



# WELCOME TO WEEK 20 OF SIMPLE INTRODUCING INTERPERSONAL SKILLS

“out beyond ideas of wrongdoing and right doing  
there is a field, I'll meet you there” Rumi

Please start recording at 9 am

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

week 18- emotional regulation skills p.183-206 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.

# LAST MINUTE CHANGE

- I've decided to reverse the order of sessions 21 and 22. In the past we introduced IFS before exploring spirituality this year, we'll do the opposite.
- Let me explain why. In this course, we consider mental health from a biopsychosocialspiritual perspective. According to this model Spirituality is one of the core dimensions of being human.
- In the course we've already explored:
  - ✓ **Biological maps** such as instincts and polyvagal theory and how these inform trauma.
  - ✓ **Psychological maps** mostly based on psychodynamic theory such as attachment theory and Erikson's stages.
  - ✓ **Social maps** such as social determinants of health
- So, it makes sense to introduce a **Spirituality map** which is just as foundational as these other three maps to the approach we are taking in this course.
- In the Spirituality session, we'll introduce Ignatian Spirituality which will sound very familiar to most people. It essentially says that the thoughts, feelings, and impulses that arise within us do so because of the influence of spirits that are more or less mature and that our role is to learn to discern and choose which we listen to. To do that we use a deep observing center embodied in the figure of Jesus. ( or the Buddha, Socrates, Confucious, Muhammad, etc. in other traditions)

# LAST MINUTE CHANGE

- This Christian model is based on philosophical idealism which many modern people think has been thoroughly debunked by scientific materialism (or physicalism). Many contemporary thinkers are now presenting very compelling arguments for exactly the opposite. Idealist views are now debunking materialist ones.
- The Ignatian spiritual map, although using different language, bears an uncanny resemblance not only to IFS but also to Jungian psychology and Bernardo Kastrup's analytical idealism.
- By exploring spirituality first, we lay the groundwork. Then when we introduce IFS, it won't feel as strange. Hopefully it will feel like a map describing something you already recognize from your own experience.
- Before our March break we'll have the Spirituality session and when we come back refreshed we'll dive into Internal family systems.

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# 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- Spirituality

March 11 and 18 no course

Week 22- March 25- Intro to IFS

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

# WARNING ABOUT MEDITATION

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





# FIVE-MINUTE MINDFULNESS PRACTICE-WISE MIND IN RELATIONSHIP

(Settling – ~30 seconds)

Let's begin by taking a comfortable posture, feet on the floor and sitting in a way that feels supportive.  
If it feels safe, you may gently close your eyes or simply soften your gaze.

Take a slow breath in through the nose...  
and a longer breath out through the mouth.

Allow your body to settle.

(Grounding in the body – ~1 minute)

Bring your attention to the points of contact between your body and what's supporting you  
the chair, the floor, gravity holding you.

Notice your breath as it is, without changing it.  
Just observing the rise and fall...  
the body breathing itself.

If your mind wanders, that's not a problem.  
Gently bring your attention back to the breath and the body.

# FIVE-MINUTE MINDFULNESS PRACTICE-WISE MIND IN RELATIONSHIP

(Emotional mind & rational mind – ~1 minute)

Now, silently acknowledge that each of us has different ways of knowing.

You might notice your emotional mind, your sensations, feelings, impulses, and urges.

No need to analyze them. Just notice them.

You might also notice your rational mind, your thoughts, plans, judgments, explanations.

Again, just notice.

Neither your thoughts or your feelings are right or wrong.

They are just part of being human.

(Wise Mind – ~1½ minutes)

Now imagine a place within you that is able to see both your emotional and your rational minds.

In DBT we call this Wise Mind.

Wise Mind is not loud.

It doesn't argue.

It has a calm, grounded quality.

# FIVE-MINUTE MINDFULNESS PRACTICE-WISE MIND IN RELATIONSHIP

From Wise Mind, you can sense:

- What matters to you
- What you need
- What the situation actually calls for

Take a few breaths resting here.

If it helps, you might silently say on the inhale: “Here”  
and on the exhale: “Now.”

(Interpersonal effectiveness – ~1 minute)

From this Wise Mind place, gently bring to mind the fact that relationships are where emotions are most activated.

Without bringing up a specific conflict, just notice:

- The part of you that wants to be understood
- The part that wants to protect itself
- The part that wants connection

Let all of those parts be welcome.

DBT interpersonal skills are not about winning or pleasing  
they are about effectiveness:

honoring your needs, respecting the other person, and maintaining your self-respect.

# FIVE-MINUTE MINDFULNESS PRACTICE-WISE MIND IN RELATIONSHIP

Simply notice what it feels like in your body to imagine responding from Wise Mind in relationships.

(Closing – ~30 seconds)

As we end, bring your attention back to the room.

Notice the sounds around you.

Feel your feet on the floor.

Take one last slow breath in...  
and out.

When you're ready, gently open your eyes.

Everything we'll be learning in DBT interpersonal effectiveness relies on wise mind, pausing, noticing, and choosing how to respond rather than reacting.



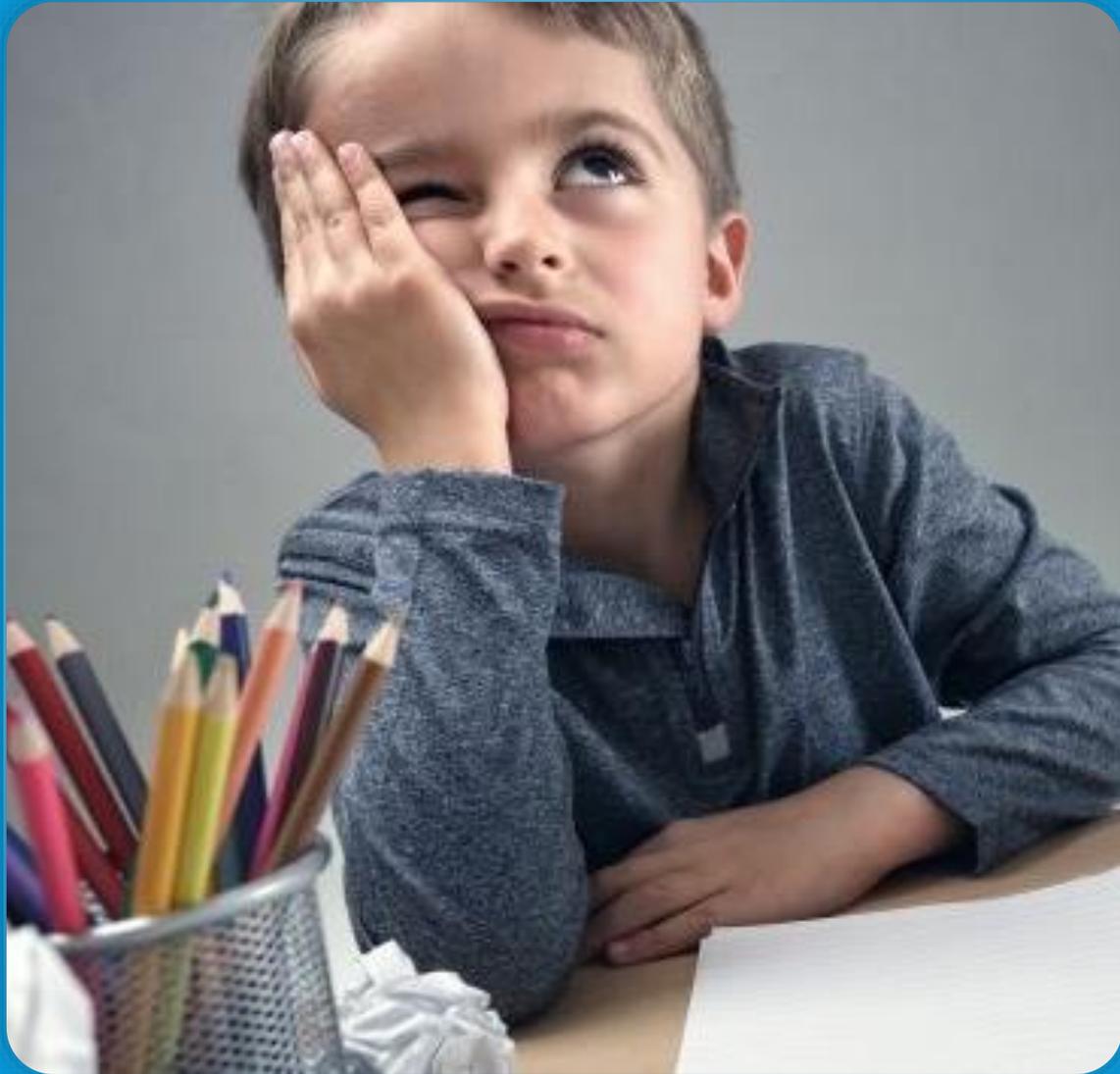
# PRACTICE SESSIONS SCHEDULE

practice	Preparation	IFS Workbook	
6. Week 24 April 8	April 1, 1:30	Part 1 p. 1-63	?
7. Week 25 April 15	April 8, 1:30	Part 2 p. 65-99	Elaine S.
8. Week 26 April 22	April 15, 1:30	Part 3 p. 103-137	Dinko T.
9. Week 27 April 29	April 22, 1:30	Part 4 p. 141-175	Barb H.
10. Week 28 May 6	April 29, 1:30	Part 5 p. 179-207	Meaghan
11. Week 29 May 13*	April 22, 3 pm	Wise mind remediation	Rob T.

