manual

week 19- structural dissociation theory and the treatment of the traumatic spectrum disorders- session 22 of manual.

week 20- introducing interpersonal skills p.207-241 of dbt workbook. Review of all the skills

week 21-introducing internal family systems (ifs)-session 24 of manual.

introducing the ifs workbook and ifs workbook guided ai assisted self therapy

week 22- Spirituality, religion, and health- session 26 of manual.

week 23-interpersonal skills and putting it all together p.242-265 of dbt workbook.

states of activation as essential trailheads and the four pillars of recovery from trauma-session 27 of manual.

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

December 24 and 31

Week 13- January 7

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

PRACTICE SESSIONS SCHEDULE

practice

preparation

5. Today 18 February 11

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

Meaghan

10. Week 29 May 13*

May 6 1:30 PM*

Wise mind remediation

Rob T.

We now have a full slate of volunteers but if anyone would like on a “substitute list” in case someone can’t make it, as happened last week, please let us know.

WARNING ABOUT MEDITATION

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



5-Minute Mindfulness Meditation: From Holes to the Mountain

Begin by finding a comfortable position.

Let your feet rest on the floor, or your body settle into whatever supports you.

If it feels right, allow your eyes to close.

Take a slow breath in... and a long, steady breath out.

1. Arriving (30 seconds)(Please don't read black type)

Begin by noticing that you are here... in this moment... safe enough, still enough, to turn toward yourself.

Let the breath be natural.

Let the body soften in its own time.

As you breathe, imagine a quiet path stretching out before you—the path of your life, unfolding step by step.

2. The Sidewalk and the Holes (1 minute)

Picture yourself standing on that path.

Notice the familiar holes—the emotional drops, the old patterns, the places you sometimes fall.

Not as failures, not as flaws... simply as features of the terrain you've been walking for a long time.

5-Minute Mindfulness Meditation: From Holes to the Mountain

Notice how your body responds when you see the holes:

Is there tightening? Weariness? Maybe understanding?

Take a breath and honour the work you've already done—learning how to climb out, how to see the patterns clearly, how to walk with more awareness.

Let a small sense of respect or appreciation rise in you—for the part of you that keeps learning.

3. Turning Upward (1 minute)

Now gently shift your gaze from the sidewalk to the horizon.

Imagine that ahead of you rises a mountain—Maslow's mountain, the mountain of becoming, the mountain of what truly matters.

You don't need to climb it right now.

Just let it appear.

Notice that the mountain is not a demand.

It is an invitation.

A quiet calling toward meaning, purpose, and the unfolding of your deepest self.

5-Minute Mindfulness Meditation: From Holes to the Mountain

Take a slow breath in...

And imagine the breath filling you with the smallest spark of possibility.

4. Finding Your First Foothold (1 minute)

Now imagine yourself taking one small step toward the base of this mountain.

Not a heroic leap.

Just a shift in direction—from avoiding holes to moving toward something that matters.

Ask yourself gently, without pressure:

What is one value, one direction, one quality of life I long for?

It may be connection.

Or peace.

Or creativity.

Or aliveness.

It may be something quiet and simple.

5-Minute Mindfulness Meditation: From Holes to the Mountain

Let that word or intention settle into you.

Feel how the body responds to it—maybe softening, maybe energizing, maybe simply noticing.

This intention is your first foothold.

5. Becoming the Climber (1 minute)

Now imagine yourself at the base of the mountain, feeling its presence behind your breath.

You have everything you need to climb:
the awareness to see the holes,
the tools to climb out of them,
and the beginnings of direction.

And remember: a healthy personality—Erikson's stages, the experiences you've gathered, the strengths you've earned—are the muscles of your climb.

Some muscles are strong.

Some are tender.

All of them can be trained.

5-Minute Mindfulness Meditation: From Holes to the Mountain

Take a breath in...

and on the exhale, feel the strength of the climber within you—steady, curious, capable of growth.

6. Returning (30 seconds)

Bring your attention back to your body in the room.

Feel the weight of the chair, the support beneath you.

Let one more slow breath rise and fall.

When you're ready, open your eyes.

Carry with you this simple truth:

You are learning not only how to avoid falling...

but how to rise toward what makes life meaningful



HOMework FROM LAST WEEK



- Submit questions or comments to itssimple2023@gmail.com
- Read skills training workbook p. 148-206.
- Read Simple manual session 21 .
- Continue reviewing and practicing your crisis plans, diary cards, chain analysis, and rational mind remediations.
- Do the wellness assessment tool, choose your goals.
- Continue tracking all the skills you've learned using your DBT diary card. Practice them.
- 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)

HOMework FOR THE COMING WEEK



- Submit questions or comments to itssimple2023@gmail.com
- Read Simple manual session 22.
- Continue reviewing and practicing your crisis plans, diary cards, chain analysis, and rational mind remediations.
- Do the wellness assessment tool, choose your goals.
- Continue tracking all the skills you've learned using your DBT diary card. Practice them.
- 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)

HOMWORK 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:



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.

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

WEEKLY ANNOUNCEMENTS



- This coming Monday, February 16 is a holiday, family day. There won't be a boing group.
- To clarify, we resent out an email last week meant to help you with the homework.
- There's 57 slides total and 2 parts. The first part is how to do the goals diary card. The second is for our May 27th circle of meaning session and it guides you through how to reflect on your "my" "our" and "The" stories.
- This week we also sent out an email containing the brief dissociation scale. If you'd like fill it out and score it. We'll invite you to anonymously share your score with us in the week 19 poll on February 18th. That session is on dissociation and doing the scale may make the subject more relevant for you.

A photograph of a desert landscape featuring numerous saguaro cacti of various sizes. The sky is a vibrant blue with scattered white and light-colored clouds. The lighting suggests a bright, sunny day. The text is overlaid in the center of the image.

E-MAILED QUESTIONS, COMMENTS, FEEDBACK

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.

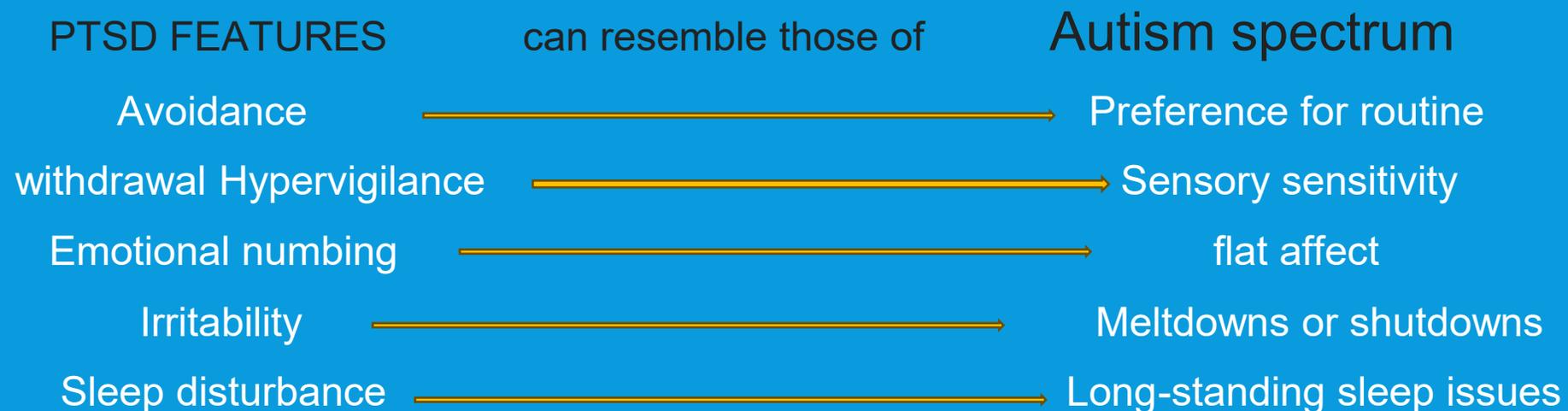
Until we find a better way, we'll post answers that we think may be of interest to most people but unfortunately because of time we cannot read all of them in the sessions. We will therefor arbitrarily read out only a few of the many excellent questions you've asked.

We'll however read out all the questions and invite everyone to go to the website's PowerPoint presentations and go over the answers with more time.

Question whose answer we will read out today

CAN YOU TELL US MORE ABOUT THE CONNECTIONS BETWEEN PTSD AND COMPLEX PTSD AND AUTISM SPECTRUM DISORDERS.

- People on the autism spectrum experience trauma differently making it difficult to diagnose.
- Autistic people, compared to neurotypicals are more likely to experience bullying, social exclusion, humiliation, sensory overwhelm, repeated misunderstandings, inappropriate discipline, and have educational and family experiences that feel intrusive or shaming. For many autistic people, trauma is especially linked to loss of predictability, betrayal of rules and expectations or being punished for not understanding implicit social norms. This can produce persistent threat perception even in objectively safe environments.
- These experiences may not meet a narrow definition of “traumatic events” but can, for these people be traumatic, especially when they are prolonged and inescapable. The result is that people on the spectrum or having other neurodivergences may have PTSD even when they don’t report an “obvious” overwhelming trauma.
- There is an also overlap in the symptoms of PTSD and autism which may complicate diagnosis:



- In people on the spectrum “re-experiencing” sensations that originally occurred during the traumatic experience may not look like classic PTSD flashbacks. Autistic individuals more often have sensory or somatic rather than narrative flashbacks. They may also reenact the trauma.
- Many autistic adults have difficulty identifying and describing internal states. They may simply say: “I just feel wrong”, or complain of physical symptoms such as GI distress, headaches, exhaustion.
- The result is that PTSD is under-recognized in people on the spectrum and often misdiagnosed as anxiety, depression, or “just part of autism.”
- There is also a higher risk of misdiagnosis in both directions: PTSD is missed and symptoms attributed entirely to autism or autism is missed and a diagnosis of PTSD is made without recognizing neurodevelopmental differences.
- Standard PTSD screening questions don’t pick up trauma in people on the spectrum very well.
- When assessing PTSD in autistic individuals, it helps to ask about sensory memories, explore chronic relational trauma, and obtain information from family and friends.

We will only read out the following question, not the answer, and invite those interested to go to the website after the session.

O V E R V I E W



WHAT WE WILL DO TODAY



- Today we'll briefly review how to choose goals for the goals diary card.
- We'll then do a practice with Nicole
- After that Joan and Nicole will review the emotional regulation skills that are presented in the skills training workbook pages 148 to 206.
- We can have an extended Q & A period around choosing goals
- We can also briefly review the simple tools and strategies and answer any questions you may have about them.
- Or we can watch on YouTube the 4 examples of how to use all the skills we've covered so far. (These examples can be also found in the Simple manual P. 225-237)

BEFORE OUR PRACTICE TODAY LET'S DO A BRIEF REVIEW OF THE GOALS DIARY CARD PROCEDURE OUR 5TH TOOL.



Crisis plans

Holes diary cards

Chain analysis

Rational mind remediation

THE 6 TOOLS: The Goals diary card procedure

Wise mind remediation



PRESCRIBING CONNECTION AND THE GOALS DIARY CARD



1. The goals diary card procedure starts from the understanding that many mental health issues are partly related to how changes in modern society have eroded the connections that are essential to human well being

2. The goals diary card procedure is a way of assessing how connected we are and systematically trying to restore the connections we may have lost

3. Without these connections we cannot fully develop and realize our human potential and be meaningfully happy

4. The goals diary card focuses on bringing about positive behavioral changes that will bring us closer to realizing our full human potential as described by Maslow by also working through the Eriksonian stages of psychosocial development

5. The goals diary card procedure is a rational/wise mind approach that promotes personality growth

GOALS DIARY CARD PROCEDURE ALGORITHM

Step 1

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

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

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

Step 2

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

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

Step 3

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

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

Step 4

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

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Step 1

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
7 am							
8 am							
9 am							
10 am							
11 am							
12 noon							
1 pm							
2 pm							
3 pm							
4 pm							
5 pm							
6 pm							
7 pm							
8 pm							
9 pm							

Step 1



EIGHT DIMENSIONS OF WELLNESS

1. **EMOTIONAL**—Coping effectively with life and creating satisfying relationships
2. **ENVIRONMENTAL**—Good health by occupying pleasant, stimulating environments that support well-being
3. **FINANCIAL**—Satisfaction with current and future financial situations
4. **INTELLECTUAL**—Recognizing creative abilities and finding ways to expand knowledge and skills
5. **OCCUPATIONAL**—Personal satisfaction and enrichment from work and school
6. **PHYSICAL**—Recognizing the need for physical activity, healthy foods, and sleep
7. **SOCIAL**—Developing a sense of connection, belonging, and a well-developed support system
8. **SPIRITUAL**—Expanding sense of purpose and meaning in life

RATING YOURSELF ON MASLOW'S NEEDS/WELLNESS DOMAINS

Step 1 A VERY SUBJECTIVE "BIG PICTURE" ASSESSMENT

• Instructions:

For each area, rate how satisfied or well-resourced you feel right now, using a scale from 0 to 10.

- 0 = not at all / very distressed / severely lacking
- 5 = mixed / adequate / could be better
- 10 = thriving / deeply satisfying / well supported

There are no right or wrong answers—this is about your lived experience.

- **1. Emotional Wellness:** How well am I able to understand, express, and regulate my emotions? (Feeling balanced, resilient, and able to cope with stress.) Rating (0–10):
- **2. Spiritual Wellness:** To what degree do I feel my life has meaning, purpose, or connection to something larger than myself? (This may include faith, values, nature, awe, or a sense of belonging.) Rating (0–10):
- **3. Physical Wellness:** How well am I caring for my body and feeling physically healthy and energized? (Sleep, movement, nutrition, pain, medical issues.) Rating (0–10):
- **4. Social Wellness:** How supported, connected, and understood do I feel by others? (Quality of relationships, not quantity.) Rating (0–10):

RATING YOURSELF ON MASLOW'S NEEDS/WELLNESS DOMAINS

- 5. **Financial Wellness:** How secure and in control do I feel regarding my finances? (Ability to meet needs, manage stress related to money, plan ahead.). Rating (0–10):
- 6. **Occupational Wellness:** How meaningful, manageable, and aligned does my work or daily role feel? (Paid work, caregiving, volunteering, or life roles.). Rating (0–10):
- 7. **Intellectual Wellness:** How engaged and stimulated do I feel mentally? (Learning, curiosity, creativity, reflection, growth.) Rating (0–10):
- 8. **Environmental Wellness:** How supportive and calming is my physical environment? (Home, workspace, neighborhood, access to nature, safety, order.) Rating (0–10):
- Optional reflection questions:
 - Which number surprises me most?
 - Which domain feels most urgent right now?
 - Which domain, if improved even slightly, might positively affect the others?
- 9. How much time do you spend each day in unproductive activities or maladaptive coping? Hours: ___

GOALS DIARY CARD PROCEDURE ALGORITHM

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

Step 2

The wellness assessment tool A more objective, "FINE GRAIN" assessment

Personal Assessment: 8 Dimensions of Wellness

Directions: Circle the number that applies to you for each statement. Then, total up the number for each of the 4 columns. Write the sum of all your totals in the light gray box to the right of the chart. This number is your score for that dimension (out of 40).