# HOMework FROM LAST WEEK

Submit	Submit questions or comments to <a href="mailto:itssimple2023@gmail.com">itssimple2023@gmail.com</a>
Read	Skills training workbook p.207-241 (double skills training session)
Continue	Continue reviewing and practicing your crisis plans, diary cards, chain analysis, rational mind remediations, and goals diary cards.
Continue	Continue tracking all the skills you've learned using your skills lists. Practice them.

# HOMESWORK FOR THE COMING WEEK



- Submit questions or comments to [itssimple2023@gmail.com](mailto:itssimple2023@gmail.com)
- Read Simple manual session 26 on Spirituality and mental health.
- Continue reviewing and practicing crisis plans, diary cards, chain analysis, rational mind remediation, and goals diary cards.
- Continue tracking all the skills you've learned using skills lists. Practice them.

# HOMework 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:

# GROUP RULES

- ★ **SHOW RESPECT TO EVERYONE**
- ★ **WHAT IS SAID IN THIS GROUP STAYS IN THIS GROUP**
- ★ **"PUT UPS" ONLY NO PUT DOWNS**
- ★ **BE POLITE AND LISTEN WHEN OTHERS ARE TALKING/SHARING**
- ★ **PARTICIPATION IS ENCOURAGED BUT YOU HAVE THE RIGHT TO PASS**
- ★ **ALWAYS BE KIND!**

## BE ON TIME

Late entries to the video conference interrupt the lesson.



## MUTE YOUR MICROPHONE

This helps reduce background noise and allows everyone to hear the speaker.



## TURN ON YOUR VIDEO

Please make sure you are dressed appropriately.



## JOIN FROM A QUIET PLACE

Try to avoid places with a lot of activity and distractions.



## BE PREPARED

It is difficult to participate or ask for help if you are behind with your work.



## RAISE YOUR HAND

Let your teacher know if you have a question or want to comment.



## USE THE CHAT FEATURE RESPONSIBLY

Remember – a record is kept of everything you post in the chat.



## BE RESPECTFUL

Everyone deserves to have a safe learning environment. Be kind in everything you say, post, and do online.



## USE YOUR FIRST AND LAST NAME

Please rename yourself in Zoom with your first and last name.

# 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.

# WEEKLY ANNOUNCEMENTS



A desert landscape featuring a large saguaro cactus in the foreground, with many other saguaro cacti scattered across the terrain. The sky is a vibrant blue with scattered white clouds, and the lighting suggests a bright, sunny day. The text "E-MAILED QUESTIONS, COMMENTS, FEEDBACK" is overlaid in the center of the image.

# E-MAILED QUESTIONS, COMMENTS, FEEDBACK

Question whose answer we will read out today

Last week, session 19, we talked about dissociation, structural dissociation theory and the three stages of trauma therapy. Is grief also considered a trauma that might cause people to dissociate and if so, do the three stage of trauma therapy also apply to its treatment?

# GRIEF THROUGH THE LENS OF THE NERVOUS SYSTEM

- When someone we love dies, grief is not just emotional reaction, it is also biological process in which our nervous system moves through predictable states. We can think of grief in three broad phases:

Phase of Grief	Nervous System State	What It Looks Like
Protest	Sympathetic (fight/flight)	Crying, searching, agitation, yearning
Despair	Dorsal vagal (shutdown)	Slowing down, heaviness, withdrawal
Integration	Ventral vagal (connection)	Sadness with connection, meaning making

# THE THREE PHASES OF GRIEF

- Phase 1. Protest: asks “Where are you?”

At first, when we lose someone, our nervous system mobilizes. We cry, search, feel panic, anger, and longing.

From an attachment perspective, this is protest behavior, the system is trying to bring the person back. From a polyvagal perspective, this is sympathetic activation. This is adaptive, it means we loved the person.

- Phase 2. Despair: asks “What’s the point?”

When protest doesn’t bring the person back, we shift into a slower, heavier state. We may feel numb, empty, exhausted and withdrawn. This is dorsal vagal activation, a shutdown response. But there are two kinds of dorsal states:

- A. Traumatic collapse: Frozen fear, shame, dissociation.
- B. Grief slowing: A biological quieting that allows for conservation of energy, reduced stimulation and internal processing.

Healthy mourning usually involves the second type, a natural slowing down.

- Phase 3. Integration: Sadness with connection

The goal of grief is not simply to feel better but to reach a point where we can remember the person, feel sad, cry, talk about them, and still feel connected to life.

That is ventral vagal sadness or connected grief. Healthy grief is sadness with connection. It is very different from sympathetic panic and dorsal shutdown

# COMPLICATED GRIEF

- Grief becomes pathological when the system gets stuck. Healthy grief moves between states. Pathology is stuckness. We might get stuck in: Sympathetic protest → chronic anxiety, agitation or dorsal collapse → depression, numbness, dissociation. Movement is health. Rigidity is pathology.
- In uncomplicated grief, even though we feel devastated, our personality stays integrated. We may cry in the morning, go to work in the afternoon and feel waves of sadness but we are still one self moving between states.
- In traumatic or complicated grief, something different happens. This often happens when the loss is sudden, violent, guilt-ridden, or layered on prior trauma. When that happens, the experience may not integrate. Instead, the nervous system organizes into parts.
- One part (an Emotional Part, EP) becomes stuck in the moment of rupture. That part may hold sympathetic protest (“Where are you?!”) and/or dorsal despair (“Nothing matters.”). This part is not grieving in present time. It is living in the moment of the hospital room, the phone call, the accident scene.
- Another part (the Apparently Normal Part, ANP) may avoid the loss: by going to work, avoiding reminders and saying “I’m fine” but it isn’t integrated it’s just surviving. This is where complicated grief lives.
- Trauma spectrum disorders are a pathology of time; a part of the person is stuck in the past.

# HEALTHY MOURNING VS DISSOCIATED GRIEF

## Healthy Mourning

- Movement between states
- Sadness in present time
- Tears with connection
- Meaning-making possible
- Can approach the memory

## Traumatic / Dissociated Grief

- Segregated parts
- A part stuck in past time
- Panic or collapse when reminded
- Meaning frozen or shattered
- Avoidance of memory

# THE THREE-STAGE MODEL IN GRIEF

- Stage 1 – Stabilization

If we approach trauma too quickly, the EP floods by panicking, or collapsing. So, we need to widen the window of tolerance. This allows the ANP to tolerate contact with grief without being overwhelmed.

- Stage 2 – Trauma Processing

Here the stuck part begins to realize: “This happened in the past.” The goal of phase 2 is not to erase grief but to unfreeze trauma-time. The memory becomes something remembered, not relived.

- Stage 3 – Integration

Integration happens when the memory becomes autobiographical and we can say “He died.” feel sadness but not annihilation. Grief becomes connected sadness instead of nervous system collapse.

- Ex of healthy grief: “I miss my mother every day. Sometimes I cry. I feel sad, but I’m okay.”
- Pathological grief that is structurally dissociated: EP part: “She’s gone. I can’t survive.” ANP: “I don’t want to talk about it.” The split is the problem, not the grief.
- Grief itself is not dissociation, but when grief overwhelms our integrative capacity, the nervous system organizes into parts. Grief becomes traumatic when a part of us remains stuck in the moment of rupture. Treatment helps that part realize time has moved forward, so grief can become sadness instead of trauma.



# INTRODUCING THE 4<sup>TH</sup> AND LAST SET OF DBT SKILLS

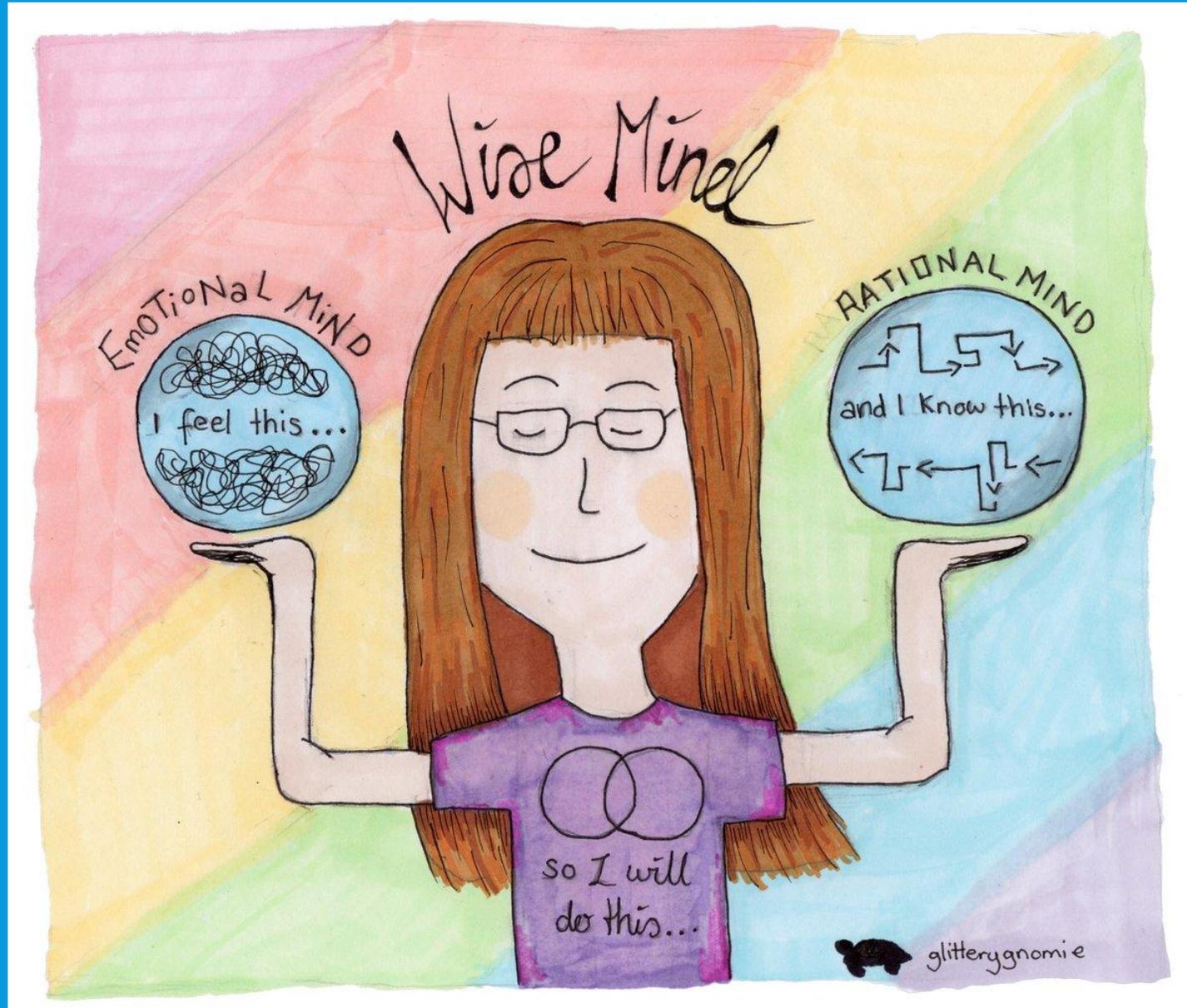
interpersonal effectiveness skills- Workbook Pages 207-241

ANOTHER FLASH QUIZZ- NAME THE 3 SETS OF SKILLS WE'VE ALREADY COVERED

# O V E R V I E W



# INTERPERSONAL EFFECTIVENESS



# UPDATED PERSONAL SKILLS LIST

## Distress tolerance skills

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

# UPDATED PERSONAL SKILLS LIST

## Mindfulness skills

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

# UPDATED PERSONAL SKILLS LIST

## Emotional regulation skills

How do emotions work?

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

# TODAY-UPDATED PERSONAL SKILLS LIST

## Interpersonal effectiveness skills

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

# SKILLS DISCUSSED TODAY

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

What are interpersonal skills?

# WHAT ARE INTERPERSONAL SKILLS?

Interpersonal skills are the skills required to effectively communicate and interact with others.

Interpersonal skills can be subdivided into 4 skills sets:



1. **Social skills:** any competence facilitating interaction and communication with others

2. **Listening skills:** listening attentively, understanding, reflecting on, responding to, and retaining what others say

3. **Assertiveness skills:** expressing your point of view clearly and directly while respecting others

4. **Negotiation Skills:** a way to achieve an outcome with a formal discussion between two people who have different aims or intentions



# INTERPERSONAL EFFECTIVENESS: FOUR CORE SKILL SETS

- **1. Social Skills:** These are the skills that help us initiate, build, and maintain relationships. They include things like making appropriate small talk, joining conversations, expressing interest, and responding to social cues. Social skills help relationships get started and create a sense of ease and connection.
- **2. Listening Skills:** Listening skills help us understand others and feel understood. They include paying attention, not interrupting, reflecting back what we hear, asking clarifying questions, and noticing tone and body language. Good listening reduces misunderstandings and helps regulate emotions on both sides of an interaction.
- **3. Assertiveness Skills:** Assertiveness skills help us express our needs, feelings, and limits clearly and respectfully. They allow us to say yes, say no, make requests, and set boundaries, without aggression or excessive apology. Assertiveness protects self-respect while still valuing the relationship.
- **4. Negotiation Skills:** Negotiation skills help us handle differences, conflicts, and competing needs. They include compromise, problem-solving, validating the other person's perspective, and finding workable middle ground. Negotiation recognizes that in real relationships, no one gets everything they want, but everyone deserves to be heard.

# INTERPERSONAL SKILLS- RATE YOURSELF 0-10

- In your mind give yourself a 0 to 10 score on each of these four core interpersonal skills sets. Take a trying to understand rather than judging yourself perspective.
- **1. Social Skills:** These are the skills that help us initiate, build, and maintain relationships. They include things like making appropriate small talk, joining conversations, expressing interest, and responding to social cues. Social skills help relationships get started and create a sense of ease and connection.
- **My score:**
- **2. Listening Skills:** Listening skills help us understand others and feel understood. They include paying attention, not interrupting, reflecting back what we hear, asking clarifying questions, and noticing tone and body language. Good listening reduces misunderstandings and helps regulate emotions on both sides of an interaction.
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- **My score:**

# INTRAPERSONAL VS. INTERPERSONAL SKILLS

- Intrapersonal emotional regulation skills are skills used to understand, manage, and modulate one's own emotional states. These include recognizing and naming emotions, identifying triggers and patterns, using mindfulness to stay grounded, applying distress tolerance techniques (e.g., self-soothing, distraction, opposite action), reframing thoughts to reduce emotional intensity.
- With intrapersonal emotional regulation skills, the goal is to regulate within yourself, keeping emotions from overwhelming or shutting you down.
- Interpersonal emotional regulation skills by contrast, are used to manage emotions in relation to others, how you express feelings, set boundaries, ask for needs, and maintain relationships under emotional stress. This includes communicating assertively and kindly, listening and validating others' emotions, negotiating or problem-solving conflicts, balancing self-respect, relationship goals, and effectiveness ( DEAR MAN, GIVE, FAST) and regulating emotions that arise during interactions (e.g., anger, shame, fear of rejection)
- With interpersonal emotional regulation skills, the goal is to regulate interactions between people, keeping relationships stable and satisfying even when emotions run high.
- The DBT emotion regulation module teaches intrapersonal regulation, how to understand and manage your emotions. The interpersonal effectiveness module focuses on interpersonal regulation, how to navigate relationships and emotional exchanges with others skillfully.