EMOTIONAL	Rarely, if ever	Sometimes	Most of the time	Always	
I find healthy ways to cope with stress (e.g. exercise, meditation, social support, self-care activities, etc.)	1	2	3	4	
I am able to ask for assistance when I need it, either from friends and family, or professionals.	1	2	3	4	
I accept responsibility for my own actions.	1	2	3	4	
I am able to set priorities.	1	2	3	4	
I feel good about myself and believe others like me for who I am.	1	2	3	4	
I am flexible and able to adapt/adjust to life's changes in a positive way.	1	2	3	4	
I can express all ranges of feelings (i.e. hurt, sadness, fear, anger, joy, etc.) and manage emotion-related behaviors in a healthy way.	1	2	3	4	
I maintain a balance of work, friends, family, school and other obligations.	1	2	3	4	
I do not let my emotions get the better of me. I think before I act.	1	2	3	4	
I have a healthy relationship with social media.	1	2	3	4	
TOTAL					

SPIRITUAL	Rarely, if ever	Sometimes	Most of the time	Always	
I take time to think about what is important in life – who I am, what I value, where I fit in, where I'm going.	1	2	3	4	
I make time for relaxation during the day.	1	2	3	4	
I have a belief system in place (religious, agnostic, atheist, spiritual, etc.).	1	2	3	4	
My values guide my decisions and actions.	1	2	3	4	
I have a sense of purpose in my life.	1	2	3	4	
I am tolerant and accepting of the view of others.	1	2	3	4	
I utilize resources to improve my well-being.	1	2	3	4	
I am active in communities or causes I care about.	1	2	3	4	
I am able to set, communicate and enforce boundaries.	1	2	3	4	
I work to create balance and peace within my interpersonal relationships, community and the world.	1	2	3	4	
TOTAL					

PHYSICAL	Rarely, if ever	Sometimes	Most of the time	Always	
I manage my weight in healthy ways.	1	2	3	4	
I exercise regularly.	1	2	3	4	
I get 7-9 hours of sleep each night and feel rested in the morning.	1	2	3	4	
I seek advice from health care professionals if I have a health concern I cannot solve on my own.	1	2	3	4	
I do not use or avoid harmful use of drugs (over-the-counter, prescription and illicit).	1	2	3	4	
I drink alcohol responsibly (i.e. designated sober driver, avoid binge drinking, etc.)	1	2	3	4	
I protect my skin from sun damage by using sunscreen with SPF 30+, wearing hats and/or avoiding tanning booths and sun lamps.	1	2	3	4	
I maintain healthy eating patterns that include fruits and vegetables.	1	2	3	4	
I stay hydrated and drink water throughout the day.	1	2	3	4	
I protect myself from STIs and unwanted pregnancy by either abstaining from sexual behaviors or using proper protection, such as condoms.	1	2	3	4	
TOTAL					

SOCIAL

	Rarely, if ever	Sometimes	Most of the time	Always
I am satisfied with my social life.	1	2	3	4
I am involved in at least one university community or group.	1	2	3	4
I maintain a network of supportive friends, family and social contacts.	1	2	3	4
I have at least one meaningful relationship in my life.	1	2	3	4
I am accepting of the diversity of others (race, ethnicity, religion, gender, ability, sexual orientation, etc.)	1	2	3	4
I am able to prioritize my own needs by saying “no” to others’ requests for my time.	1	2	3	4
I have someone I can talk to about my feelings and struggles.	1	2	3	4
I participate in social activities and enjoy being with people who are different from me.	1	2	3	4
I give and take equally in my relationships.	1	2	3	4
I plan time with my family and friends.	1	2	3	4
TOTAL				

FINANCIAL

	Rarely, if ever	Sometimes	Most of the time	Always
I am able to set and stick to a budget each month so I don’t run out of money.	1	2	3	4
I know my total amount of debt and interest rates.	1	2	3	4
I pay my credit cards, tuition/fees and other bills on time.	1	2	3	4
I know about the different sources of financial aid that I am eligible for and apply when I am able.	1	2	3	4
I have a savings account and save money regularly.	1	2	3	4
I know my credit score.	1	2	3	4
I keep my financial information safe by using secure passwords, PINs and dual authentication.	1	2	3	4
I feel good about my current and future financial situation.	1	2	3	4
I check my bank statements/accounts each month.	1	2	3	4
I understand how to build credit and use credit cards wisely.	1	2	3	4
TOTAL				

OCCUPATIONAL

	Rarely, if ever	Sometimes	Most of the time	Always
I am able to balance work, play, school and other aspects of my life.	1	2	3	4
I take advantage of opportunities to learn new skills that can enhance my future employment opportunities.	1	2	3	4
I know what skills are necessary for the occupations I am interested in.	1	2	3	4
I strive to develop good work habits (dependability, initiative, etc.).	1	2	3	4
I work effectively with others.	1	2	3	4
I have confidence in my job search skill (resume writing, interviewing, cover letters, networking, etc.).	1	2	3	4
I have explored different career options.	1	2	3	4
I know where to find employment opportunities (job service, online, etc.)	1	2	3	4
I manage my time effectively.	1	2	3	4
I have participated in internships or volunteer work.	1	2	3	4
TOTAL				

INTELLECTUAL

	Rarely, if ever	Sometimes	Most of the time	Always
I know about available campus resources to help me study.	1	2	3	4
I feel fulfilled in my academic program.	1	2	3	4
I seek personal growth by learning new skills.	1	2	3	4
I look for ways to use my creative and critical thinking skills.	1	2	3	4
I am open to new ideas.	1	2	3	4
I learn about different topics that interest me from books, magazines, newspapers and the internet.	1	2	3	4
I know how to access academic resources when necessary.	1	2	3	4
I am comfortable reaching out to my professor/TA for help or attending office hours.	1	2	3	4
I am eager to learn.	1	2	3	4
I stay informed about social, political and other current issues.	1	2	3	4
TOTAL				

ENVIRONMENTAL

	Rarely, if ever	Sometimes	Most of the time	Always
I spend time outdoors enjoying nature.	1	2	3	4
I reduce, reuse and recycle products.	1	2	3	4
I try to lessen my environmental impact.	1	2	3	4
I walk, bike, use public transportation or carpool when possible.	1	2	3	4
I am concerned about impacts on my local, national and world climate.	1	2	3	4
I have a space to call my own.	1	2	3	4
I feel comfortable in the space I occupy.	1	2	3	4
I feel content in my environments (class, home, work, etc.).	1	2	3	4
I shop locally.	1	2	3	4
I participate in campus events that help my community (food drives, fundraisers, etc.).	1	2	3	4
TOTAL				

Personal Wellness Checklist

Directions: Write down your scores from each of the dimensions and compare it to the maximum score. You can divide your score by the maximum score to get a percentage value if that is helpful.

DIMENSION OF WELLNESS	MY SCORE	MAXIMUM SCORE
Emotional		40
Spiritual		40
Physical		40
Social		40
Financial		40
Occupational		40
Intellectual		40
Environmental		40

Which dimensions could you improve on? _____

Which dimensions are going "okay"? _____

Which dimensions are you having success in? _____

Personal Assessment: 8 Dimensions of Wellness

Directions: Circle the number that applies to you for each statement. Then, total up the number for each of the 4 columns. Write the sum of all your totals in the light gray box to the right of the chart. This number is your score for that dimension (out of 40).

EMOTIONAL

	Rarely, if ever	Sometimes	Most of the time	Always
I find healthy ways to cope with stress (e.g. exercise, meditation, social support, self-care activities, etc.)	1	2	3	4
I am able to ask for assistance when I need it, either from friends and family, or professionals.	1	2	3	4
I accept responsibility for my own actions.	1	2	3	4
I am able to set priorities.	1	2	3	4
I feel good about myself and believe others like me for who I am.	1	2	3	4
I am flexible and able to adapt/adjust to life's changes in a positive way.	1	2	3	4
I can express all ranges of feelings (i.e. hurt, sadness, fear, anger, joy, etc.) and manage emotion-related behaviors in a healthy way.	1	2	3	4
I maintain a balance of work, friends, family, school and other obligations.	1	2	3	4
I do not let my emotions get the better of me. I think before I act.	1	2	3	4
I have a healthy relationship with social media.	1	2	3	4
TOTAL				

SPIRITUAL

	Rarely, if ever	Sometimes	Most of the time	Always
I take time to think about what is important in life – who I am, what I value, where I fit in, where I'm going.	1	2	3	4
I make time for relaxation during the day.	1	2	3	4
I have a belief system in place (religious, agnostic, atheist, spiritual, etc.).	1	2	3	4
My values guide my decisions and actions.	1	2	3	4
I have a sense of purpose in my life.	1	2	3	4
I am tolerant and accepting of the view of others.	1	2	3	4
I utilize resources to improve my well-being.	1	2	3	4
I am active in communities or causes I care about.	1	2	3	4
I am able to set, communicate and enforce boundaries.	1	2	3	4
I work to create balance and peace within my interpersonal relationships, community and the world.	1	2	3	4
TOTAL				

PHYSICAL

	Rarely, if ever	Sometimes	Most of the time	Always
I manage my weight in healthy ways.	1	2	3	4
I exercise regularly.	1	2	3	4
I get 7-9 hours of sleep each night and feel rested in the morning.	1	2	3	4
I seek advice from health care professionals if I have a health concern I cannot solve on my own.	1	2	3	4
I do not use or avoid harmful use of drugs (over-the-counter, prescription and illicit).	1	2	3	4
I drink alcohol responsibly (i.e. designated sober driver, avoid binge drinking, etc.)	1	2	3	4
I protect my skin from sun damage by using sunscreen with SPF 30+, wearing hats and/or avoiding tanning booths and sun lamps.	1	2	3	4
I maintain healthy eating patterns that include fruits and vegetables.	1	2	3	4
I stay hydrated and drink water throughout the day.	1	2	3	4
I protect myself from STIs and unwanted pregnancy by either abstaining from sexual behaviors or using proper protection, such as condoms.	1	2	3	4
TOTAL				

SOCIAL

	Rarely, if ever	Sometimes	Most of the time	Always
I am satisfied with my social life.	1	2	3	4
I am involved in at least one university community or group.	1	2	3	4
I maintain a network of supportive friends, family and social contacts.	1	2	3	4
I have at least one meaningful relationship in my life.	1	2	3	4
I am accepting of the diversity of others (race, ethnicity, religion, gender, ability, sexual orientation, etc.)	1	2	3	4
I am able to prioritize my own needs by saying "no" to others' requests for my time.	1	2	3	4
I have someone I can talk to about my feelings and struggles.	1	2	3	4
I participate in social activities and enjoy being with people who are different from me.	1	2	3	4
I give and take equally in my relationships.	1	2	3	4
I plan time with my family and friends.	1	2	3	4
TOTAL				

FINANCIAL

	Rarely, if ever	Sometimes	Most of the time	Always
I am able to set and stick to a budget each month so I don't run out of money.	1	2	3	4
I know my total amount of debt and interest rates.	1	2	3	4
I pay my credit cards, tuition/fees and other bills on time.	1	2	3	4
I know about the different sources of financial aid that I am eligible for and apply when I am able.	1	2	3	4
I have a savings account and save money regularly.	1	2	3	4
I know my credit score.	1	2	3	4
I keep my financial information safe by using secure passwords, PINs and dual authentication.	1	2	3	4
I feel good about my current and future financial situation.	1	2	3	4
I check my bank statements/accounts each month.	1	2	3	4
I understand how to build credit and use credit cards wisely.	1	2	3	4
TOTAL				

OCCUPATIONAL

	Rarely, if ever	Sometimes	Most of the time	Always
I am able to balance work, play, school and other aspects of my life.	1	2	3	4
I take advantage of opportunities to learn new skills that can enhance my future employment opportunities.	1	2	3	4
I know what skills are necessary for the occupations I am interested in.	1	2	3	4
I strive to develop good work habits (dependability, initiative, etc.).	1	2	3	4
I work effectively with others.	1	2	3	4
I have confidence in my job search skill (resume writing, interviewing, cover letters, networking, etc.).	1	2	3	4
I have explored different career options.	1	2	3	4
I know where to find employment opportunities (job service, online, etc.).	1	2	3	4
I manage my time effectively.	1	2	3	4
I have participated in internships or volunteer work.	1	2	3	4
TOTAL				

INTELLECTUAL

	Rarely, if ever	Sometimes	Most of the time	Always
I know about available campus resources to help me study.	1	2	3	4
I feel fulfilled in my academic program.	1	2	3	4
I seek personal growth by learning new skills.	1	2	3	4
I look for ways to use my creative and critical thinking skills.	1	2	3	4
I am open to new ideas.	1	2	3	4
I learn about different topics that interest me from books, magazines, newspapers and the internet.	1	2	3	4
I know how to access academic resources when necessary.	1	2	3	4
I am comfortable reaching out to my professor/TA for help or attending office hours.	1	2	3	4
I am eager to learn.	1	2	3	4
I stay informed about social, political and other current issues.	1	2	3	4
TOTAL				

ENVIRONMENTAL

	Rarely, if ever	Sometimes	Most of the time	Always
I spend time outdoors enjoying nature.	1	2	3	4
I reduce, reuse and recycle products.	1	2	3	4
I try to lessen my environmental impact.	1	2	3	4
I walk, bike, use public transportation or carpool when possible.	1	2	3	4
I am concerned about impacts on my local, national and world climate.	1	2	3	4
I have a space to call my own.	1	2	3	4
I feel comfortable in the space I occupy.	1	2	3	4
I feel content in my environments (class, home, work, etc.).	1	2	3	4
I shop locally.	1	2	3	4
I participate in campus events that help my community (food drives, fundraisers, etc.).	1	2	3	4
TOTAL				

Personal Wellness Checklist

Directions: Write down your scores from each of the dimensions and compare it to the maximum score. You can divide your score by the maximum score to get a percentage value if that is helpful.

DIMENSION OF WELLNESS	MY SCORE	MAXIMUM SCORE
Emotional	30	40
Spiritual	24	40
Physical	34	40
Social	20	40
Financial	20	40
Occupational	22	40
Intellectual	39	40
Environmental	30	40

Which dimensions could you improve on? occupational

Which dimensions are going "okay"? financial, social, spiritual, intellectual

Which dimensions are you having success in? physical, emotional, environmental

GOALS DIARY CARD PROCEDURE ALGORITHM

Step 1

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

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

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

Step 2

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

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

Step 3

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

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

Step 4

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

Step 3

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
7 am							
8 am							
9 am							
10 am							
11 am							
12 noon						See a friend	
1 pm							
2 pm							
3 pm							
4 pm							
5 pm							
6 pm	Walk		Walk		Walk		
7 pm							
8 pm							
9 pm							

GOALS DIARY CARD PROCEDURE ALGORITHM

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

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



**PRACTICING SIMPLE TOOLS AND STRATEGIES AND DBT SKILLS
ACHIEVING YOUR GOALS: THE GOALS DIARY CARD PROCEDURE**



INTRODUCING THE 3RD SET OF DBT SKILLS

EMOTION REGULATION

FLASH QUIZZ- NAME THE 2 SETS OF SKILLS WE'VE ALREADY COVERED

WHAT IS THE DIFFERENCE BETWEEN DBT'S DISTRESS TOLERANCE AND EMOTION REGULATION SKILLS?

- Distress tolerance and emotional regulation are quite different.
- Distress tolerance is about surviving distressing times without making things worse. Distress tolerance skills are used when emotions are very intense, and the situation cannot be changed immediately. They help us get through a crisis, reduce the intensity of overwhelming emotions, and help us avoid impulsive or harmful reactions. They provide short-term relief until the thinking brain comes back online.
- Distress tolerance is like having a life jacket when you're sailing in a storm. You can't stop the storm, but you can keep yourself afloat until it passes.
- You use distress tolerance when you've fallen into a hole.

WHAT IS THE DIFFERENCE BETWEEN DBT'S DISTRESS TOLERANCE AND EMOTION REGULATION SKILLS?

- Emotion Regulation is about understanding, preventing, and avoiding suffering. Emotion regulation skills are used when we're not in a crisis. They help us understand what we're feeling and why, reduce our vulnerability to extreme emotions, strengthen our "wise mind", and change emotional responses that don't fit the situation.
- Emotion regulation is like keeping our sailboat in good shape so that if we encounter storms the boat is better equipped to withstand them.
- Emotional regulation is about avoiding falling into holes.
- Distress tolerance is about short-term survival during periods of intense emotions whereas emotional regulation is about long-term emotional health.

UPDATED PERSONAL SKILLS LIST

Distress tolerance skills

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

UPDATED PERSONAL SKILLS LIST

Mindfulness skills

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

TODAY

Emotional regulation skills

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

SKILLS TRAINING WORKBOOK P. 148-182 INTRODUCING EMOTIONAL REGULATION



- Today we'll review emotional regulation skills on pages 148 to 206 of the workbook. It starts by asking two questions:
- **What are emotions ?**
- **How do emotions work?**
- We'll discuss the 9 emotion regulation skills presented in the workbook:
 1. Recognizing emotions
 2. Overcoming barriers to healthy emotions
 3. Reducing physical vulnerability
 4. Reducing cognitive vulnerability
 5. Increasing Positive Emotions
 6. Being mindful of your emotions without judgement
 7. Emotion exposure
 8. Doing the opposite of your emotions
 9. Problem Solving

SKILLS TRAINING WORKBOOK P. 148-206 EMOTIONAL REGULATION SKILLS



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

WHAT ARE EMOTIONS AND HOW DO THEY WORK ?

- Note that in the theory part of this course we've already comprehensively explored emotions: their instinctual basis, how they may become dysregulated, (temperament, attachment, trauma) etc. and how to begin to reregulate them.
- In light of this, the descriptions of emotions offered in the DBT workbook may sound simplistic to you.
- Remember that in this part of our session today we are merely reviewing what is in the workbook.

YOUR EMOTIONS: WHAT ARE THEY?



- Like ways of thinking and behaving emotional responses are unique ways in which each of us responds to the world. Emotional patterns are part of personality.
- Psychologists describe primary and secondary emotions.
- Primary emotions are our initial reactions to what happened in the environment.
- Secondary emotions are our emotional reactions to our judgements about what happened. They are our feelings about the judgements we make about what happened.
- Ex. Recently one of the co-leaders lost a pair of brand new expensive prescription sunglasses. Their primary emotion was slight sadness.
- After experiencing the primary emotion they could have gone down a number of paths, for example: 1) acceptance: It is what it is, stuff happens, I won't care about this in one month. 2) judgement: I'm so stupid, they were so expensive, why wasn't I more careful, I'm always doing stuff like this. 3) judgement: My wife must have put them somewhere when she was cleaning the house.
- If we don't nonjudgmentally accept what happens, we may experience a chain reaction of distressing secondary emotions
- Emotion regulation skills help us have better regulated secondary emotions

SKILLS TRAINING WORKBOOK P. 148-206 EMOTIONAL REGULATION SKILLS



- Your emotions: what are they ?
 - How do emotions work?
1. Recognizing emotions
 2. Overcoming barriers to healthy emotions
 3. Reducing physical vulnerability
 4. Reducing cognitive vulnerability
 5. Increasing Positive Emotions
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 8. Doing the opposite of your emotions
 9. Problem Solving

HOW DO EMOTIONS WORK?



- The workbook describes how emotions are associated with neuronal electrical and chemical brain activity.
- Stimuli in our environment are perceived by our five senses, transmitted as electrical signals by the nervous system and interpreted in the brain
- Much of the emotional processing seems to take place in the limbic system which is also receiving information from the somatic centers. Emotions are affected by memories of past experiences.
- A part of emotions is behaviors or behavioral urges.
- In the simple course's theory section, we go in greater detail into all this

SKILLS TRAINING WORKBOOK P. 148-206 EMOTIONAL REGULATION SKILLS



- Your emotions: what are they ?
 - How do emotions work?
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SKILL 1 RECOGNIZING OUR EMOTIONS



- Intense emotions, like giant ocean waves, may seem irresistible and we may feel unable to do anything about them.
- If, however, we foster wise mind which observes rather than acts on emotions, we may be better able to influence emotions.
- To do this we must recognize that our emotions are strongly activated and observe our feelings thoughts and behaviors.
- We can slow down and step outside of emotions by using the simple tools including the chain analysis. This is easier to practice with “videos from the past”.(editing, splicing and pasting.)
- Chain analysis examine past events, emotions, thoughts and behaviors allowing us to develop a deeper understanding of our emotional reactions and how they impact our thoughts and behaviors.