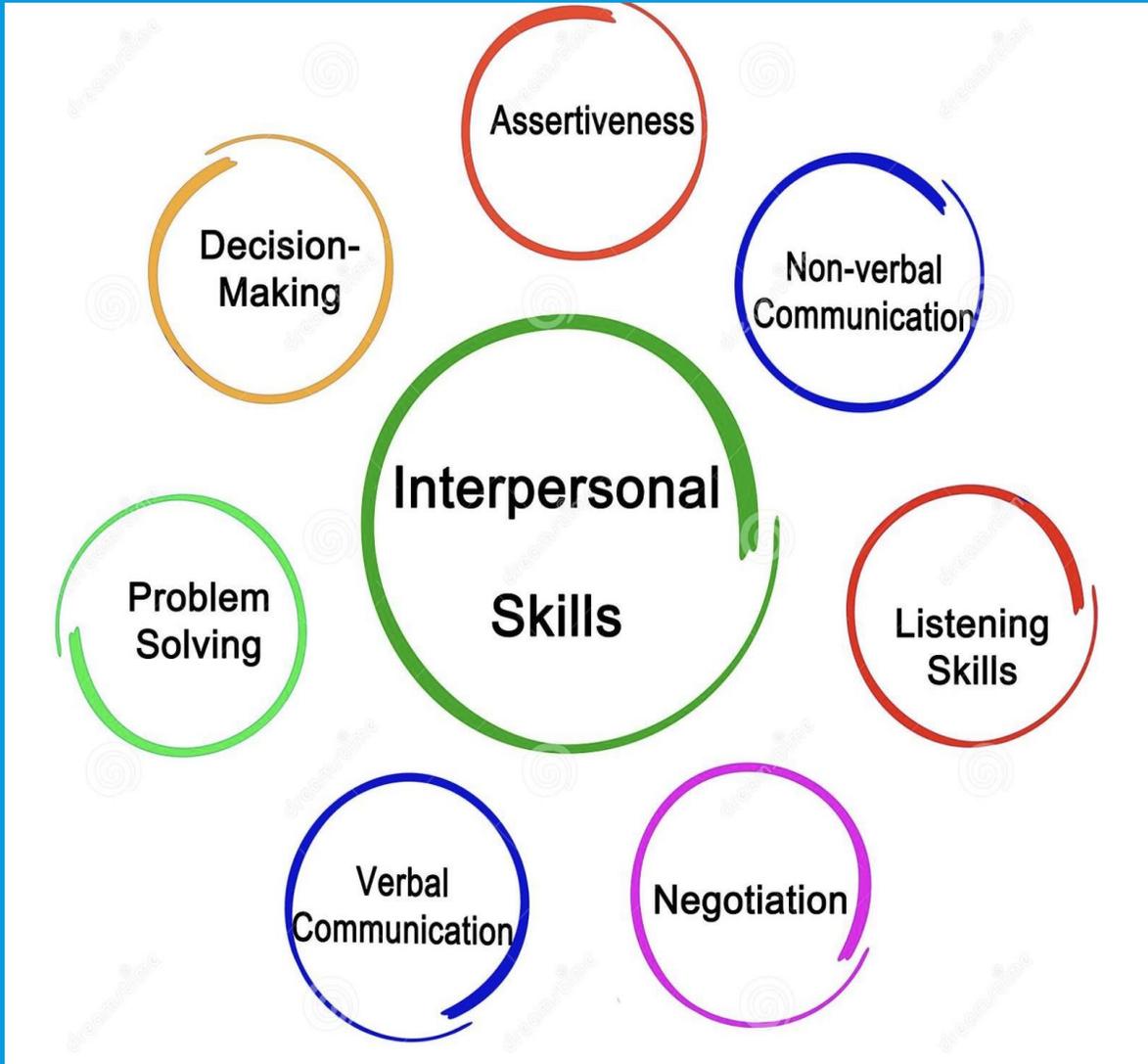
# THE BENEFITS OF GOOD INTERPERSONAL SKILLS



- 1) Good interpersonal skills help us be more effective at dealing with people
- 2) They improve our chances of getting our needs met
- 3) They help us negotiate conflicts without damaging relationships
- 4) They strengthen our self-respect by giving us alternatives to old, damaging patterns of anger or withdrawal

# SKILLS TRAINING WORKBOOK P. 207-241

## INTERPERSONAL SKILLS



- 1. Mindful attention
- 2. Compassion for others
- 3. Passive vs. aggressive behavior
- 4. I want-they want ratio
- 5. I want-I should ratio
- 6. Key interpersonal skills
- 7. Blocks to using interpersonal skills. Knowing what you want
- 9. Modulating the intensity of a request
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## INTERPERSONAL SKILLS



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# DISTRACTED LISTENING VS. MINDFUL ATTENTION



- Interpersonal skills require that we be mindfully attentive with others, or in other words, that we be attuned to the other persons thoughts, feelings and reactions and truly pay attention to the communication process between us and them.
- Mindfulness listening skills involve paying attention to not just what other people are saying but also to their facial expressions, body language, tone, and choice of words. This helps us to understand their feelings, thoughts, and behaviors and the evolving state of our interaction with them.
- Listening mindfully requires that we pay attention to everything other people are communicating rather than distractedly listening by focusing on our own thoughts, and emotions and preparing what we're going to say or do next.
- Paying mindful attention to others allows us to notice potential trouble or holes that may be brewing and helps us figure out how to avoid them.
- To practice being mindfully attentive in interactions try the mindful attention exercise found on p. 208 of the workbook

# SKILLS TRAINING WORKBOOK P. 207-241

## INTERPERSONAL SKILLS



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# COMPASSION



- All living beings experience pain and suffering
- Compassion involves recognizing, empathizing with, and trying to reduce the pain of another living being.
- Compassion is an important part of healthy relationships
- If we take a compassionate attitude, we recognize that, given who they are, people are doing their best even when they are being a\*\*holes.
- In difficult interactions it may be helpful to consider what the other person is or has gone through in their lives to get here.

What's the difference between compassion and empathy?

# COMPASSION AND EMPATHY

- **Empathy** is the ability to feel with another person. It involves sensing, resonating with, or understanding another person's emotional experience from the inside.
  - "I feel what you're feeling."
  - Empathy can be emotional (feeling it in the body) or cognitive (understanding their perspective)
  - It helps other people feel seen and understood
  - When unbounded, empathy can lead to emotional overload or burnout
- **Compassion** is the ability to care about another person's suffering while staying grounded in the window of tolerance. It includes empathy, but adds kindness, perspective, and a wish to help, without becoming overwhelmed.
  - "I care about your suffering, and I want to respond wisely."
  - Compassion involves warmth, concern, and wise action
  - It supports boundaries and self-regulation
  - And it is more sustainable over time
- The difference is empathy feels with; compassion cares for.
  - Empathy connects us emotionally
  - Compassion allows us to stay present without drowning

# COMPASSION AND EMPATHY

- In DBT terms: Empathy lives primarily in emotional Mind. It involves emotional resonance, feeling another person's pain, fear, or distress in your own body. Empathy is essential for connection, but on its own it can lead to over-involvement, loss of boundaries, or emotional flooding. When empathy causes a person to repeatedly be outside the window of tolerance they may try to distance themselves, fix or minimize in problems in order to manage their distress. This sounds reasonable but often feels cold or invalidating to others.
- Compassion arises from Wise Mind. Wise Mind integrates empathy with perspective, values, and regulation. From Wise Mind, we can care deeply without being pulled out of the window of tolerance.
- Wise Mind compassion = empathy + grounding + choiceful action

# COMPASSION AND EMPATHY

- Example

Situation: A friend is very distressed and repeatedly texting you late at night about their relationship crisis.

**EMPATHY** (from emotional mind): “ You feel their pain so strongly that you stay up all night responding, even though you’re exhausted and resentful the next day.” (Connection without boundaries → burnout)

Rational mind response: “This is unreasonable. I can’t deal with this. They’re being dramatic.” (Boundaries without warmth → rupture)

**COMPASSION** (from Wise Mind): “I care about them and I also need rest. I can acknowledge their pain now and set a limit.”

Wise mind response: “I can hear how painful this is for you, and I really care. I’m going to sleep now, but we can talk more tomorrow.” (Warmth + boundary + self-respect)

- Empathy pulls us into the emotion; compassion lets us stay connected while choosing an effective response.