EMOTIONAL RECORDS: THE DBT WORKBOOK'S VERSION OF CHAIN ANALYSIS

1) To recognize your emotions, ask the following questions:

- When did the situation happen?
- What happened?
- Why do you think it happened?
- How did the situation make you feel emotionally and physically?
- What did you want to do as a result of how you felt?
- What did you do and say?
- How did your emotions and actions affect you later?

2) Emotional Records allow us to label our feelings

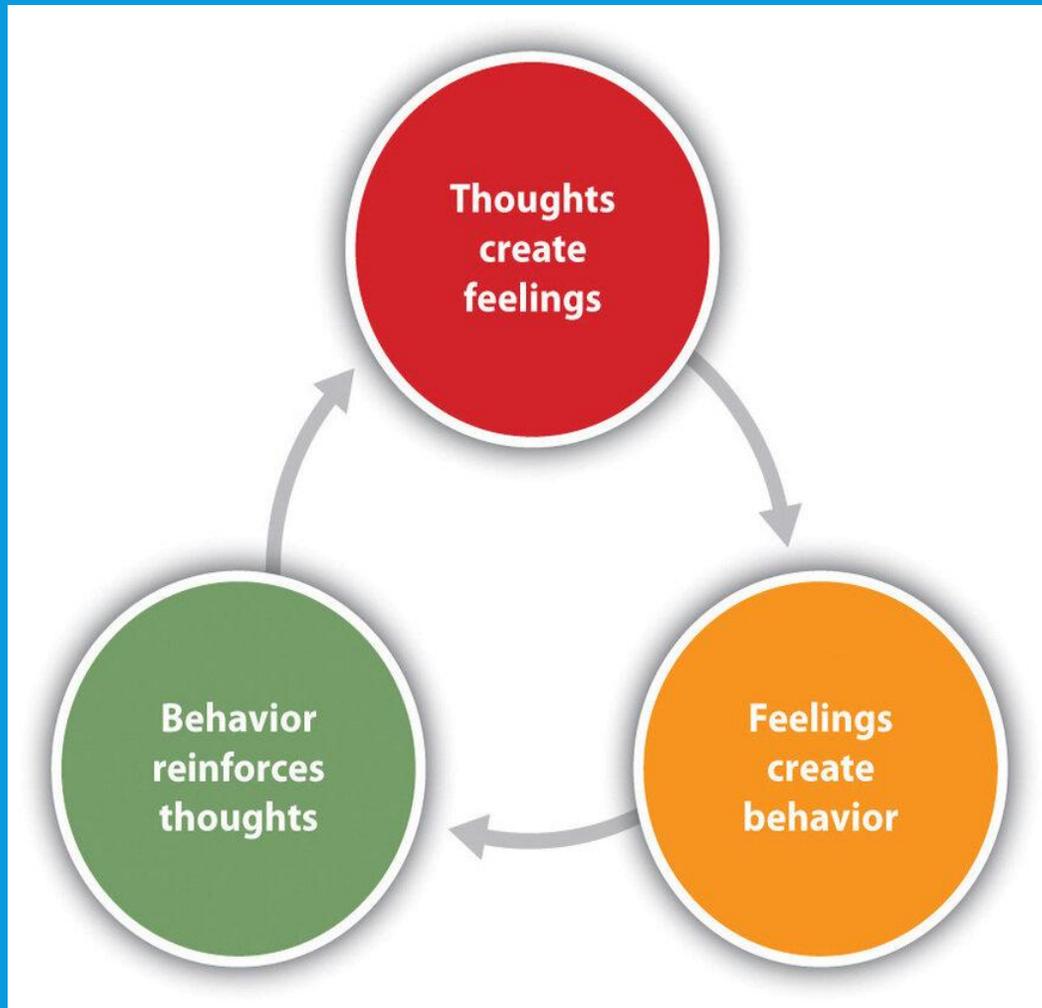
- Saying our feelings out loud highlights our emotions and deflates distressing feelings
- Use the emotional record and answer the following questions:
 - When and where did it happen?
 - How did you feel?
 - Did you say how you felt out loud?
 - What did you do after you recognized how you felt?
- Our suggestion is to stick with the chain analysis tool it's the same as the workbook's emotional records

SKILLS TRAINING WORKBOOK P. 148-206
EMOTIONAL REGULATION SKILLS



- Your emotions: what are they ?
 - How do emotions work?
1. Recognizing emotions
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OVERCOMING BARRIERS TO HEALTHY EMOTIONS



- Once we start to observe our emotions, we can try to notice how they influence our behaviors and thoughts
- We'll also notice that while emotions affect our thoughts and behaviors, they are also influenced by our thought and behaviors. It's a loop.
- It's easy to get caught in a vicious feedback cycle of self-destructive behaviors and self-criticism
- There are also virtuous feedback cycles between healthy behaviors and positive self-statements.
- Cognitive behavioral therapy and rational mind remediation work to change negative thoughts and behavioral cycles to virtuous ones and consequently influence emotions positively.

EMOTIONS AND BEHAVIORS

Emotions, thought, behaviors, and physical sensations are all connected

Intense distressing emotions often lead to intense behavioral reactions, such as self-destructive behaviors which then lead to more self-defeating thoughts and behaviors

People often get stuck in these self-harm vicious cycles because they are rewarding in that they temporarily relieve the intense emotion

We are likely to repeat behaviors when they are rewarded, this is true for both self-destructive and healthy behaviors

COMMON SELF-DEFEATING BEHAVIORS

1. Self-harm

- Self-harm is often used to distract from emotional pain
- Self-harm tends to be effective in the short term because the endorphins it releases dull our physical and emotional pain.
- This short-term reward reinforces the self-harm behavior
- There are however long-term negative consequences to coping in this way.
- Self-harm is a maladaptive form of coping.

2. Manipulation of others

- Manipulation is an attempt to forcefully sway another person's emotions to get them to act or feel in a certain way. Ex. "If you really loved me, you'd cancel your plans, I guess I don't really matter to you."
- Manipulation tends to be effective in the short term as it may produce a sense of control or that we have won
- Over the long-term manipulation almost always negatively impacts relationships
- Difficulties in relationships are a major source of distress
- Gaslighting is a form of manipulation Ex. "I never said that you're imagining things."

RECOGNIZING OUR SELF-DESTRUCTIVE BEHAVIORS WORKSHEET



- We can use the worksheet on p. 171 of the workbook to observe our self-destructive behaviors
- This allows us to identify the self-destructive behaviors we engage in and to consider the ways in which they are rewarding

OBSERVING SELF-DESTRUCTIVE BEHAVIORS WITHOUT JUDGMENT



- Thinking about our self-destructive ways of coping can trigger self-judgement and distressing emotions.
- It is important to non-judgmentally accept ourselves for acting the way we do now while striving at the same time to reduce self-destructive behaviors.
- We can acknowledge instances (videos) in which we were self-destructive and using editing splicing and pasting practice alternative more adaptive thoughts, feelings and behaviors.

SKILLS TRAINING WORKBOOK P. 148-206 EMOTIONAL REGULATION SKILLS



- Your emotions: what are they ?
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 9. Problem Solving

SKILL 3. REDUCING PHYSICAL VULNERABILITIES



- To be able to better regulate emotions and access wise mind, keep your “gas tank” as full as possible and your dashboard in “the green” by:
 1. Eating healthy
 2. Avoiding over & undereating
 3. Minimizing drugs and alcohol
 4. Doing regular physical exercise
 5. Doing what you can to get good sleep
 6. Treating illness and physical pain
 7. Reducing physical tension and stress

SKILLS TRAINING WORKBOOK P. 148-206 EMOTIONAL REGULATION SKILLS



- Your emotions: what are they ?
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SKILL 4. REDUCING COGNITIVE VULNERABILITIES



- Remember that our thoughts influence how we feel
- Thoughts that often elicit distressing emotions include “I’m an idiot”, “I’m a failure”, “Something is wrong with me”
- Using emotion regulation skills, we can learn to cope with distressing thoughts
- Do a chain analysis for a time you were emotionally activated especially if you were angry at yourself, notice any negative thoughts, edit splice and paste them with alternative kinder thoughts about yourself.

REDUCE COGNITIVE VULNERABILITY

1. With Thought & Emotion Diffusion

- We discussed thought diffusion in the mindfulness skills module p. 100 of the workbook
- To review: using your imagination, you can picture thoughts and emotions floating away
- Choose a visualization that works for you
- Remember to be mindful and non-judgmental

2. With Coping Thoughts

- Coping thoughts soothe emotions and remind us of our strengths and successes
- We discussed coping thoughts in the distress tolerance module p. 50 of the workbook
- Select a few kind coping thoughts that work for you. “Mistakes happen; nobody’s perfect”, “This too shall pass”, “I’m strong and I can deal with this” etc.
- Use them regularly.

REDUCING COGNITIVE VULNERABILITY



- We can reduce our cognitive vulnerability by balancing our thoughts and feelings:
- Sometimes we get stuck “filtering” thoughts.
- Filtering thoughts means we focus on only part of what’s happening, filtering out the positive and focusing on the negative. Ex. You give a presentation at work. Afterwards, several colleagues come up to say they learned a lot, appreciated your clarity, and enjoyed your examples. But one person makes a small critical comment: “You went a little fast on the last slide.” Filtering thought: Instead of holding both truths, that most feedback was positive and there was one constructive comment, you focus only on the criticism and tell yourself: “I messed up the whole presentation. I’m terrible at this.”
- Balancing our thoughts and feelings requires us to look at the bigger picture by looking for evidence that goes against our distressing thoughts and feelings
- This can be done using thought records or rational mind remediation

SKILLS TRAINING WORKBOOK P. 148-206 EMOTIONAL REGULATION SKILLS



- Your emotions: what are they ?
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SKILL 5. INCREASING POSITIVE EMOTIONS



- To be emotionally well regulated we need not just to cope with distressing emotions, we also need to foster our positive experiences and emotions.
- It's easy to overlook the positive and focus on the negative that leads to distressing emotions
- Planning positive pleasurable experiences and activities can foster positive emotions
- Review the “Big List of Pleasurable Activities” p. 18-20 of the workbook
- Use the Pleasurable Activities Log on p. 184-85 to reflect on how these activities influence your emotions

SKILLS TRAINING WORKBOOK P. 148-206 EMOTIONAL REGULATION SKILLS



- Your emotions: what are they ?
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SKILL 6. BEING MINDFUL OF YOUR EMOTIONS WITHOUT JUDGEMENT

- Being mindful and nonjudgemental of our emotions reduces the chance that they will increase in intensity and become overwhelming.
- Try the “being mindful of your emotions without judgement” exercise on page 187 of the workbook.
- When you realize you are judging your emotions, use the “imagining letting go” technique on page 188 of the workbook. For example, imagine placing the judgement you’re making on a leaf and letting it float down a stream, around a bend, and out of sight.
- Noticing and letting go of judgements about emotions requires practice and involves several steps listed in the workbook on pages 188 and 189.

SKILLS TRAINING WORKBOOK P. 148-206 EMOTIONAL REGULATION SKILLS



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SKILL 7. EMOTIONAL EXPOSURE



- Being aware of and dealing with our emotions instead of avoiding them is an integral part of dialectical behavioral therapy. Practicing exposing ourselves to our emotions, helps us accept and be less afraid of them.
- Try the “emotional log” on pages 190 and 191, alternatively do the holes diary cards and chain analysis as these tools also expose you to the challenging emotions you experienced when you were in your holes.
- Doing a chain analysis will likely make you re-experience some of the emotions you felt during the episode for which you’re doing the chain analysis. When, as you do the chain analysis, you notice that you’re becoming activated, soothe yourself and return to the window of tolerable emotions by pendulating to a resource. When you’re calmer, resume working on the chain analysis.
- On pages 192 and 193 of the workbook there's an exercise that will help you to experience, observe, and soothe challenging emotions. This exercise will help you face difficult emotions while remaining closer to the window of tolerance.

SKILLS TRAINING WORKBOOK P. 148-206 EMOTIONAL REGULATION SKILLS



- Your emotions: what are they ?
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SKILL 8. Opposite action

- Impulsively acting on some of our emotions can backfire. For example, attacking someone verbally may damage that relationship. Acting on our emotions can also intensify conflicts and emotions.
- “Opposite action” can help diffuse emotions.
- On page 195 of the workbook, you will find several examples of “opposite action”. Ex. if you're angry and want to attack, criticize, hurt, or shout at someone- first imagine yourself validating, and being gentle with them. Once you've gotten good at practicing opposite action in your imagination, using editing, splicing and pasting, try doing it in real life.
- The workbook describes six steps to creating opposite action and offers you an “opposite action planning worksheet” along with examples.



SKILLS TRAINING WORKBOOK P. 148-206 EMOTIONAL REGULATION SKILLS



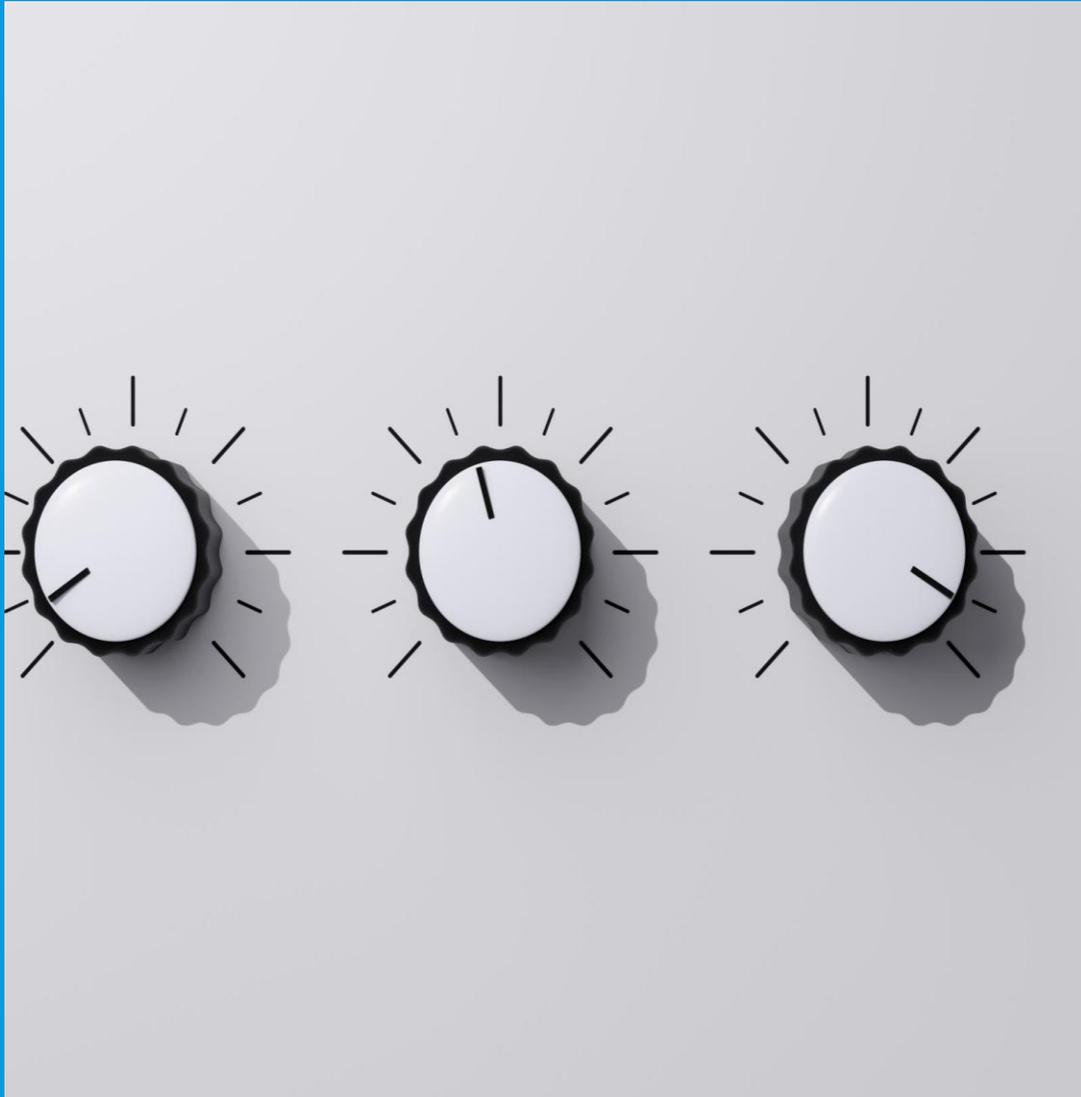
- Your emotions: what are they ?
 - How do emotions work?
1. Recognizing emotions
 2. Overcoming barriers to healthy emotions
 3. Reducing physical vulnerability
 4. Reducing cognitive vulnerability
 5. Increasing Positive Emotions
 6. Being mindful of your emotions without judgement
 7. Emotion exposure.
 8. Doing the opposite of your emotions
 9. Problem Solving



SKILL 9. PROBLEM SOLVING

- This skill is essentially a chain analysis and a rational mind remediation combined.
- Compare chain analysis and rational mind remediation and contrast them with the problem-solving skill described on pages 199 to 203 of the workbook.
- We suggest that for simplicity you stick with chain analysis and rational mind remediation.

WEEKLY REGULATOR



- The weekly regulator worksheet found on page 204 of the workbook is a reminder to use the emotional regulation skills we have discussed in this and the previous skills sessions.
- In some ways the weekly regulator overlaps with the DBT diary card. It too is a reminder to practice your skills.
- In the spirit of DBT we radically accept that it's very difficult to find the time and make the commitment to using all the tools and skills. As much as we radically accept that we also exhort you to try. If you do you will find that the benefits you get from this course go up exponentially.

UPDATED PERSONAL SKILLS LIST

Emotional regulation skills

How do emotions work?

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



**PRACTICING THE GOALS DIARY CARD
PROCEDURE USING 4 CASE STUDIES
YOUTUBE VIDEO 7:41-41:21**

DETHIL - PAGE 225





**TAKE
AWAY**



REVIEW OF THE SIMPLE TOOLS AND STRATEGIES

- Crisis plans
- Holes diary card
- Chain analysis
- Rational mind remediation
- The goals diary card procedure

- Following good problem-solving practices
- Editing splicing and pasting
- Pendulating to stay in the window of tolerance
- Being mindful of our personal dashboard

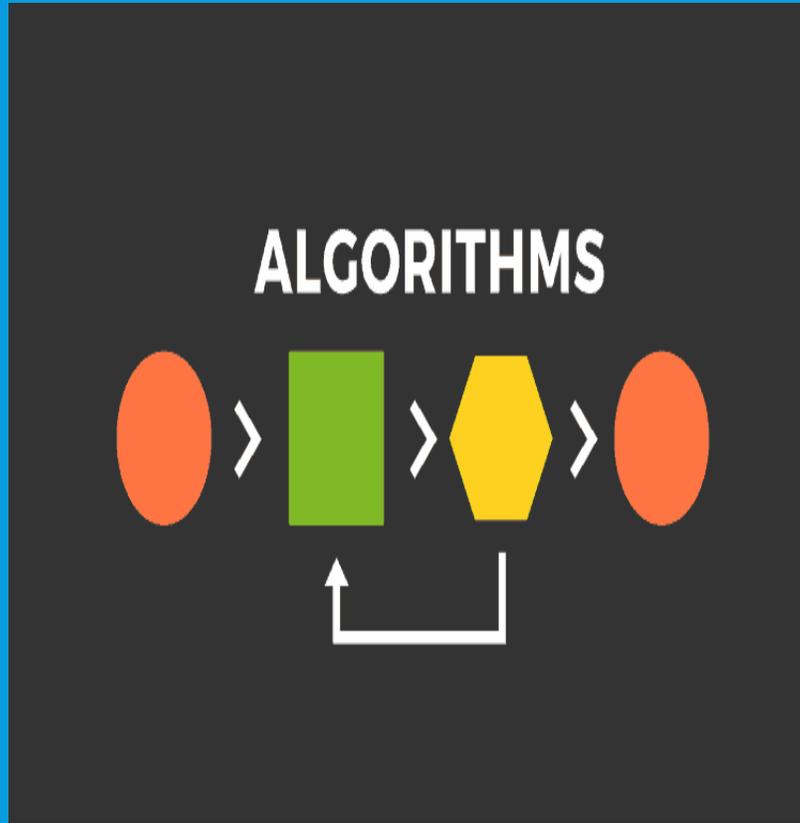


REVIEW OF THE SIMPLE TOOLS AND STRATEGIES

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CRISIS PLAN ALGORITHM



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

Crisis Plan

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

anxiety/panic/flight

dissociation

withdrawing/running away

fight/anger

impulsive behaviour

thinking of/hurting myself

grief

illegal behaviours

thinking of/hurting others

despair/giving up

behaviours I later regret

other specify: _____

problems with boundaries

addictive behaviour

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

something I perceive others saying/doing

certain things in my environment

other/describe: _____

contact with certain people

times of the day/year

anniversaries

being tired/stressed/not caring for myself

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

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

Applying Crisis Plan

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

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

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

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

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



REVIEW OF THE SIMPLE TOOLS AND STRATEGIES

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PRACTICE USING THE SIMPLE TOOLS AND STRATEGIES

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CHAIN ANALYSIS ALGORITHM

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

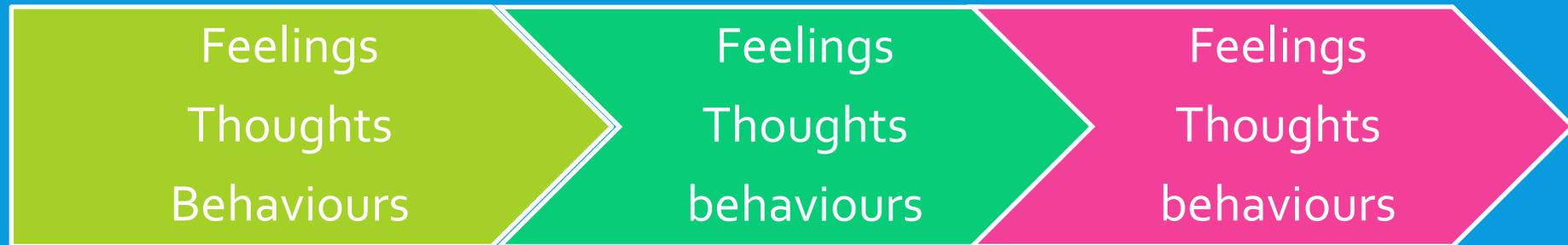
CHAIN ANALYSIS TEMPLATE

Stay in window of tolerance by pendulating

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

ADVANCED CHAIN ANALYSIS

▪ Time ----->





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



Start with your chain analysis

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

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

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

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

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

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

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



Start

Start with your chain analysis

Imagine

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

Imagine

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

Imagine

Imagine what they might have done. Write this down

Reclaim

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

Practice

Practice that scenario in your imagination



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GOALS DIARY CARD PROCEDURE ALGORITHM

Step 1

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

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

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

Step 2

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

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

Step 3

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

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

Step 4

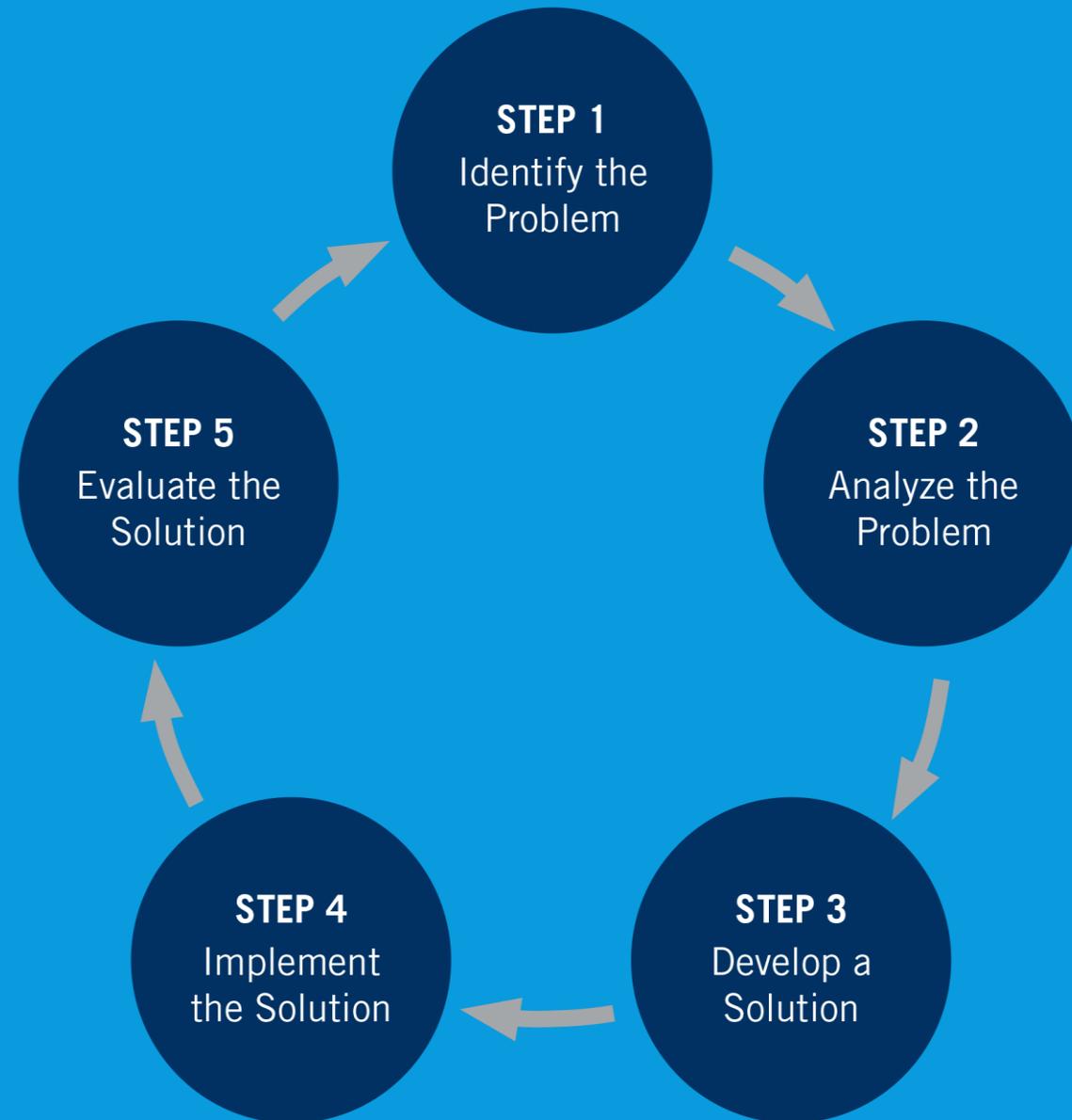
7. If you have accomplished a goal, choose another from the wellness assessment tool and use it as a target in your goal's diary card template. Repeat the same process starting with step 2.



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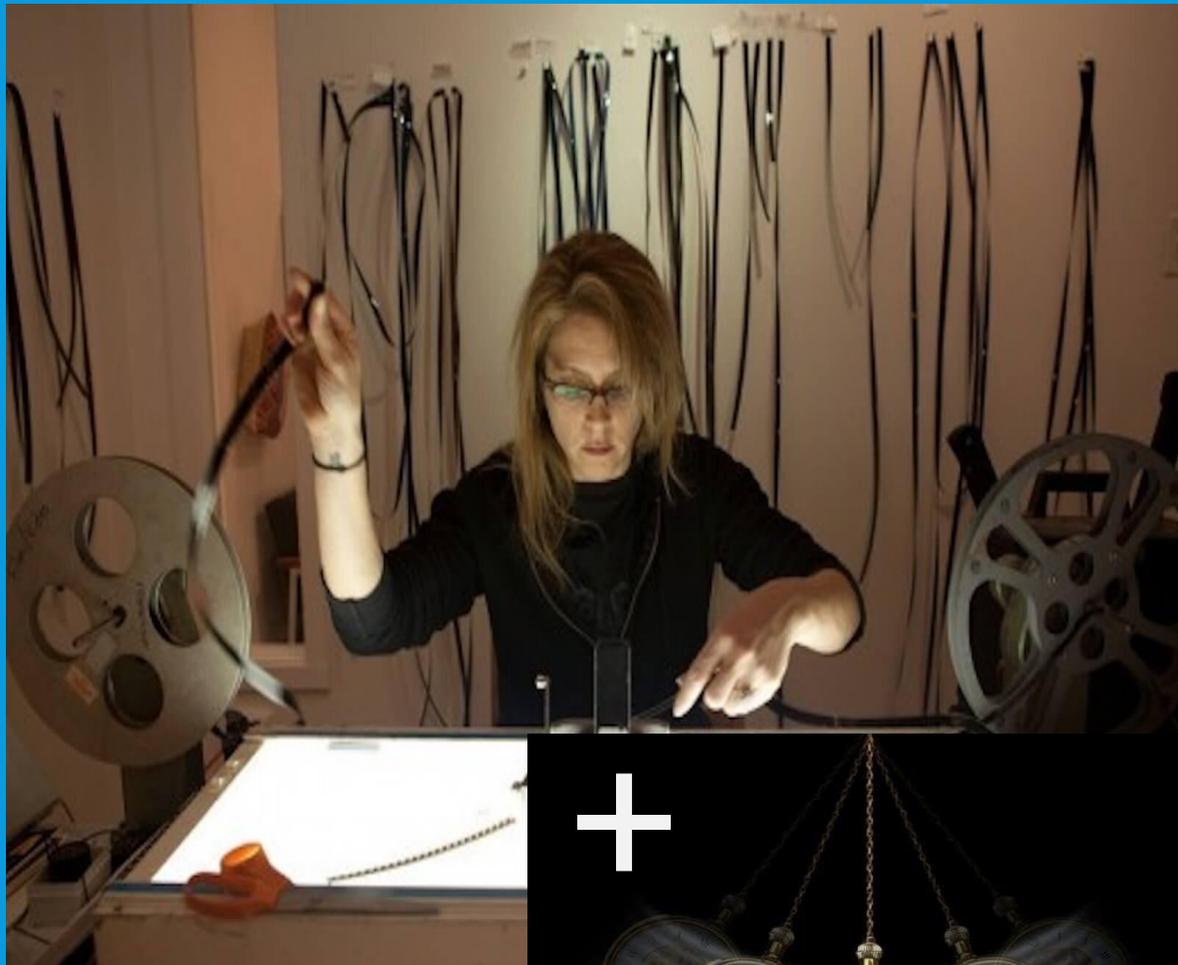


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EDITING, SPLICING AND PASTING WHILE PENDULATING TO STAY IN WINDOW OF TOLERANCE



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

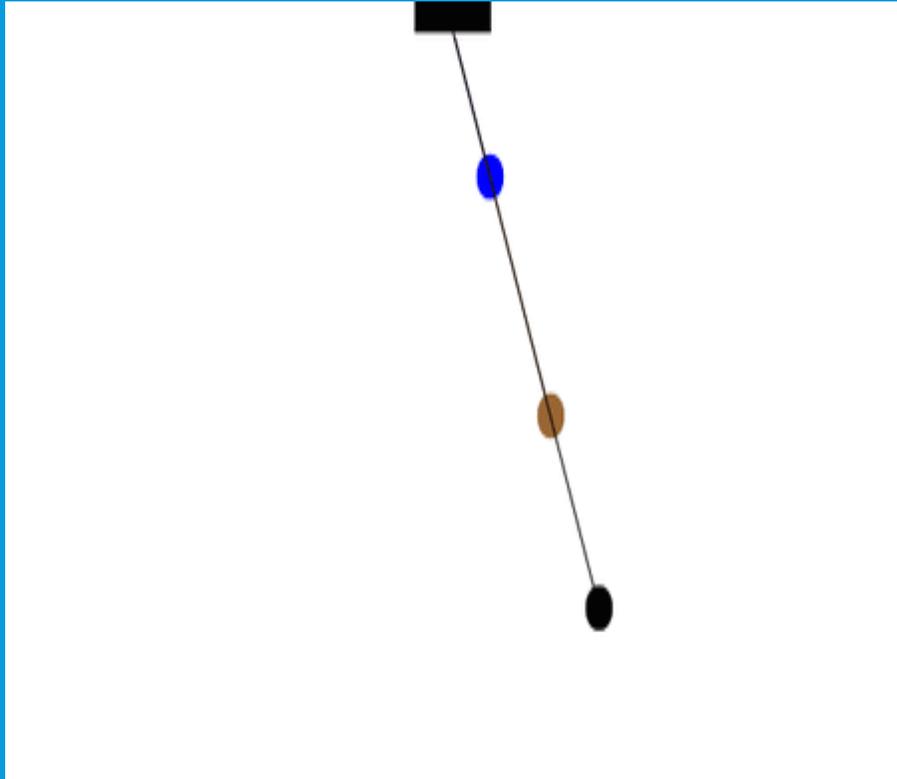


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STAY IN YOUR WINDOW OF TOLERANCE BY PENDULATING



Distressing
thoughts/feelings



Distracting/soothing
Images/thoughts/sensations

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



REVIEW OF THE SIMPLE TOOLS AND STRATEGIES

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CHECK IN REGULARLY WITH YOUR PERSONAL DASHBOARD

CRISIS RISK



WINDOW OF TOLERANCE



Spend a few moments checking in with yourself by asking:

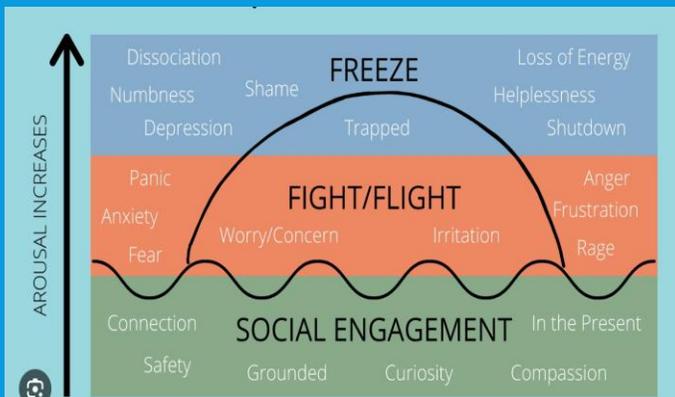
1) What is the current risk that I'll experience a state of crisis?
a) Low b) Moderate c) high d) very high e) extreme

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

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

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

STATE OF ACTIVATION



ENERGY RESERVES





PRACTICE USING THE SIMPLE TOOLS AND STRATEGIES

- Crisis plans
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The DBT Diary