# SKILLS TRAINING WORKBOOK P. 207-241

## INTERPERSONAL SKILLS



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COMMUNICATION STYLES LIE ON A SPECTRUM RANGING FROM PASSIVE TO ASSERTIVE TO AGGRESSIVE, EACH STYLE HAS BENEFITS AND DRAWBACKS:

## COMMUNICATION STYLES

passive  assertive  aggressive

- Feels safe because we go with the flow and avoid conflict
- But requires us to abandon our own needs
- And creates a build up of frustration and resentment
- It may cause us to blow up, become depressed or run away
- It tends to destroy relationships
- It is more common in the avoidantly attached
- Is often present when people have a strong sense of how things should be (right vs. wrong)
- Is associated with a desire to control others
- We use it when we apply pressure to try to control situations and get our way
- It is often associated with anger
- It makes people afraid and pushes them away
- It too tends to destroy relationships
- It is more common in the anxiously attached
- Passive aggressive style combines both passivity with indirect or cold aggression .

# PASSIVE, ASSERTIVE, AND AGGRESSIVE: THREE WAYS TO HANDLE A SITUATION

**Situation 1:** A friend often interrupts you while you're talking.

**Passive Response:** "It's fine... I probably talk too much anyway." (You give up your voice to keep the peace.) Emotion underneath: resentment, hurt, or powerlessness. Outcome: the friend doesn't realize there's a problem; you feel unheard.

**Assertive Response:** "I really value our conversations. When I get interrupted, I lose my train of thought, could I finish what I was saying before you jump in?" (You express your needs respectfully and clearly.) Emotion underneath: self-respect and care for the relationship. Outcome: you're heard, and the relationship can adjust and grow.

**Aggressive Response:** "You always interrupt me, you're so rude!" (You assert your need by attacking or blaming.) Emotion underneath: frustration or anger. Outcome: the other person feels defensive, conflict increases.

# PASSIVE, ASSERTIVE, AND AGGRESSIVE: THREE WAYS TO HANDLE A SITUATION

**Situation 2:** A co-worker leaves a shared workspace messy.

**Passive Response:** “Oh well, I’ll just clean it up, it’s easier that way.” You avoid conflict but build silent frustration. The problem continues.

**Assertive Response:** “I notice the table gets messy after we work here. Can we agree to clean up before leaving so we both have a clear space?” You describe the issue without blame and invite cooperation. The relationship stays respectful and productive.

**Aggressive Response:** “You’re such a slob, clean up your mess or I’m reporting you.” You express your frustration by attacking. The relationship suffers and resistance increases.

# BOUNDARIES VS. THREATS



- A boundary is something you set to take care of yourself. It defines what you will do to protect your well-being, values, or safety, without requiring the other person to change. Example: “If you raise your voice, I’m going to step outside until we can talk calmly.” You’re not telling them what to do, you’re saying what you will do.
- A key feature of a boundary is that it’s about your behavior, not somebody else’s. It’s non-controlling, they remain free to choose their actions. It’s consistent and calm, not reactive or punitive. It comes from self-respect, not power or fear. In essence a boundary protects your space; it doesn’t invade theirs.

# BOUNDARIES VS. THREATS



- A threat tries to control someone else's behavior through fear or pressure. It's a demand followed by a punishment if the person doesn't comply. For example, saying "If you raise your voice again, you'll regret it." This is not about protecting yourself; it's about forcing compliance.
- Key features of a threat are that it's about changing the other person's behavior. It's controlling or coercive. It's emotionally charged, often said in anger or frustration and it damages trust and safety rather than building it.

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# I WANT THEY WANT RATIO



- Typically, in relationships, each person wants and tries to get their needs met
- Sometimes both people want the same thing and there are no conflicts
- Other times, however, people's needs conflict
- To communicate effectively when our needs conflict with those of others we must:
  1. Know what we need and be able to clearly express it
  2. Know what the other person needs
  3. Compromise so that both we and the other person can get some part of what we need
  4. Give what we can to meet the other person's needs

# I WANT / THEY WANT RATIO

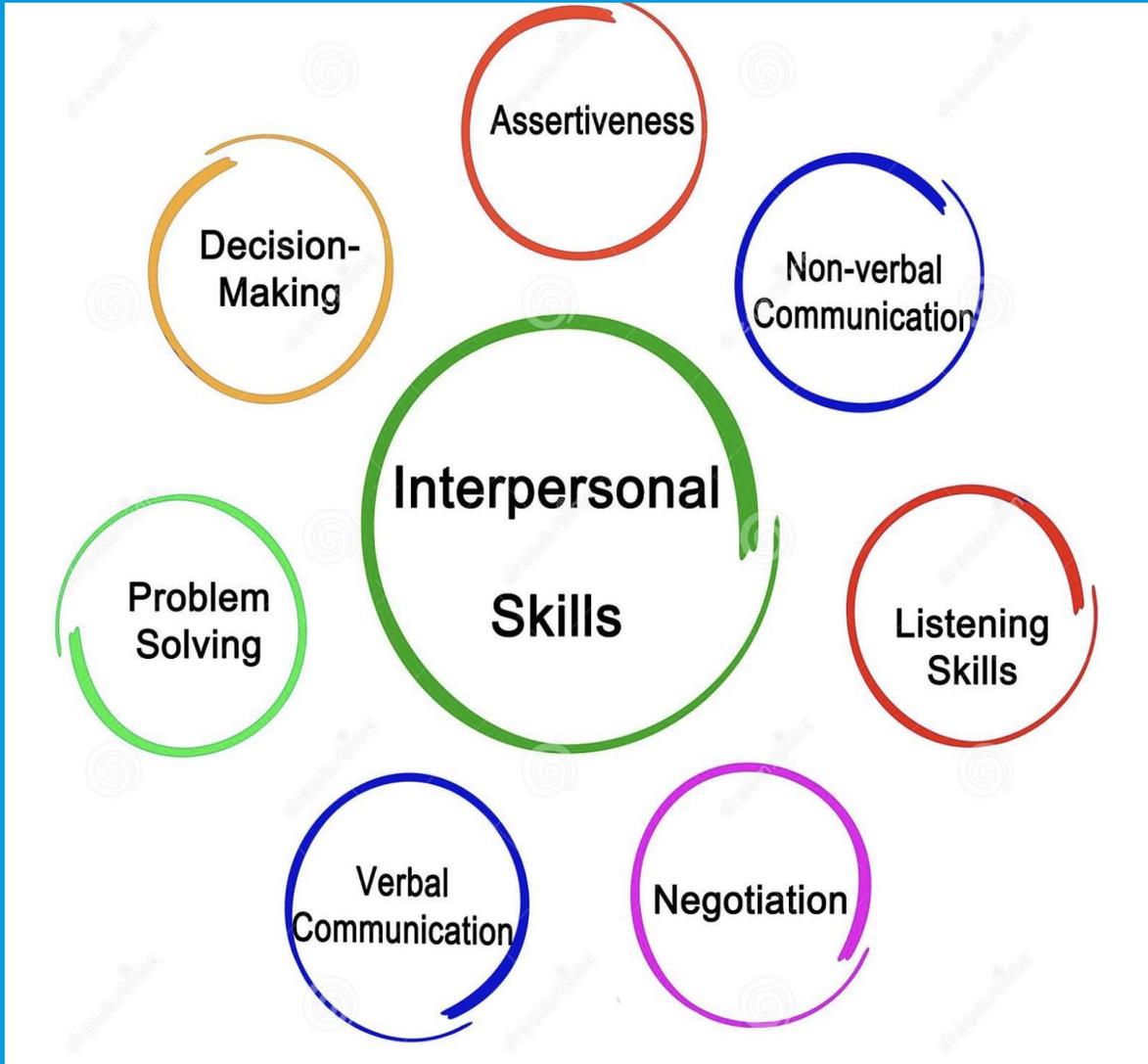
- In DBT interpersonal effectiveness, we aim to balance:
  - What I want or need
  - What the other person wants or needs
- Problems arise when the ratio is very lopsided:
  - All “I want” → aggressive, entitled, relationship-damaging
  - All “they want” → passive, self-erasing, resentment-building
- Effectiveness lives in the middle.