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

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

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



WEEK 18 OF SIMPLE BREAK

ZOOM POLL

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

Extremely useful (10/10) 100%



Somewhat useful (0/0) 0%



Not useful at all (0/0) 0%



2. How useful was this course?

Extremely useful (10/10) 100%



Somewhat useful (0) 0%



Not useful at all (0) 0%



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

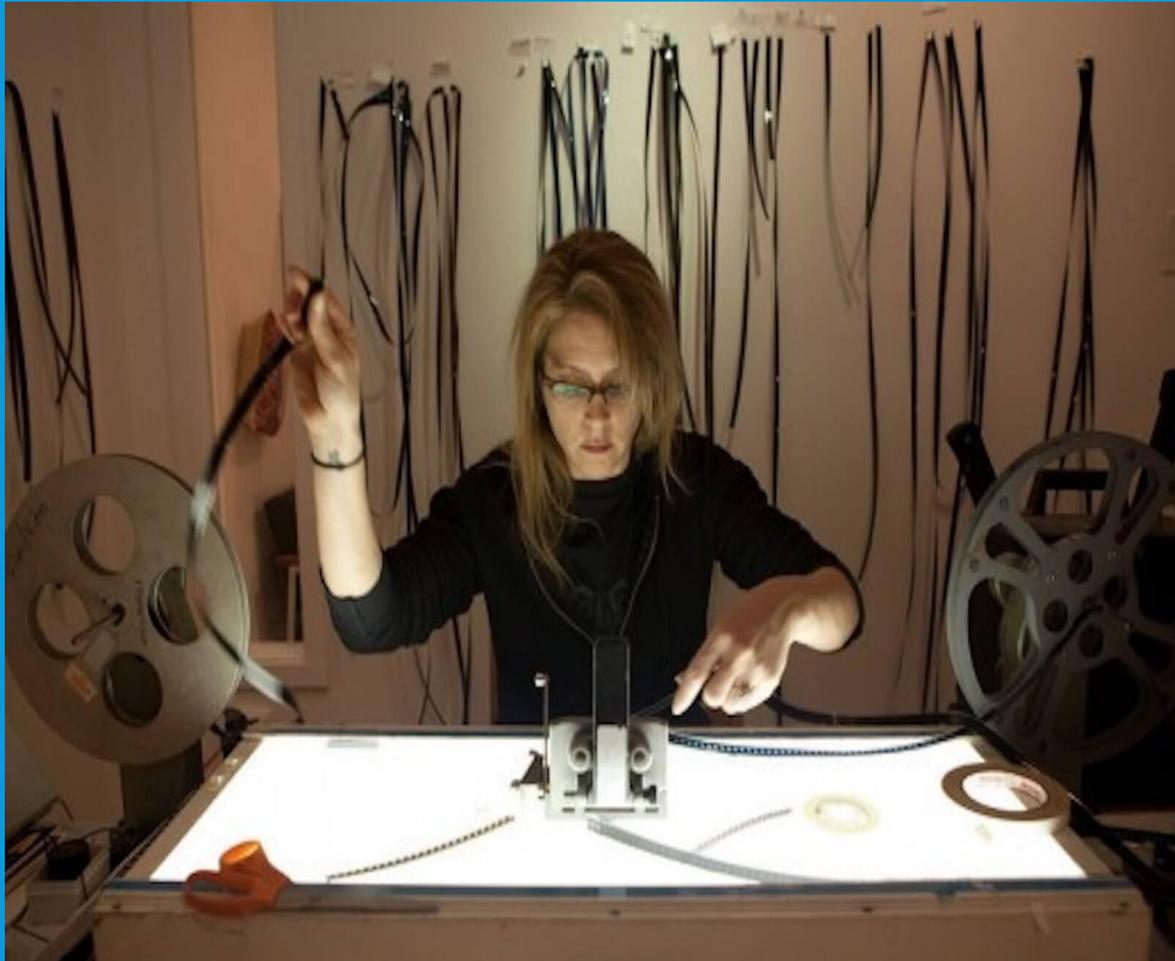


**WEEK 18 OF SIMPLE
WELCOME BACK FROM THE BREAK**



SEE YOU NEXT
SESSION

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



GOALS DIARY CARD PROCEDURE ALGORITHM

Step 1

1. Track your activities for a week using a blank week calendar. This will give you a snapshot of your typical routine and allow you to assess its balance.
2. Rate yourself 0-10 on each of Maslow's needs/wellness domains (see slide below)

Step 2

3. Complete the wellness assessment tool. Choose 1-3 "proximal activities" for your goals.
4. Consider which of your Maslow's needs are met and which of Erickson's stages you have mastered.

Step 3

5. "Schedule" the activities you have chosen on a blank or other weekly schedule.
6. Use the goals diary card to track your progress with these activities

Step 4

7. If you have accomplished a goal, choose another from the wellness assessment tool and use it in your goal's diary card... repeat.

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
7 am							
8 am							
9 am							
10 am							
11 am							
12 noon							
1 pm							
2 pm							
3 pm							
4 pm							
5 pm							
6 pm							
7 pm							
8 pm							
9 pm							

GOALS DIARY CARD PROCEDURE ALGORITHM

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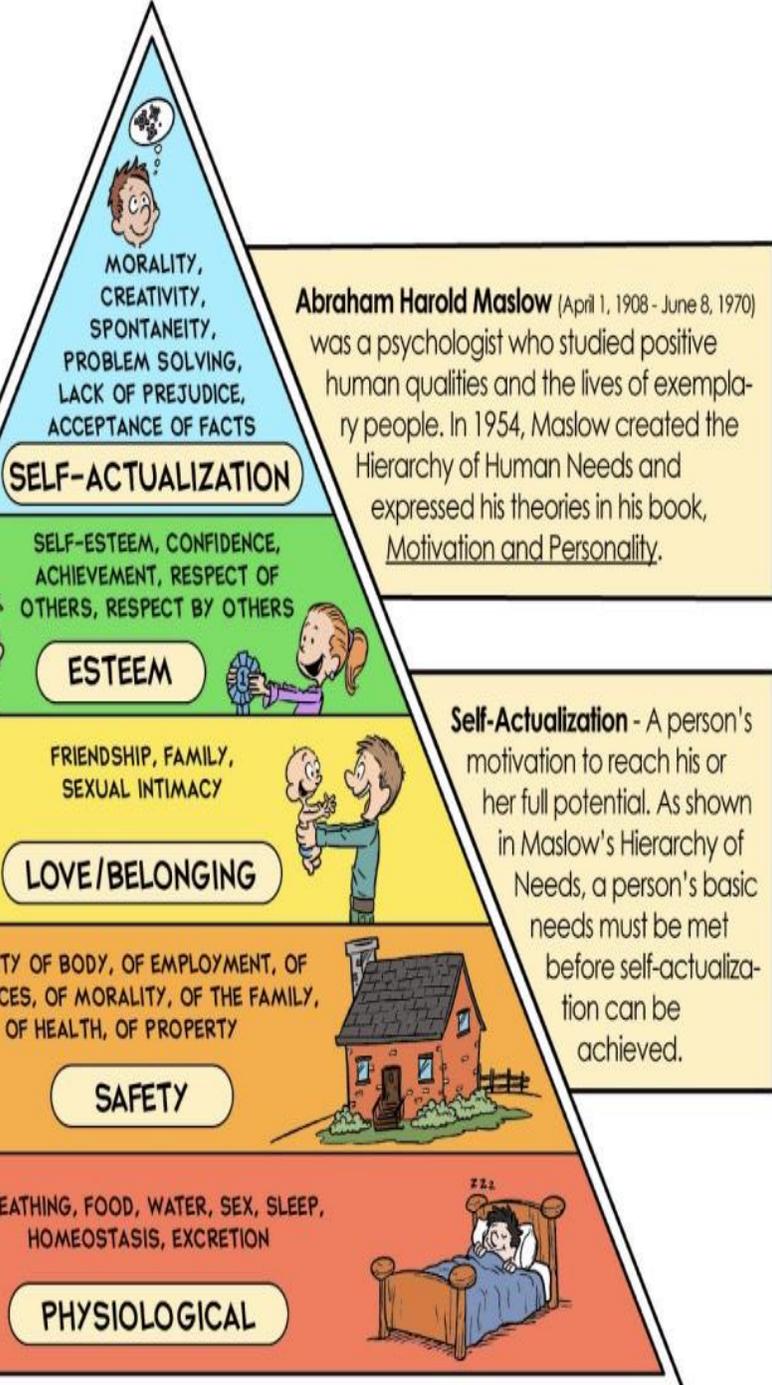
6. Use the goals diary card template to track your progress with these activities

Step 4

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

MASLOW'S HIERARCHY OF NEEDS

ABRAHAM MASLOW

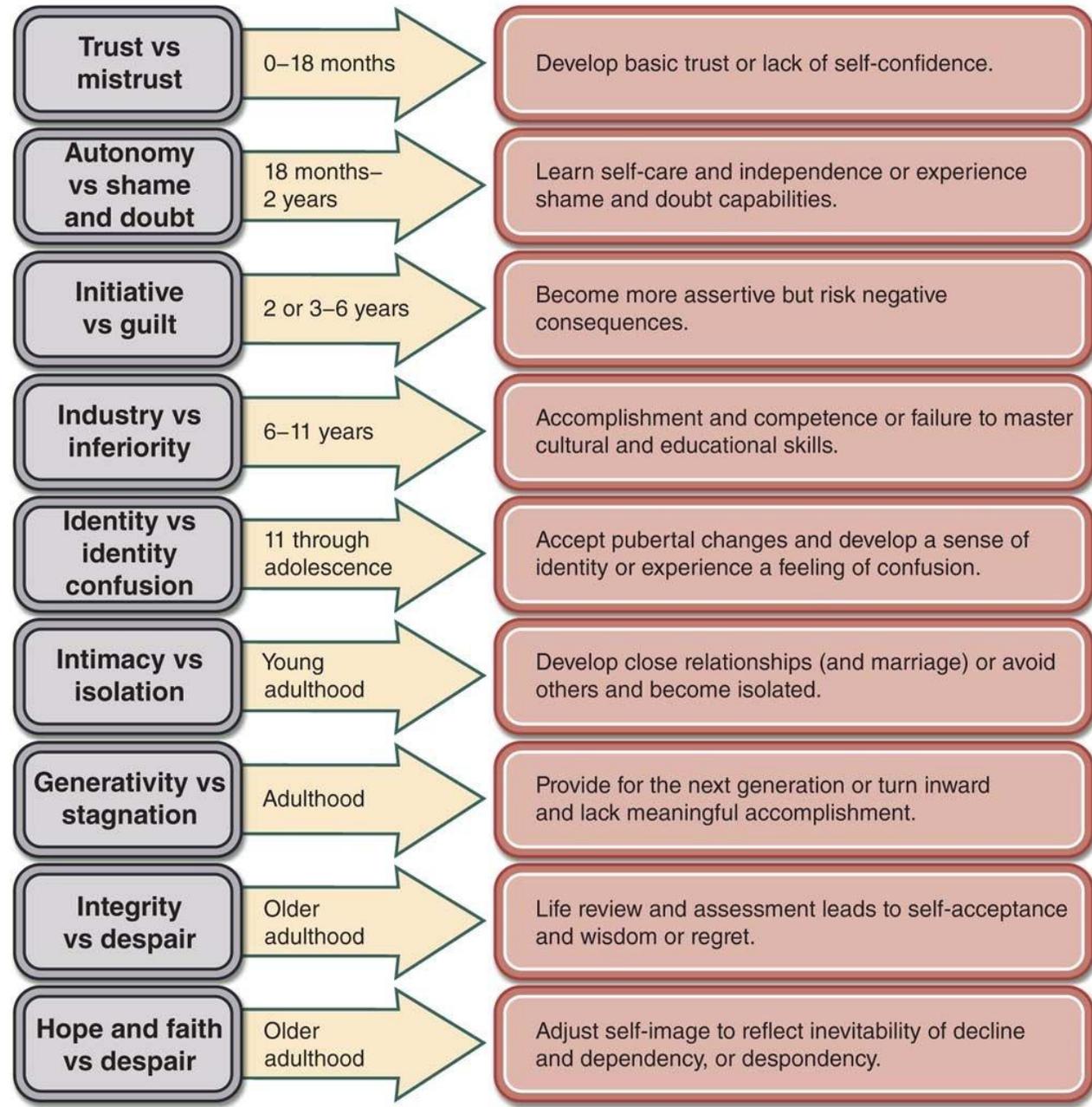


Abraham Harold Maslow (April 1, 1908 - June 8, 1970) was a psychologist who studied positive human qualities and the lives of exemplary people. In 1954, Maslow created the Hierarchy of Human Needs and expressed his theories in his book, *Motivation and Personality*.

Self-Actualization - A person's motivation to reach his or her full potential. As shown in Maslow's Hierarchy of Needs, a person's basic needs must be met before self-actualization can be achieved.

Erikson's Psychosocial Stages

Principal Developmental Tasks and Important Influences



VIDEO

Week 18 of simple



An illustration of Peter Pan, a young boy with brown hair, wearing a green tunic and pants, flying through the air with his arms outstretched. He is smiling and looking towards the viewer. The background shows a crowd of people in a park-like setting with trees and a cloudy sky. In the bottom left corner, a small illustration of a girl with brown hair is visible.

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PRACTICING THE GOALS DIARY CARD
PROCEDURE USING 4 CASE STUDIES





EASTERN VS WESTERN IDEAS OF HAPPINESS





HEAL YOUR ATTACHMENT ECOSYSTEM



UPDATED PERSONAL SKILLS LIST

Emotional regulation skills

How do emotions work?

1. Recognizing emotions
2. Overcoming barriers to healthy emotions
3. Reducing physical vulnerability
4. Reducing cognitive vulnerability
5. Increasing Positive Emotions
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OPPOSITE ACTION



DBT Skills:
Emotion
Regulation and
Acceptance



PETER - PAGE 225

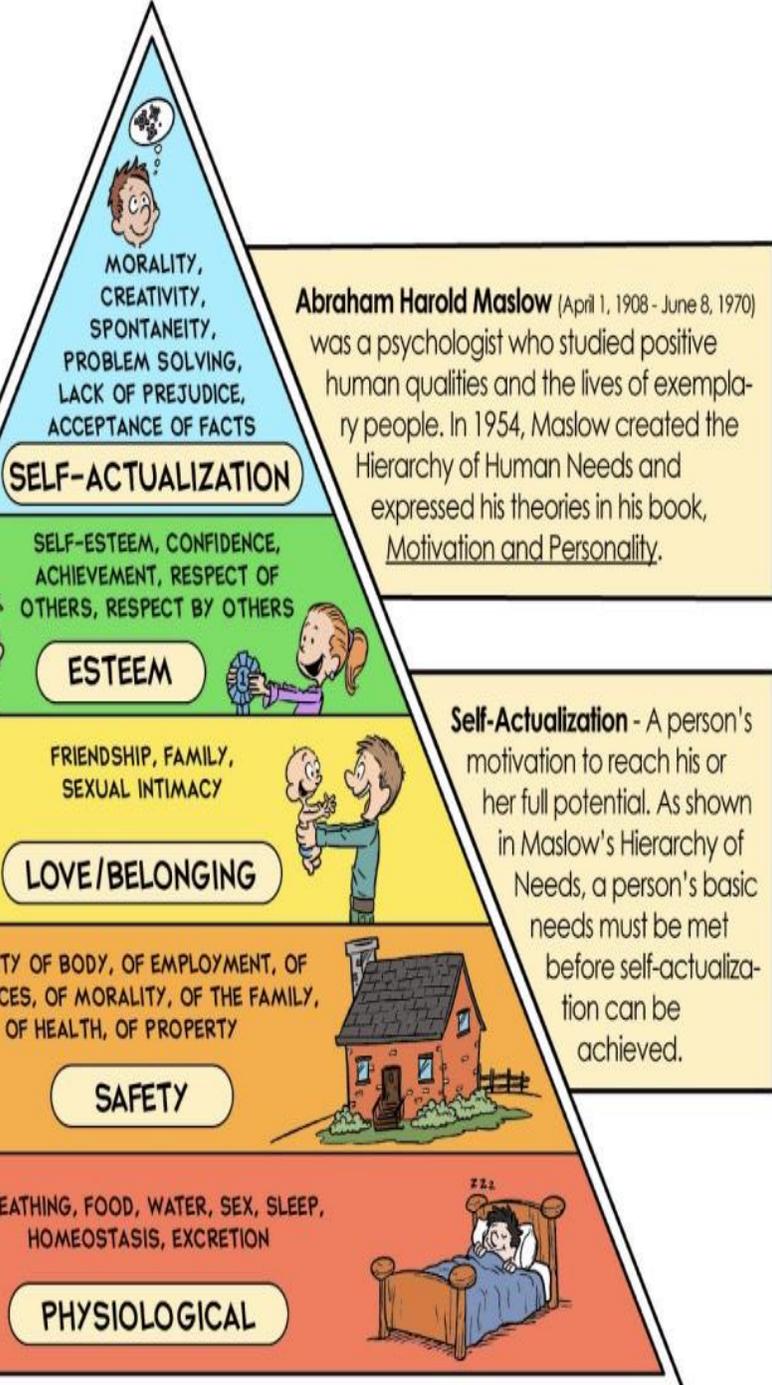


- Peter was a 37-year-old single man, living with his two cats, in a geared to income apartment. He was the only child of a single mom, Marjorie who, when Peter was growing up, to make ends meet, worked 50 hours a week as a personal support worker. Marjorie was a kind person who had been taken advantage of by a series of abusive partners. When Peter was 5, his father left, and Marjorie vowed that she would never again be in a relationship with a man. Marjorie was a hands-off parent who was at a loss as to what to do when Peter, in grade 6, started skipping classes and “hanging out” with a group of rebellious boys. She met with Peter’s teachers, the principal, and the school counsellor, but that had not helped. Marjorie’s best friend consoled her, saying that Peter was just going through a phase, and things would get better. When Peter started buying expensive items including an electric guitar, a PlayStation, and a computer, Marjorie got worried. Peter had unconvincing explanations for where he got the money. When Peter turned 16, he dropped out of school altogether. By that point, Marjorie knew she had no control over him. She had given him ultimatums, but he would shrug, roll his eyes, and ignore her. He began spending more and more time away, sometimes, he would not come home for weeks. Marjorie heard rumors that Peter was selling drugs. By the time Peter was 19, Marjorie rarely saw him. She was devastated, but not surprised, when one day she got a call from a nurse on the mental health unit of the local hospital, saying Peter had been hospitalized. Peter’s behavior had become increasingly erratic, and he had wild mood fluctuations. He would stay awake for days at a time. When he got into a fight at a coffee shop, police were called, and took a very disheveled and disorganized Peter to the emergency room, from where he was admitted to psychiatry. Peter wanted to leave the hospital and was involuntarily committed. At first, he was agitated and aggressive, and was started on antipsychotics. He was eventually diagnosed with schizoaffective disorder and prescribed mood stabilizers. Over the next 2 years, Peter would be discharged from hospital, stop his medications, relapse, and end up back in the hospital. He was eventually referred to an assertive community treatment team, an outpatient multidisciplinary mental health team, that through intensive contact with clients is often able to build good therapeutic alliances with them. Working with the team led to a gradual but significant improvement in Peter’s mental health.

- By the time he was in his late 20' s, he was sober, compliant with medication, and not engaging in illegal behaviours. Around that time, Peter started having panic attacks, agoraphobia, and social anxiety. He started to only be able to leave his apartment when accompanied by a member of the ACT team. He spent most of his days playing video games or watching TV. Peter was discharged from the ACT team and was referred to a psychiatrist, who after doing a history, and getting to know Peter, began to question the schizoaffective diagnosis. When Peter was given that diagnosis, he had been using crystal meth, which can induce psychosis. When Peter stopped using the drug, his thought disorder, delusions, and hallucinations, had all improved. It had been years since Peter had symptoms of psychosis. Now, his main problems were anxiety and depression. Peter was an intelligent man, who reflecting on his life, saw himself as a failure. Almost all his high school friends and acquaintances, were now married, had families and jobs. He knew three who had become police officers. He was embarrassed and ashamed, remembering that one of his former high school friends, who had become a paramedic, had on a couple of occasions, been the one that answered the emergency call that brought him to the hospital.

MASLOW'S HIERARCHY OF NEEDS

ABRAHAM MASLOW

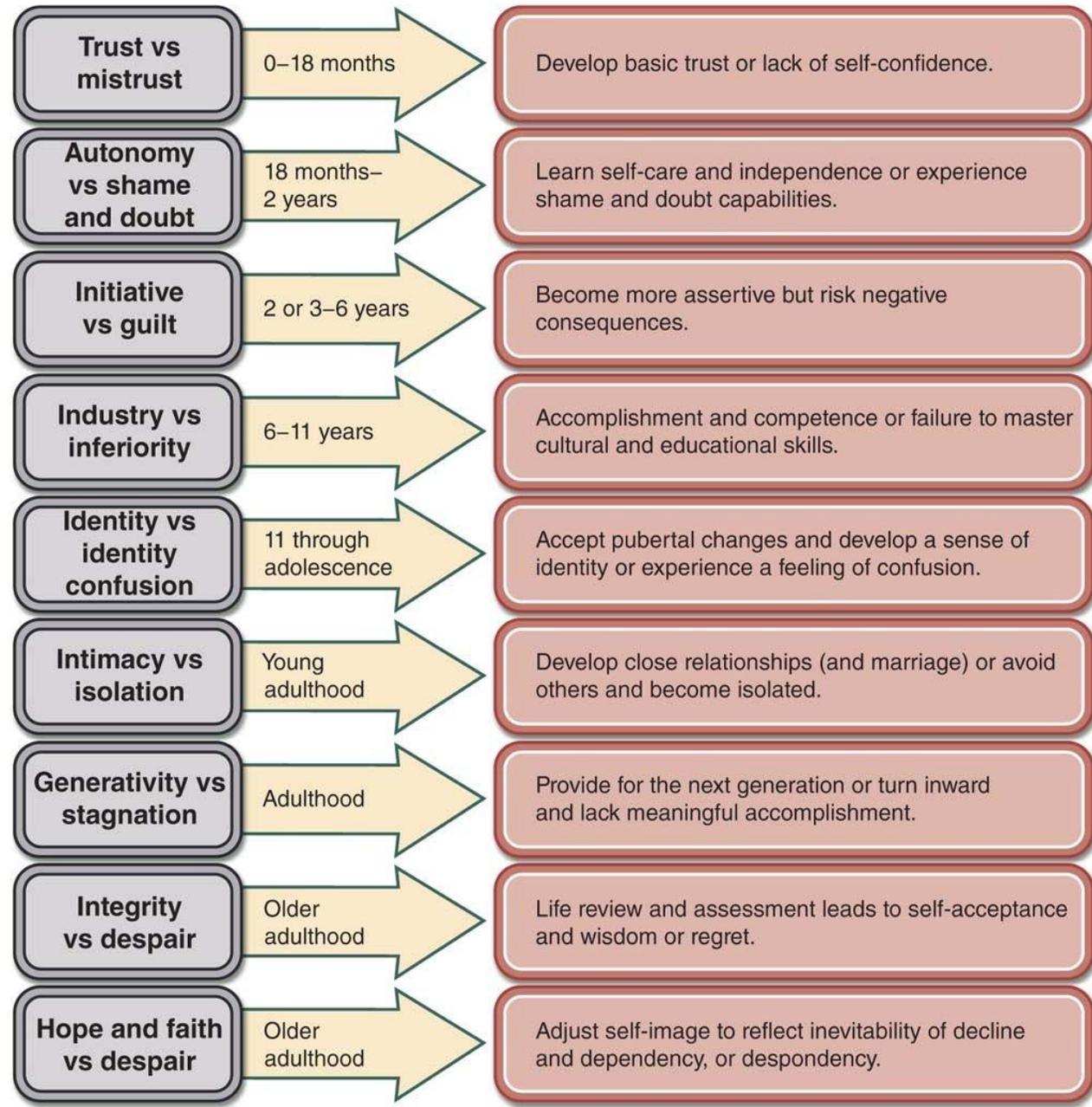


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Erikson's Psychosocial Stages

Principal Developmental Tasks and Important Influences



- Peter wanted to make some changes in his life but found it difficult. He started the Simple course. He related to Maslow's hierarchy of needs. His basic needs, the biological, physiological, and for safety, were met. His psychological needs for connection with others, respect, status, recognition, and self-esteem were not. Peter's development had stopped when he reached Erickson's stage of "industry versus inferiority" at which 6 to 11-year-olds, learn to cope with social and academic demands and develop a sense of competence. Stuck at this stage, Peter felt inferior.
- Peter worked on the "goals diary card procedure": Step 1-tracking activities for a week: On self-care Peter gave himself a 7/ 10—he shaved and showered everyday and kept things relatively tidy in his apartment. He went grocery shopping once a week with his mom and tried to eat a healthy diet. On looking after his physical needs, he gave himself an 8/ 10—when he had worked with the ACT team, he had learned to keep track of all his appointments, manage his finances, and take his medications, go to bed, and get up at regular times. He had also gotten into the habit of walking on a trail or hiking at least twice a week with a neighbour." On looking after his emotional needs, he gave himself a 5/ 10—Peter accepted whatever help he was given, he was enjoying the Simple course, and did his homework regularly. He also had an AA sponsor with whom he had been talking for years, and with whom he attended the occasional AA meeting. On social health, intellectual health and spiritual health, Peter scored himself much lower. Step 2-completing the wellness assessment tool: After tracking his activities for a week, Peter was not surprised that he scored relatively well on material well-being and physical health, but much lower on the other domains of the questionnaire. After some brainstorming, he decided that he would work on "getting closer to family members". His mother's family was close knit, and Peter had many cousins, aunts, and uncles. Various family members got together, at least once a week, to do a variety of activities. His cousins went fishing, snowmobiling, and to antique cars shows. They often asked Peter to join them. Because of his anxiety, Peter had always refused their invitations. He feared they would judge him. He decided he"

GOALS DIARY CARD PROCEDURE ALGORITHM

Step 1

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

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

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

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

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

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

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8 am							
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11 am							
12 noon							
1 pm							
2 pm							
3 pm							
4 pm							
5 pm							
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9 pm							

RATING YOURSELF ON MASLOW'S NEEDS/WELLNESS DOMAINS

- Rate each of the following 7 areas on a subjective 0-10 scale where 0 = none of your needs in that area are met, and 10 = all your needs in that area are met.
- **1.** Meeting self-care needs – looking after personal hygiene, caring for home environment, planning meals, grocery shopping, cooking and healthy eating habits, healthy relaxation and rest, etc.. Score: __
- **2.** Meeting physical and safety needs – safe from aggression and crime, safe and secure housing, sufficient income and budgeting, adequate sleep, sufficient exercise, good health, spending time in nature, etc.. Score: __
- **3.** Meeting emotional needs – ability to manage stress, ability to stay in the window of emotional tolerance, ability to ask for and receive help when appropriate, able to use emotional regulation strategies, paying attention to and working on improving your mental health, meditating, having appropriate supports and mental health guidance, etc.. Score: __
- **4.** Meeting social needs- having a balanced social life with partners, friends, and acquaintances, giving and receiving support, meeting new people, not being lonely, etc.. Score: __
- **5.** Meeting intellectual needs-being curious, learning new things, reading, following news political and social issues, joining clubs that stimulate your mind, etc.. Score: __
- **6.** Meeting spiritual needs-doing activities that help you transcend yourself, being in nature, loving animals, healthy giving to others and the world, etc.... Score: __
- **7.** How much time do you spend each day in unproductive activities or maladaptive coping? Hours: __
- To total your score, add items 1-6 and from this subtract item 7. The higher score the better you are doing on the “wellness” domains score

- Peter worked on the “goals diary card procedure”: Step 1-tracking activities for a week: On self-care Peter gave himself a 7/ 10—he shaved and showered everyday and kept things relatively tidy in his apartment. He went grocery shopping once a week with his mom and tried to eat a healthy diet. On looking after his physical needs, he gave himself an 8/ 10—when he had worked with the ACT team, he had learned to keep track of all his appointments, manage his finances, and take his medications, go to bed, and get up at regular times. He had also gotten into the habit of walking on a trail or hiking at least twice a week with a neighbour.” On looking after his emotional needs, he gave himself a 5/ 10—Peter accepted whatever help he was given, he was enjoying the Simple course, and did his homework regularly. He also had an AA sponsor with whom he had been talking for years, and with whom he attended the occasional AA meeting. On social health, intellectual health and spiritual health, Peter scored himself much lower.

GOALS DIARY CARD PROCEDURE ALGORITHM

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A Wellbeing Assessment Tool

Many of us recognize the importance of wellbeing, but it is easy to get caught up in our busy schedules to the neglect of some of our needs.

Find out your level of wellbeing by rating each of the following dimensions.

Circle the number that best describes you.

	Very Unhealthy	Somewhat Unhealthy	Somewhat Healthy	Very Healthy
Material Wellbeing	1	2	3	4
Physical Health	1	2	3	4
Social Health	1	2	3	4
Emotional Health	1	2	3	4
Spiritual Health	1	2	3	4
Intellectual Health	1	2	3	4

After completing the above section, decide which area(s), if any, you think you should work on improving. Now answer the following set of questions regarding each dimension of wellness. Indicate how often you think the statements describe you.

Material Wellbeing

	Rarely, if Ever	Sometimes	Most of the Time	Always
1. My physical environment (home, community) is orderly and healthy	1	2	3	4
2. I have easy access to healthy food and water that meets my needs.	1	2	3	4
3. I have secure, stable and safe housing.	1	2	3	4
4. I have access to nature.	1	2	3	4
5. I have adequate access to health care.	1	2	3	4
6. I feel physically safe in my home and community.	1	2	3	4
7. I feel reasonably financially secure.	1	2	3	4
8. I feel safe and secure at work.	1	2	3	4
9. I feel reasonably secure about my future material wellbeing.	1	2	3	4
10. I feel there is enough time to do the things I need and want to do.	1	2	3	4

Physical Health

	Rarely, if Ever	Sometimes	Most of the Time	Always
1. I maintain a desirable weight.	1	2	3	4
2. I engage in vigorous exercise such as brisk walking.	1	2	3	4
3. I do exercises designed to strengthen my muscles and joints.	1	2	3	4
4. I warm up and cool down by stretching before and after vigorous exercise.	1	2	3	4
5. I feel good about the condition of my body.	1	2	3	4
6. I get 7-8 hours of sleep each night.	1	2	3	4
7. My immune system is strong and I am able to avoid most infectious diseases.	1	2	3	4
8. My body heals itself quickly when I get sick or injured.	1	2	3	4
9. I have lots of energy and can get through the day without being overly tired.	1	2	3	4
10. I listen to my body; when there is something wrong, I seek professional advice.	1	2	3	4

Emotional Health

	Rarely, if Ever	Sometimes	Most of the Time	Always
1. I find it easy to laugh about things that happen in my life.	1	2	3	4
2. I avoid using alcohol as a means of helping me forget my problems.	1	2	3	4
3. I can express my feelings without feeling silly.	1	2	3	4
4. When I am angry, I try to let others know in non-confrontational and non-hurtful ways.	1	2	3	4
5. I am a chronic worrier.	4	3	2	1
6. I recognize when I am stressed and take steps to relax through exercise, quiet time, or other activities.	1	2	3	4
7. I feel good about myself and believe others like me for who I am.	1	2	3	4
8. When I am upset, I talk to others and actively try to work through my problems.	1	2	3	4
9. I am flexible and adapt or adjust to change in a positive way.	1	2	3	4
10. My friends regard me as a stable, emotionally well-adjusted person.	1	2	3	4

Social Health

	Rarely, if Ever	Sometimes	Most of the Time	Always
1. When I meet people, I feel good about the impression I make on them.	1	2	3	4
2. I am open, honest, and get along well with other people.	1	2	3	4
3. I participate in a wide variety of social activities and enjoy being with people who are different than me.	1	2	3	4
4. I try to be a "better person" and work on behaviours that have caused problems in my interactions with others.	1	2	3	4
5. I get along well with the members of my family.	1	2	3	4
6. I am a good listener.	1	2	3	4
7. I am open and accessible to a loving and responsible relationship.	1	2	3	4
8. I have someone I can talk to about my private feelings.	1	2	3	4
9. I consider the feelings of others and do not act in hurtful or selfish ways.	1	2	3	4
10. I consider how what I say, might be perceived by others before I speak.	1	2	3	4

Intellectual Health

	Rarely, if Ever	Sometimes	Most of the Time	Always
1. I tend to act impulsively without thinking about the consequences.	4	3	2	1
2. I learn from my mistakes and try to act differently the next time.	1	2	3	4
3. I follow directions or recommended guidelines and act in ways likely to keep others and myself safe.	1	2	3	4
4. I consider the alternatives before making decisions.	1	2	3	4
5. I am alert and ready to respond to life's challenges in ways that reflect thought and sound judgment.	1	2	3	4
6. I tend to let my emotions get the better of me and I act without thinking.	4	3	2	1
7. I actively try to learn all I reasonably can about an issue before making decisions.	1	2	3	4
8. I manage my time well, rather than time managing me.	1	2	3	4
9. My friends and family trust my judgment.	1	2	3	4
10. I think about my self-talk (the things I tell myself) and then examine the real evidence for my perceptions and feelings.	1	2	3	4

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	Rarely, if Ever	Sometimes	Most of the Time	Always
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Personal checklist

Now total your scores in each of the dimensions and compare it to the ideal score. Which areas do you need to work on? How does your score compare with how you rated yourself in the first part of the questionnaire?

	IDEAL SCORE	YOUR SCORE
Material Wellbeing	40	
Physical Health	40	
Social Health	40	
Emotional Health	40	
Spiritual Health	40	
Intellectual Health	40	

What Your Scores Mean

Scores 35-40: Outstanding! Your answers show that you are aware of the importance of this area to your overall wellbeing. More importantly, you are putting your knowledge to work for you by practicing good wellbeing habits. It's likely that you are setting an example for your family and friends to follow. Although you received a very high score on this test, you may want to consider other areas where your scores could be improved.

Scores 30-35: Your wellbeing practices in this area are good, but there is room for improvement. Look again at the items you answered that scored one or two points. What changes could you make to improve your score. Even a small change in behaviour can often help you achieve greater wellbeing.

Scores of 20-30: You have some wellbeing risks. You may benefit from more information about the challenges you are facing. Perhaps you need help in deciding how to make the changes you desire.

Scores below 20: You may be taking serious and unnecessary risks with your health. Perhaps you are not aware of the risks and what to do about them.

This tool is adapted from that at the McKinley Health Centre at the University of Illinois:
http://www.mckinley.uiuc.edu/units/health_ed/health_education.htm

Step 2-completing the wellness assessment tool: After tracking his activities for a week, Peter was not surprised that he scored relatively well on material well-being and physical health, but much lower on the other domains of the questionnaire.

After some brainstorming, he decided that he would work on “getting closer to family members”. His mother’s family was close knit, and Peter had many cousins, aunts, and uncles. Various family members got together, at least once a week, to do a variety of activities. His cousins went fishing, snowmobiling, and to antique cars shows. They often asked Peter to join them. Because of his anxiety, Peter had always refused their invitations. He feared they would judge him. He decided he would confront his fears and set as a goal to “be more involved with his family”. Peter committed to attending the Saturday night get together, at which several of his cousins watched sports. They drank moderately but were respectful of Peter’s sobriety and he did not think that would be a problem. As a second goal Peter decided that if he received an invitation from a family member to do any other activity, he would accept. Peter’s goals became “going to the cousins Saturday night sports get togethers” and “accepting family invitations to do activities”.

- Step 3—tracking activities using the goals diary card: Peter was committed to his goals and consistently did them. Initially he felt anxious when he participated in family activities, but eventually the anxiety subsided. One of the targets he was tracking, on his holes diary card, was “feeling judged by others”. That feeling was triggered when he did family activities. This gave Peter the opportunity to practice his Simple tools, skills, and strategies.
- As he worked on rational mind remediations, he eventually started to believe that rather than judging him, his cousins were proud of the progress he was making.
- Step 4—choosing other goals: After 4 months of working on his 2 initial goals, Peter felt that they had become part of his routine. He now had little anxiety associated with doing these activities and looked forward to them. He felt that the overall quality of his life had improved. Seeing this change, was very encouraging for Peter, and his determination to continue along this path was strengthened.