# I WANT / THEY WANT RATIO

- Example situation: You want a weekend off work. Your manager wants full staffing.
- All they want (ratio skewed away from self): “It’s fine, I’ll work. I don’t want to cause problems.” (Immediate peace → long-term resentment and burnout)
- All I want (ratio skewed away from relationship): “I’m not coming in. That’s your problem.” (Short-term relief → damaged relationship and consequences)
- Balanced DBT Ratio (Wise Mind): “I’ve worked the last three weekends and I’m feeling burned out. I’d like this weekend off. I know coverage matters; can we look at options together?” (Self-respect + relationship + problem-solving)
- DBT asks: How can I speak in a way that honors what I want while acknowledging what they want?
  - Too much “I want” → control
  - Too much “they want” → collapse
  - Wise Mind → balance and effectiveness

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# THE “I WANT / I SHOULD” RATIO

- “I want”: Comes from emotional mind. It reflects urges, feelings, fears, anger, and longing. It often sounds like: “I want to avoid this”, “I want them to understand”, “I want to explode or disappear”
- “I should”: Comes from rule-bound rational mind. It reflects duty, guilt, social rules, self-criticism. It often sounds like: “I should be nicer”, “I should just suck it up”, “I should know better”
- The problem is:
  - Too much “I want” → impulsive, reactive behavior.
  - Too much “I should” → resentment, shame, emotional suppression
- Wise Mind emerges when neither dominates and both are acknowledged.
- A healthy interpersonal stance usually sounds like: “I want X... and I understand Y... so I will do Z.” That is Wise Mind integrating emotional truth (wants) with values, facts, and long-term goals (shoulds)

# THE “I WANT / I SHOULD” RATIO

- Example 1: Interpersonal Effectiveness. Your partner is late again.
- Emotional Mind (“I want” heavy): “I want to yell. I want them to know how disrespectful this is.”
- Overcontrolled Rational Mind (“I should” heavy): “I should be understanding. I should not make a big deal out of this.”
- Wise Mind (Balanced Ratio): “I want reliability, and I also know things happen. I should speak up calmly, so this doesn’t keep building.”
- Resulting behavior (DEAR MAN–style): “When you’re late without telling me, I feel frustrated. I’d like a text if you’re running late so I can plan better.”
  
- Example 2: Boundary-Setting: A friend asks for a last-minute favor you don’t want to do.
- Emotional Mind: “I want to say no and never help again.”
- Overcontrolled Rational Mind: “I should say yes. They need me.”
- Wise Mind: “I want rest tonight, and I value being a supportive friend. I can say no this time without rejecting them.”
- Wise Mind response: “I can’t help tonight, but I could another day.”

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# 6 KEY INTERPERSONAL SKILLS



1. Knowing what you want : Clearly express what you're feeling, thinking and what you want
2. Asking for what you want (in a way that protects the relationship): The next section of the workbook will give us a method for doing this in a way that is effective
3. Negotiating areas of conflicting wants: Recognize that each person's needs are valid and that to have a good relationship you need to compromise

# 6 KEY INTERPERSONAL SKILLS



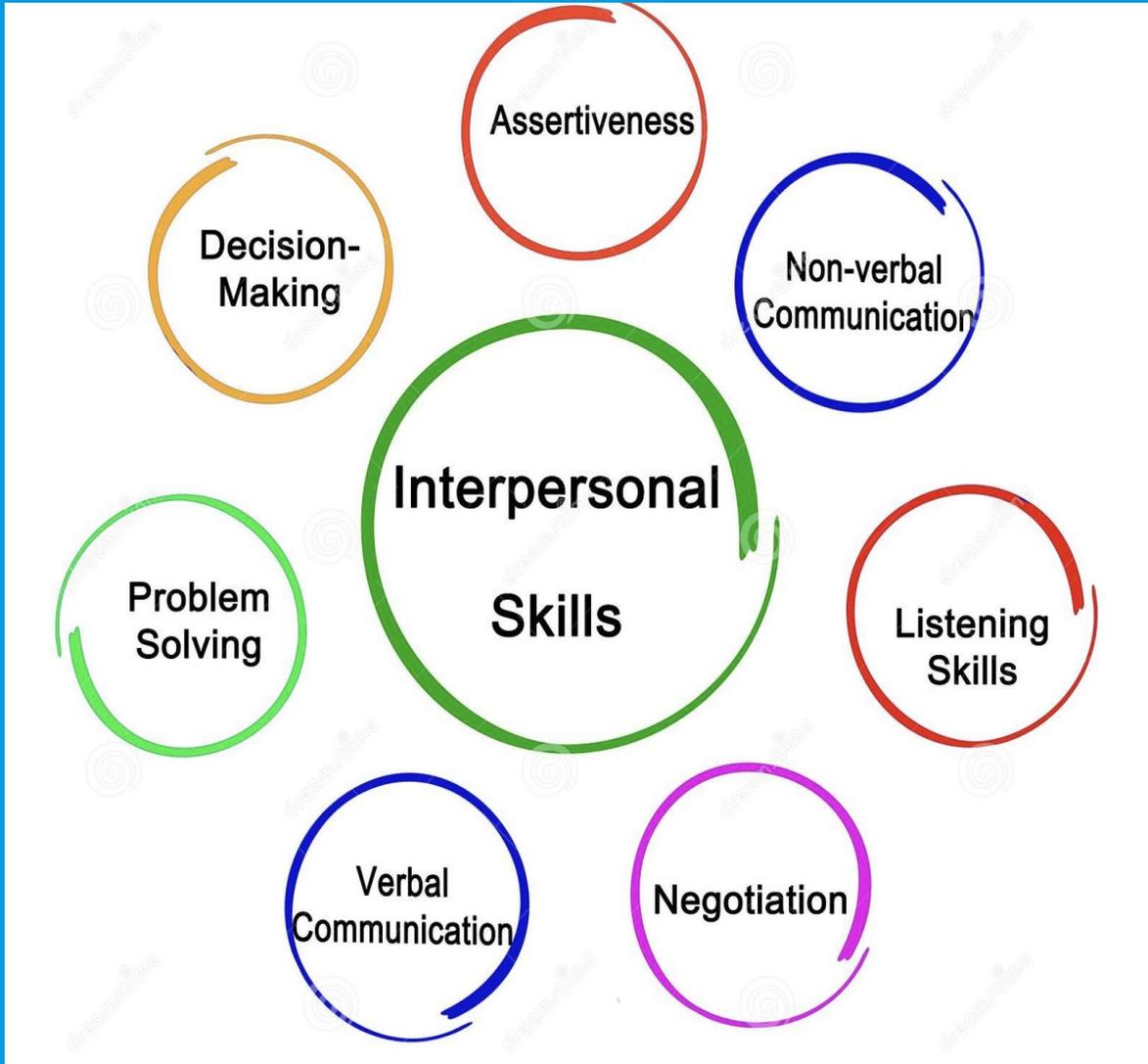
4. Getting information: To communicate effectively you must understand what the other person needs, fears, hopes for, etc.

5. Saying no (in a way that protects the relationship): learning to say no in an assertive way that sets firm boundaries while validating the other persons needs is an important part of effective communication

6. Acting according to your values: Reflect on your values and the kinds of relationships you want. Learn how to act in ways that incorporate your values into your relationships ex. Trustworthy, loving, committed, truthful, transparent

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## 7 OBSTACLES TO EFFECTIVE COMMUNICATION



- 1. Aggressive habits- Sometimes we communicate in ways that create fear, shame or hurtful psychological pressure
- 2. Passive habits- Sometimes we shut down, surrender or give in to someone to avoid conflict. This leads to us becoming frustrated, resentful and leads to passive aggressive behavior
- 3. Overwhelming emotions- Distressing emotions impact our ability to communicate effectively. Sometimes we lose control and say or do things that we later regret.
- 4. Failure to identify needs- Communication skills fail when we don't know what we want because then we can't ask for what we need

## 7 OBSTACLES TO EFFECTIVE COMMUNICATION



- 5. Fear- Fear can push us to use aggressive or aversive communication strategies or causes us to avoid. This leads to ineffective communication
- 6. Toxic Relationships- It is difficult to use effective, constructive communication skills when we are engaged with people who consistently use negative, destructive ones. It's important that we are aware when this is the case. If these encounters can't be avoided, planning how to deal with them can be very helpful
- 7. Myths- Myths or core beliefs we hold about relationships such as 1. we can't ask for what we need or 2. we can't say no, can paralyze us and get in the way of effective communication

# KNOWING WHAT WE WANT: OUR LEGITIMATE RIGHTS

how do we know that what we're asking for is legitimate and neither too little or too much?

# 1. KNOWING OUR LEGITIMATE RIGHTS

we have the right to...

**KNOW**

**YOUR**

**RIGHTS**



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

# KNOWING WHAT WE WANT THEN ASKING FOR OUR LEGITIMATE RIGHTS

If we know what we want what's a good way to ask for it?