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9 am							
10 am							
11 am							
12 noon							
1 pm							
2 pm							
3 pm							
4 pm							
5 pm							
6 pm						Cousins Saturday night	
7 pm		Go over to mom's					
8 pm							
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GOALS DIARY CARD PROCEDURE ALGORITHM

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MARY - PAGE 229

- **Mary** was a 31-year-old married mother of three children. She had worked in a bank until her youngest child, who had Down's syndrome was born. Mary and her husband Bill had decided she would stay home, until all the children were in school. Mary was attending the Simple group hoping to understand why, as far back as she could remember, she had felt anxious and depressed.
- When she heard other people stories, she felt guilty, most had very difficult lives and it made sense that they had psychological issues, but she had two loving parents. What was wrong with her? Mary began to realize that she had a harsh inner critic, that was constantly attacking her, and finding fault with all that she did. No matter how hard she tried, she could never do enough for others, and was never good enough.
- She also discovered that she had a “all or nothing” thinking pattern; either things were perfect, or they were terrible. She saw herself negatively, and others and the world positively. She learned this was typical of people with anxious attachment.
- As the course progressed, Mary began to understand why she felt the way she did; her mother was a kind woman, who would never hurt a fly, and she had loved Mary, but had terrible self-esteem. Mary's mother was a people pleaser who could never say no and was terrified of the judgement of others. Mary had learned to be that way through her mother's example. Mary had picked up on how frightened her mother was of the world and concluded that the world must be frightening. It was helpful to understand this but how would she change it?
- At home, Mary put everyone else before herself, and was often exhausted. She also constantly analyzed everything she did in the worst possible light.
- Mary decided to use as her holes diary card targets; “being tired/exhausted”, “feeling guilty” and “ruminating”. She felt that tracking these targets, helped her to focus on the issues that she wanted to work on. Being conscientious, Mary regularly did chain analysis and was becoming increasingly mindful of how her feelings, thoughts, behaviours, and energy levels, were connected. Mary had started using the editing, splicing, and pasting technique, along with rational mind remediation, to splice balanced, alternative thoughts, onto the memories of the times she had done too much for others, or ruminated . She was beginning to see small changes in herself.

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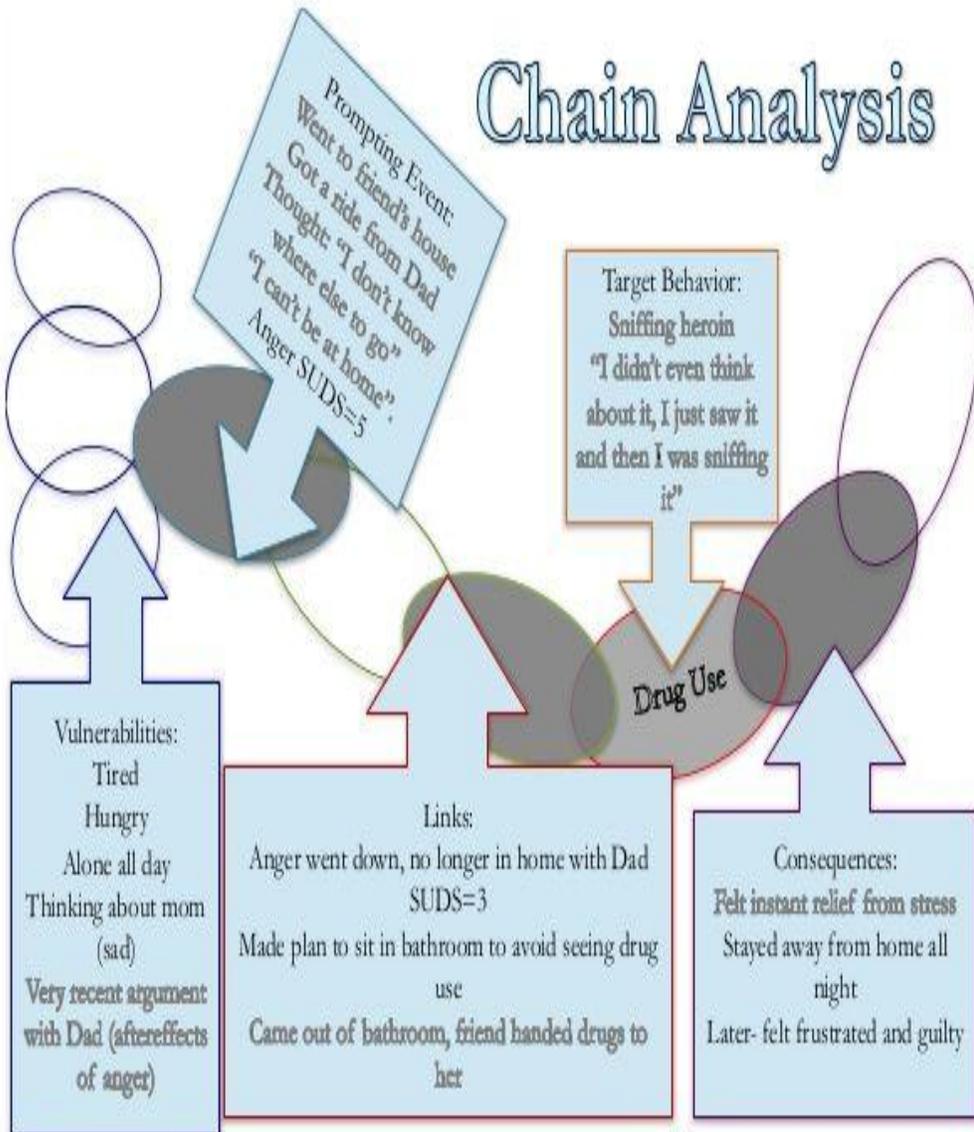
7. If you have accomplished a goal, choose another from the wellness assessment tool and use it as a target in your goal's diary card template. Repeat the same process starting with step 2.

- Mary started working on her goals diary card procedure: Step 1 Because each tool she had learned had been helpful, Mary was curious to see what impact the goals diary card procedure was going to have.
- She completed the hour-by-hour monitoring of her activities for one week. She then rated herself on each of the domains of well-being: She was good at basic self-care: she looked after her hygiene, the house was immaculate, she was organized with her shopping, and made delicious and nutritious meals for the whole family. She did not, however, spend any time relaxing. Mary did not do so well looking after her physical needs. She did all the housework and child-rearing. She was her family's designated driver, taking the kids to all the sports, they participated in, doctors and dentist's appointments, friends. She did a million other things for them. She had not exercised in years, she had not walked in nature by herself, basically she did nothing for herself. Mary did not look after her emotional health. She was always stressed, would not think of asking anyone for help, and apart from taking the Simple course and" doing the homework, she had not paid much attention to herself, or worked on her issues. She felt that taking the course was helping but also, she felt guilty and selfish taking time for herself. She could be doing things for her family.

- She did a chain analysis and a rational mind remediation for these feelings and was beginning to deal with them. Mary did occasionally meet with her parents and siblings but had long ago stopped trying to stay connected with her university and work friends. Mary liked listening to the radio and watched some TV shows when she was doing things around the house. It distracted her and transported her to another world allowing her to escape. She felt she had a good grasp of social and political issues, but never had the opportunity to discuss these with anyone. Before getting married, Mary had attended church regularly. She found it gave her a sense of community, but her attendance dropped as she got busier with her family, and after her last child, she stopped going altogether. Mary did not spend any time on unproductive activities, but she worried about using maladaptive soothing as when 5 p.m. rolled around, she could not wait to have a glass of white wine. If she was honest with herself she had to admit that the glass she drank from, had gotten larger over the years.

HOW TO DO A CHAIN ANALYSIS

Chain Analysis



- Find a higher than your baseline number on your holes diary to do a chain analysis
- 1. Map out the “topography” of the intensity of your activation around the time period for which you are doing the chain analysis. How did the intensity of your feelings, thoughts, and behaviors change over time?
- 2. On the chain analysis template, note in writing, if there were any events that were triggers for your increase in activation ?
- 3. Note in writing, on the template, the sequence of feelings you experienced during this period. Rate each on a scale of 0-10 with 10 being the most intense you’ve ever felt this emotion
- 4. Observe and note the physical sensations you experienced during the activation without judging or trying to change them
- 5. Note in writing, on the template, the thoughts that accompanied each of your feelings
- 6. Note what you did, or wanted to do but stopped yourself from doing during the period of activation
- 7. Note on a 0-10 scale what your energy balance, reserves or stores (how full your gas tank), and crisis risk were just prior to the time for which you’re doing the chain analysis.



what is a thinking error?

marigoldcounseling.com



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



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



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



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

CATASTROPHIZING

I expect the worst will happen every time.



MIND READING

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



SHOULD AND MUSTS

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



FILTERING

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



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

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

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

- **Step 2** Mary completed and scored the wellness assessment tool. As she reflected on it, she concluded that her biological, physiological, and safety, Maslow needs, were well met. She also saw that she loved her family but not herself. She spent all her time looking after them but continued to feel she did not do enough. She could not imagine why they loved her, she did not feel worthwhile, or deserving of recognition. Mary thought that she had mastered all of Erickson's tasks up to identity versus role confusion. She had done quite well in high school, both academically and in sports, but that had not translated into a sense of self-worth. Mary thought of Crittenden's attachment classifications and had identified both herself and her mother as "compulsive caretakers". Although able to come to these conclusions rationally, Mary's emotional mind remained firmly in control, making her feel that looking after herself was selfish, and if she did more of that, her husband and children would suffer.
- Recognizing the power of emotional mind, Mary did a rational mind remediation; if a friend came to her with a similar problem seeking advice, what would she say? She told the "friend" that it was admirable how devoted and loving she was with her family, but at the same time rather than "being joyful, she was often filled with sadness and fear. Mary offered her friend her own mother's example: she too had been loving and devoted to her family, Mary was grateful for that, but realized that inadvertently, her mother had passed along her low self-esteem to her. She did not want to do that to her kids. In retrospect, Mary said, she wished her mother had paid more attention to herself. Her family's physical needs were important, but she needed to consider their psychological needs as well. Working on her feelings, thoughts, and self-esteem, was not selfish, it was healthy, and something she would be modelling for her children. This rational mind perspective made sense; Mary wrote it down so that she could look at it when she felt guilty.
- Mary had already committed to devoting four hours a week to the Simple course. Her husband, seeing the positive changes, was supportive, the time Mary was devoting to herself was not hurting the family. She shared what she was learning with her husband, he told her that while appreciating all she did, he wished she would do more for herself. Mary decided that just as she had reserved four hours a week for Simple, she would devote another two hours, for an activity of her choice.

RATING YOURSELF ON MASLOW'S NEEDS/WELLNESS DOMAINS

- Rate each of the following 7 areas on a subjective 0-10 scale where 0 = none of your needs in that area are met, and 10 = all your needs in that area are met.
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- **4.** Meeting social needs- having a balanced social life with partners, friends, and acquaintances, giving and receiving support, meeting new people, not being lonely, etc.. Score: __
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- **6.** Meeting spiritual needs-doing activities that help you transcend yourself, being in nature, loving animals, healthy giving to others and the world, etc.... Score: __
- **7.** How much time do you spend each day in unproductive activities or maladaptive coping? Hours: __
- To total your score, add items 1-6 and from this subtract item 7. The higher score the better you are doing on the “wellness” domains score

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4. I have access to nature.	1	2	3	4
5. I have adequate access to health care.	1	2	3	4
6. I feel physically safe in my home and community.	1	2	3	4
7. I feel reasonably financially secure.	1	2	3	4
8. I feel safe and secure at work.	1	2	3	4
9. I feel reasonably secure about my future material wellbeing.	1	2	3	4
10. I feel there is enough time to do the things I need and want to do.	1	2	3	4

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 if they had been in rational mind?

Could your friend have thought or behaved differently 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.

- During that time, her husband said he would be happy to take care of the children, or if he had a work commitment, get a babysitter. In high school Mary had been an accomplished swimmer. Doing” children, she, and a friend, had trained together. It had been more than physical exercise; they had supported each other through difficult times. Mary was excited at the prospect of doing that again and resolved to ask her friend if she wanted to join her. At first, Mary only wanted to devote one day a week for two hours to swimming, but her husband talked her into doing it twice a week for 1 ½ hours each time. He was thrilled that Mary was doing this and started brainstorming how to find a babysitter, and what activities he could do with the children while she was away. When Mary committed to something, she did it. Her friend, also a mother, jumped at Mary’s invitation, and they started swimming together again. This readjustment of her schedule did, predictably, cause Mary considerable anxiety. She felt guilty and selfish. When she saw these targets increase on her holes diary card, she revisited her chain analysis and went back to her rational mind remediation and editing, splicing, and pasting. She eventually noticed that these changes made her more excited about life and that somehow her children were also happier.

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7 am							
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10 am							
11 am							
12 noon							
1 pm							
2 pm							
3 pm		swimming			swimming		
4 pm							
5 pm							
6 pm							
7 pm							
8 pm							
9 pm							



DOLORES - PAGE 232

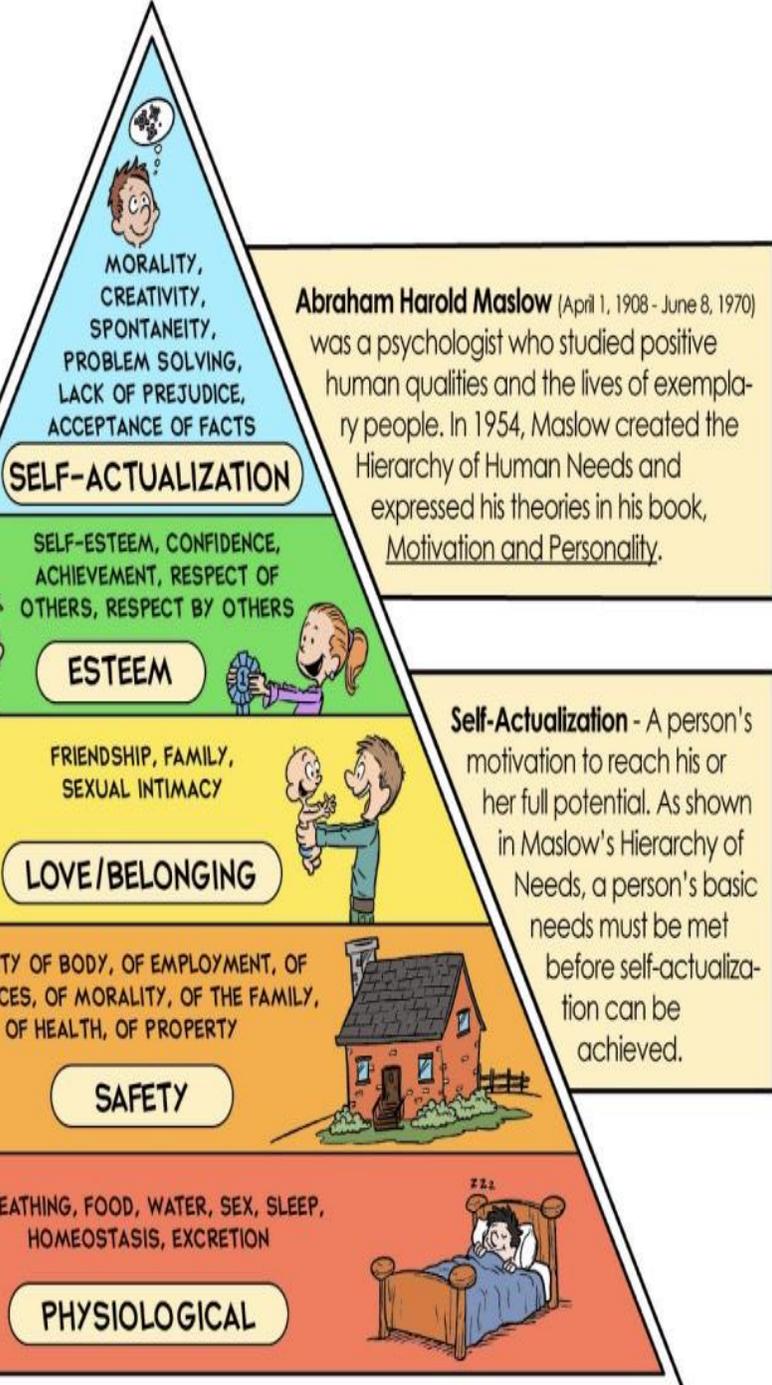
- Dolores was a 60-year-old married woman, whose two children had long ago left home. She worked part time in retail. Her husband, Harry was a plumber. Dolores was an only child. She suspected her parents had never wanted children. In her family's living room, above the fireplace, hung a large, cross-stitched piece that proclaimed, "children should be seen not heard". When she had learned about the different types of parenting, she instantly realized that hers, was the poster family for authoritarian parenting. Dolores had been referred to a psychiatrist by her family doctor. She had a long history of depression accompanied by physical symptoms including back pain, irritable bowel, chronic fatigue, and migraine headaches. She was skeptical of psychiatrists and psychiatric medications. She had once been prescribed antidepressants and had felt terribly nauseous. After a few days, she had thrown the bottle in the garbage. Dolores and her husband had reached an unspoken agreement: "don't ask, don't tell.": Dolores lived with her chronic low-grade depression and multiple physical ailments, enduring it with a stiff upper lip. Harry spent a lot of time in his workshop, fashioning himself an inventor of various plumbing contraptions. He was often joined by a similar minded brother-in-law. There was no physical or emotional intimacy between Dolores and Harry.
- Dolores rationally thought that Harry was not a bad person and he had "put up" with her for nearly 40 years, but she" could not help but to feel annoyed by him. She felt guilty about this. They each had their tasks around the house but could go days saying little to each other. As she learned about attachment, Dolores realized that she fit the description for an avoidant style. She had learned as a child to push down her emotions and cover them up with a precocious maturity. She identified with the concept of the cycle of distress; she had never been happy; she had not learned to soothe herself, just to shut down her emotions. Dolores thought of the gifts of secure attachment which she did not have; a healthy sense of self, a capacity to self-soothe, and an ability to have healthy relationships.
- The targets in her holes diary card were "irritation", with others but especially with Harry, "critical thoughts about others", "loneliness" and "despair". Dolores had never felt seen or heard and it made her angry, but she had learned to suppress that anger. She could not imagine allowing anyone to see what was going on behind her façade, they would be appalled.

- As Dolores learned about mindfulness, she started to see herself from a Wise mind perspective. The theory she was learning helped her to make sense of her experiences. Sharing with others in group, made her feel less alone, and she was beginning to have some hope that she might change.
- She started working on the goals diary card procedure. On the surface she had a good balance; she was busy enough between her housework and her part-time job. She also spent time looking after her elderly parents and babysitting her grandchildren. She even found time to go for walks with a neighbour. The problem was not with the variety of things she was doing, it was that she did them without much positive emotion, always feeling slightly irritated.
- Her psychological needs for intimacy and connection were not met, and she did not have much self-esteem. When she thought about Erickson's stages, she realized she had never learned to trust because no one had been available to see her or hear her. She had created a "false self" or façade, and pretended everything was normal, going through the motions of becoming independent, autonomous, and fulfilling the roles of a mature adult. She felt all this was an act.
- Dolores realized that to grow, she had to learn to trust and be intimate with others, but at 60 years of age, this seemed to her to be an impossible task. Even as she thought this, she realized it was her despair talking.
- She wondered what she would say to a friend who shared with her a similar problem, perhaps that "A journey of a thousand miles starts with a single step.. When she came up with that advice for her "friend", it seemed so appropriate for her that she started a project to cross stitch the phrase and hang it in her living room.
- Dolores's goals diary card targets became "to allow people to see her more" and "to see others, especially her husband Harry, from a gratitude perspective". Dolores was already allowing her

- Dolores was already allowing her psychotherapist to see her. No one had seen her in this way before, it was strange and scary, but the therapist seemed to nevertheless continue to like her. Maybe other people might not be appalled if she were to open up.
- The person she felt she could do that the most easily with, was her cleaning lady. They were about the same age, and Barb had started cleaning Dolores's house when the kids were little. They had become friends and Barb continued to clean Dolores's house, even though now, there was not much to clean. They had gotten into the habit of, midway through the day, having tea together and talking, sometimes for hours. Dolores thought that Barb was someone she could safely open up to.
- Her therapist suggested that rather than doing it in real life right away, Dolores might do it in her imagination first, working out what she would say and imagining Barb's reaction. Dolores thought she could use the same imaginal technique to see Harry through the lens of gratefulness rather than irritation. Dolores now saw the way forward; these were small steps, but they pointed a path towards shedding some of her façade and being more real.

MASLOW'S HIERARCHY OF NEEDS

ABRAHAM MASLOW

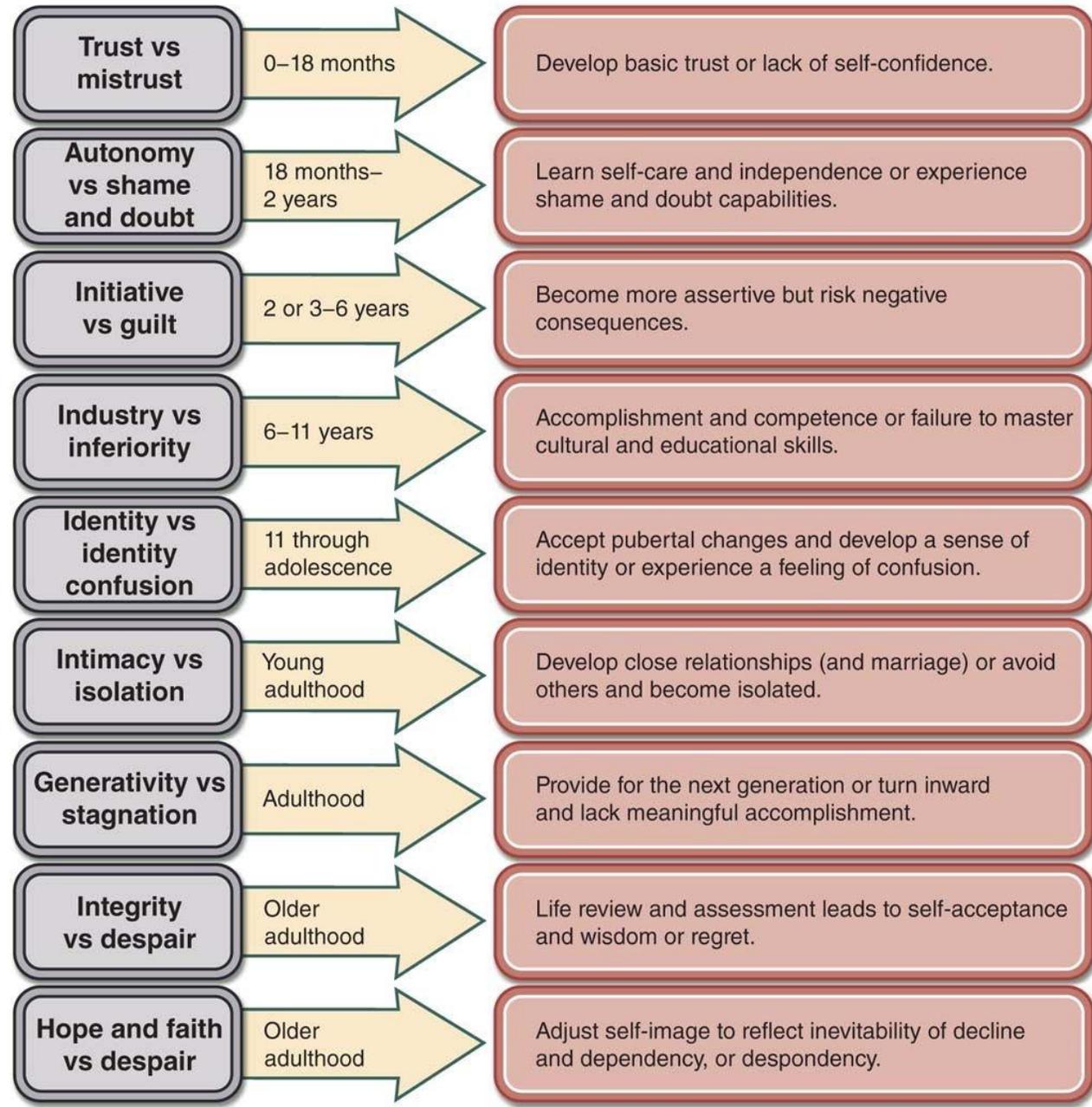


Abraham Harold Maslow (April 1, 1908 - June 8, 1970) was a psychologist who studied positive human qualities and the lives of exemplary people. In 1954, Maslow created the Hierarchy of Human Needs and expressed his theories in his book, *Motivation and Personality*.

Self-Actualization - A person's motivation to reach his or her full potential. As shown in Maslow's Hierarchy of Needs, a person's basic needs must be met before self-actualization can be achieved.

Erikson's Psychosocial Stages

Principal Developmental Tasks and Important Influences



RATING YOURSELF ON MASLOW'S NEEDS/WELLNESS DOMAINS

- Rate each of the following 7 areas on a subjective 0-10 scale where 0 = none of your needs in that area are met, and 10 = all your needs in that area are met.
- **1.** Meeting self-care needs – looking after personal hygiene, caring for home environment, planning meals, grocery shopping, cooking and healthy eating habits, healthy relaxation and rest, etc.. Score: __
- **2.** Meeting physical and safety needs – safe from aggression and crime, safe and secure housing, sufficient income and budgeting, adequate sleep, sufficient exercise, good health, spending time in nature, etc.. Score: __
- **3.** Meeting emotional needs – ability to manage stress, ability to stay in the window of emotional tolerance, ability to ask for and receive help when appropriate, able to use emotional regulation strategies, paying attention to and working on improving your mental health, meditating, having appropriate supports and mental health guidance, etc.. Score: __
- **4.** Meeting social needs- having a balanced social life with partners, friends, and acquaintances, giving and receiving support, meeting new people, not being lonely, etc.. Score: __
- **5.** Meeting intellectual needs-being curious, learning new things, reading, following news political and social issues, joining clubs that stimulate your mind, etc.. Score: __
- **6.** Meeting spiritual needs-doing activities that help you transcend yourself, being in nature, loving animals, healthy giving to others and the world, etc.... Score: __
- **7.** How much time do you spend each day in unproductive activities or maladaptive coping? Hours: __
- To total your score, add items 1-6 and from this subtract item 7. The higher score the better you are doing on the “wellness” domains score

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 if they had been in rational mind?

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

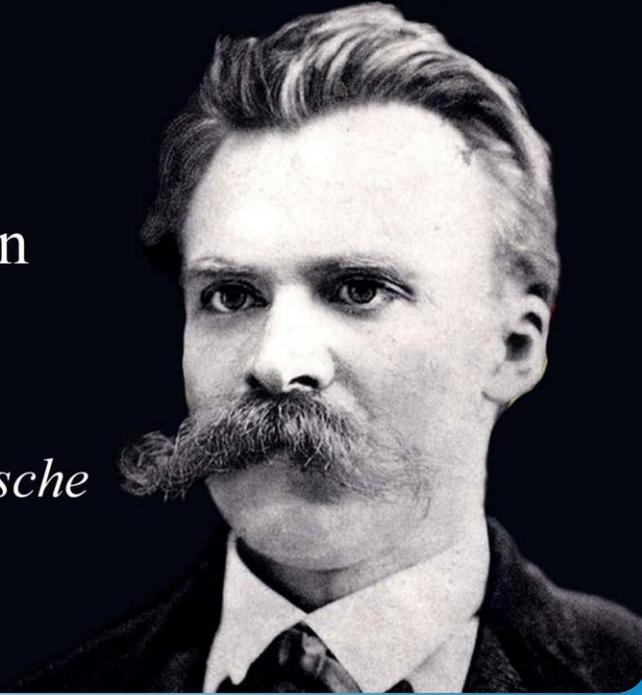
Help your friend to imagine a scenario in which they had stayed better regulated

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.

He who has a why to live can
bear almost any how.

Friedrich Nietzsche



FRED - PAGE 234

Diary Card - Hole Targets

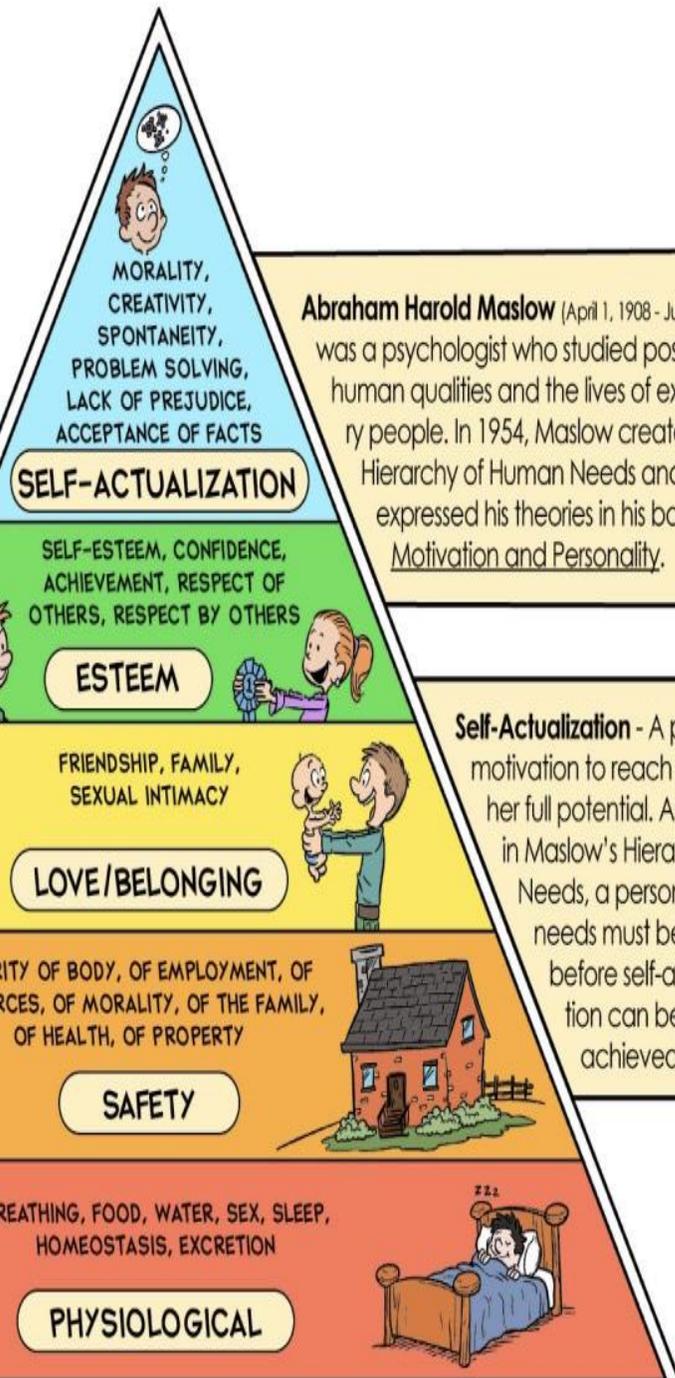
Month: January

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																															
Sense of dread																															
Loneliness																															
despair																															

Notes:

MASLOW'S HIERARCHY OF NEEDS

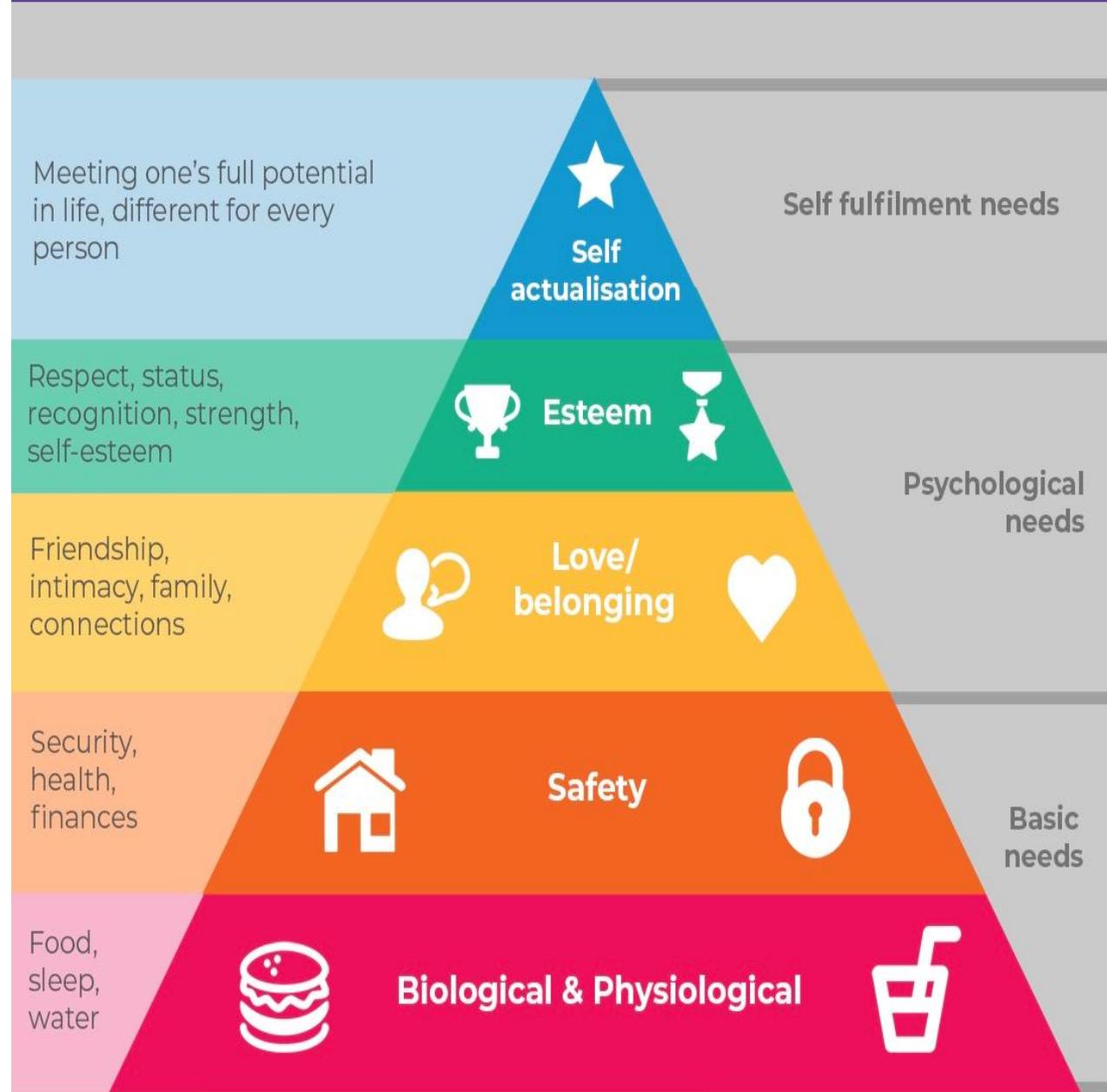
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MASLOW'S HIERARCHY OF NEEDS



THE 4 QUADRANTS OF INTEGRAL THEORY