# KNOWING WHAT WE WANT



- If you're in an interpersonal situation that requires negotiation:
- 1. Identify and state the feelings you are experiencing about the situation.
- 2. Put those feelings into words.
- 3. State what you would like the other person to change: Do more of ...Less of...Stop doing ...Start doing...When ...Where ...Frequency...
- 4. Organize all this information into one or more clear sentences.

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# MODULATE INTENSITY OF ASKING



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

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# MAKING A SIMPLE REQUEST



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

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# BASIC ASSERTIVENESS SCRIPTS

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

Include:

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

# EXAMPLE OF ASSERTIVENESS SCRIPT



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

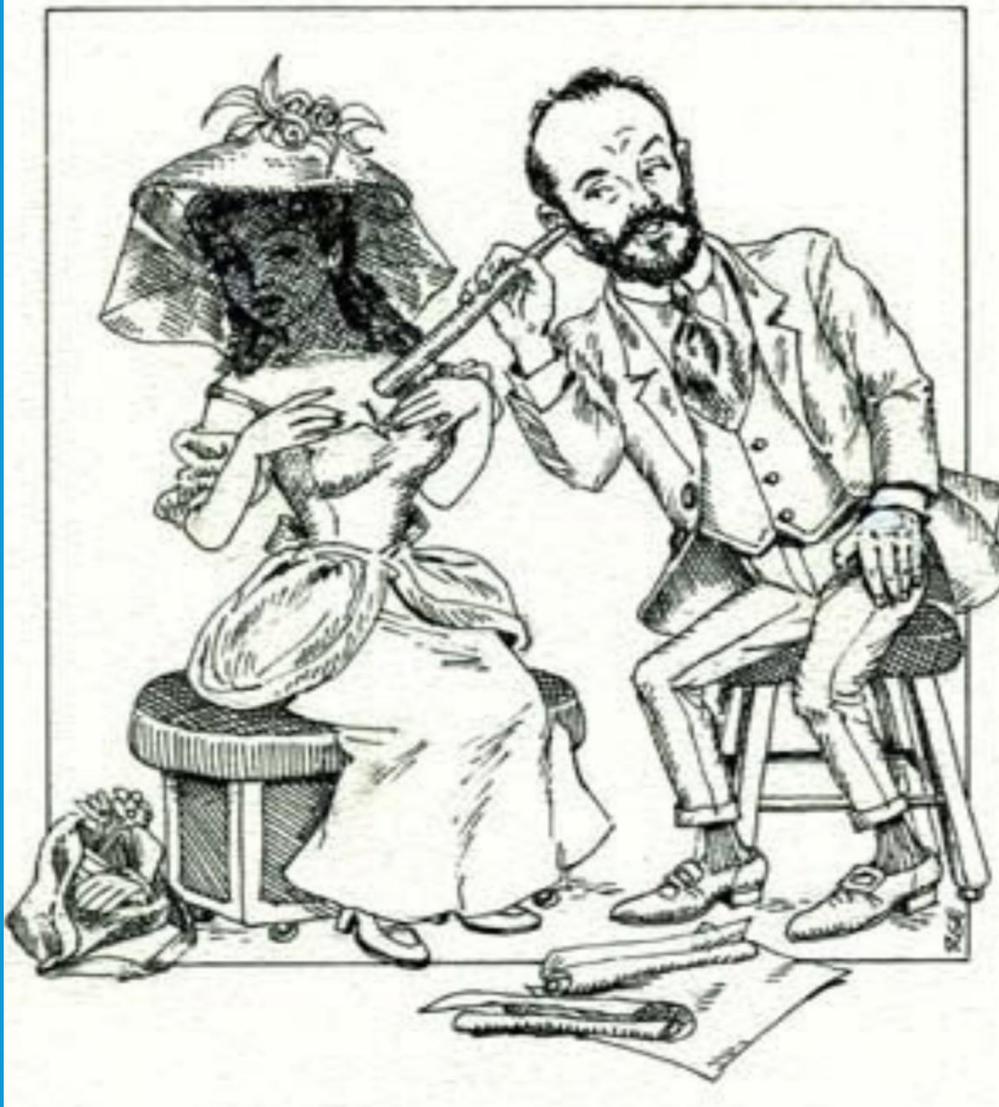
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# ASSERTIVE LISTENING



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

# BLOCKS TO ACTIVE LISTENING



- There are a few issues that commonly interfere with active listening:
- Assuming what the other person is thinking/feeling
- Rehearsing: Planning what you're going to say
- Filtering: Listening only to what is relevant to you
- Judging: Evaluating instead of trying to understand
- Daydreaming: Getting caught up in fantasy/ memories

# BLOCKS TO ACTIVE LISTENING



- Advising: Focusing on suggestions/solutions
- Sparring: Invalidating the person by arguing/debating
- Being right: Ignoring communication that you were wrong
- Derailing: changing the subject
- Placating: Agreeing too quickly

WHAT IS DBT's DEAR MAN GIVE FAST?  
(the most iconic acronym in DBT)

- DBT's DEAR MAN–GIVE–FAST is a structured way to communicate effectively by balancing three goals at once:
- **DEAR MAN:** clearly ask for what you want or say no (get your objective met)
- **GIVE:** communicate with care and validation (protect the relationship)
- **FAST:** act with honesty and self-respect (protect your values and dignity)
- DEAR MAN says what you need, GIVE says it kindly, FAST says it without betraying yourself.

# DEAR MAN GIVE FAST

- DEAR MAN – Getting Your Objective Met
- D – Describe: State the facts only, without interpretation or blame. What actually happened?
- E – Express: Name your feelings using “I” statements. How did this affect me emotionally?
- A – Assert: Make a clear, specific request or say no directly. What am I asking for or setting as a boundary?
- R – Reinforce: Explain why it helps (you, them, or the relationship). What’s the benefit of saying yes?
- M – Mindful: Stay focused and calm; don’t get pulled into side arguments. Repeat your point if needed.
- A – Appear confident: Use a steady voice, eye contact, relaxed posture. Act as if your request is reasonable.
- N – Negotiate: Be willing to problem-solve or compromise when appropriate. What’s an alternative if this exact request doesn’t work?
-

# DEAR MAN GIVE FAST

- **GIVE – Maintaining the Relationship**
- **G – Gentle:** Be respectful; no attacks, threats, or sarcasm.
- **I – Interested:** Listen and show curiosity about the other person's view.
- **V – Validate:** Acknowledge the other person's feelings or perspective.  
“That makes sense given...”
- **E – Easy manner:** Use a calm, non-intense tone; a little warmth or humor if natural.

# DEAR MAN GIVE FAST

- **FAST – Maintaining Self-Respect**
- **F – Fair.** Be fair to yourself and the other person.
- **A – (No) Apologies for existing.** Don't apologize for having needs or values.
- **S – Stick to values.** Speak and act in line with what matters to you.
- **T – Truthful.** Don't exaggerate, minimize, or manipulate.

DEAR MAN gets results, GIVE protects the relationship, FAST protects self-respect.

# Interpersonal Effectiveness Skills

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

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

---

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

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

# Interpersonal Effectiveness Skills

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

---

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

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

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

---

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

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

# DBT'S ASSERTIVENESS SCRIPT : DEAR MAN GIVE FAST

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



## what you do

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

## how to do it

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

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

- Describe situation
- Express your thoughts and feelings
- Assert what you would like
- Reinforce why what you want is good for both
- Mindfully- Stick to one situation
- Appear confident
- Negotiate...And be
- Gentle
- Interested
- Validating
- Easy in manner...also
- Be fair
- Don't over apologize
- Stick to your values
- Be truthful

# EXAMPLES OF HIGH-EMOTION INTERPERSONAL SITUATIONS

- We'll now consider some examples of high-emotion interpersonal situations, each shown in three steps:
  1. How it's often handled poorly
  2. What goes wrong
  3. How the same situation can be handled skillfully using DBT's DEAR MAN + GIVE + FAST
- Situation 1: A Partner Keeps Cancelling Plans at the Last Minute

Poorly handled:

“You always cancel. You obviously don't care about me. I'm sick of being treated like an afterthought.”

What's happening

- This takes a judgemental approach. Accusations and mind-reading
- Emotional mind in the driver's seat
- The other person becomes defensive or withdraws

- Skillful handling of the same situation “A Partner Keeps Cancelling Plans at the Last-Minute” using DEAR MAN + GIVE + FAST. Here we take a non-judgemental, trying to understand approach.

### DEAR MAN (what you ask for)

- Describe: “We’ve had three plans cancelled in the last month.”
- Express: “I feel disappointed and unimportant when that happens.”
- Assert: “I’d like more reliability around plans.”
- Reinforce: “It would help me feel closer and more relaxed with you.”
- Mindful: Stay on topic; don’t bring up old grievances
- Appear confident: Calm voice, steady posture
- Negotiate: “If evenings are hard, could we plan shorter daytime meetups?”

### GIVE (how you say it)

- Gentle: No sarcasm or raised voice
- Interested: “What’s been making this hard for you?”
- Validate: “I get that your schedule has been overwhelming.”
- Easy manner: Warm tone, maybe even a small smile

### FAST (self-respect)

- Fair: To both of you
- No Apologies (for having needs)
- Stick to values: Honesty and connection
- Truthful: No exaggerations like “always” or “never”

# EXAMPLES OF HIGH-EMOTION INTERPERSONAL SITUATIONS

- Situation 2: A Colleague Takes Credit for Your Work in a Meeting

Poorly handled

“Wow, must be nice to steal someone else’s ideas. Next time I’ll just keep my mouth shut.”

What’s happening

- Passive-aggressive attack
- Loss of credibility
- Conflict escalates or goes underground

Skillful handling of the same situation using DEAR MAN + GIVE + FAST

DEAR MAN

- Describe: “In the meeting, the proposal I developed was presented without my name.”
- Express: “I felt frustrated and overlooked.”
- Assert: “I’d like my contributions to be clearly acknowledged.”
- Reinforce: “That helps me stay engaged and collaborative.”
- Mindful: Don’t get pulled into side issues
- Appear confident: Direct eye contact, neutral tone
- Negotiate: “Could we clarify roles before presentations?”

## GIVE

- Gentle: “I wanted to check in about something from the meeting.”
- Interested: “How did you see that discussion?”
- Validate: “I know things move fast in those meetings.”
- Easy manner: Calm, professional tone

## FAST

- Fair: Not shaming or blaming
- No Apologies: You didn't do anything wrong
- Stick to values: Integrity and mutual respect
- Truthful: Stick to observable facts

DEAR MAN helps you ask effectively,  
GIVE helps you protect the relationship,  
FAST helps you protect your self-respect.

# ROLE PLAY 1 EMOTIONAL MIND

- We'll now role play same situation handled two different ways.

## ROLE PLAY 1

### Emotional Mind (Unskillful)

Context: Alex and Jamie are partners. Jamie has cancelled plans at the last minute—again.

Alex (tight voice, irritated): So, you cancelled again. I shouldn't be surprised. You always do this.

Jamie (defensive): That's not fair. Things came up. You're overreacting.

Alex (escalating): Overreacting? I rearranged my whole evening. Clearly, I'm just not a priority for you.

Jamie (cold): I can't deal with this right now. Nothing I do is ever good enough for you.

Alex (sarcastic): Right. Just cancel next time without even pretending to care.

(Pause)

- Notice the
  - Accusations (“always,” “never”)
  - Mind-reading and global judgments
  - Escalation → withdrawal
  - No clear request, no resolution

# ROLE PLAY 1 USING DEAR MAN+GIVE+FAST

- Context (same situation): Same people Alex and Jamie. Same cancellation. Different approach.

Alex (calm, grounded): Jamie, can I talk with you for a minute about tonight?

Jamie: Okay.

Alex — Describe: This is the third time in the past month that our plans were cancelled the day of.

Alex — Express: When that happens, I feel disappointed and kind of unimportant.

Jamie (softening): I didn't realize it felt that way to you.

Alex — Assert: What I'm asking for is more reliability when we make plans.

- Alex — Reinforce: It would help me feel closer to you and less anxious about scheduling time together.

Jamie: I can see why that matters. My workdays have been unpredictable lately.

Alex — Validate (GIVE): That makes sense. I know you've been under a lot of pressure at work.

Alex — Interested & Gentle: Can you tell me what's been making evenings hard?

Jamie: By the end of the day I'm exhausted and sometimes I just don't have it in me.

Alex — Negotiate: Would it work better if we planned shorter check-ins on workdays and saved longer plans for weekends?

Jamie: Yes—that actually feels doable.

Alex — FAST (self-respect): Thanks for talking it through. I wanted to be honest without attacking you.

(Pause)

- Notice:
  - Facts instead of accusations
  - Feelings without blame
  - Clear request
  - Relationship preserved (GIVE)
  - Self-respect maintained (FAST)

The second version isn't about being nice, it's about being clear, respectful, and effective.

# YOUR TURN TO USE DEAR MAN + GIVE + FAST

- DEAR MAN GIVE FAST EXERCISE:
  1. We'll divide the in-person participants into 4 groups each group will be assigned one of 4 scenarios.( the scenarios and the templates will be given out to in-person participants on week 19.)
  - Zoom participants choose one of the four scenarios. Work on your own.
  2. Take 15 minutes: Using the template write a full DEAR MAN + GIVE + FAST script
  3. In-person groups choose one person to read script out loud.
  4. After each group reads their script, we'll reflect together on:
    - What felt hard?
    - Where did emotional mind want to take over?
    - How does this shift toward Wise Mind?

# YOUR TURN- SCENARIO 1

- Four Common Emotional-Mind Interpersonal Scenarios
- Scenario 1: Feeling Unappreciated → Withdrawal or Passive Aggression
- Emotional mind thought: “I do everything for everyone, and nobody notices or cares.”
- Situation: A participant feels they are always the one who plans family gatherings and helps others. No one thanks them, and a sibling recently made a dismissive comment.
- Typical emotional-mind responses: Withdrawing and doing nothing next time. Sarcasm (“Don’t worry, I’ll just do it myself... again”). Exploding after holding resentment too long
- Interpersonal goal: Ask for appreciation or shared responsibility without attacking or withdrawing.

# YOUR TURN- SCENARIO 2

- Scenario 2: Fear of Rejection → Over-Apologizing or Not Asking
- Emotional mind thought: “If I ask for what I need, they’ll think I’m needy or selfish.”
- Situation: A participant needs a schedule change at work or wants a friend to text back more reliably but avoids bringing it up.
- Typical emotional-mind responses: Saying nothing and feeling resentful. Excessive apologizing. Asking indirectly or hinting
- Interpersonal goal: Make a clear request while maintaining self-respect and the relationship.

# YOUR TURN- SCENARIO 3

- Scenario 3: Feeling Criticized → Defensiveness or Counterattack
- Emotional mind thought: “They’re attacking me. I have to defend myself.”
- Situation: A partner says, “You’re always on your phone when I talk to you.”
- Typical emotional-mind responses: “You do the same thing!”. Explaining, justifying, or minimizing. Shutting down
- Interpersonal goal: Stay engaged, validate the other person, and express needs without escalating.

# YOUR TURN- SCENARIO 4

- Scenario 4: Anger About Boundaries → Explosive or Avoidant Response
- Emotional mind thought: “This isn’t fair. They’re taking advantage of me.”
- Situation: A friend or family member repeatedly asks for last-minute favors that the participant doesn’t want to do.
- Typical emotional-mind responses: Saying yes and feeling resentful. Exploding later. Cutting off contact
- Interpersonal goal: Set a boundary clearly, kindly, and respectfully.

# YOUR TURN TO USE DEAR MAN + GIVE + FAST

- DEAR MAN (Getting Objectives Met)

D – Describe (facts only):

“When \_\_\_\_\_ happens...”

E – Express (feelings, not accusations):

“I feel \_\_\_\_\_.”

A – Assert (clear request or boundary):

“I’m asking for / I need \_\_\_\_\_.”

R – Reinforce (why it helps both sides):

“That would help because \_\_\_\_\_.”

# YOUR TURN TO USE DEAR MAN + GIVE + FAST

- M – Mindful:
  - Stay on topic
  - Ignore attacks or distractions

A – Appear confident:

- Calm voice
- Upright posture

N – Negotiate:

“If that doesn’t work, I’m open to \_\_\_\_\_.”

GIVE (Maintaining the Relationship)

G – Gentle: Tone is respectful, no insults or threats

I – Interested: “I want to understand your perspective...”

V – Validate: “I can see how that makes sense given...”

E – Easy manner: Calm, not intense or sarcastic

# YOUR TURN TO USE DEAR MAN + GIVE + FAST

- FAST (Maintaining Self-Respect)

F – Fair: Fair to self and other

A – (No) Apologies for existing: Apologize only if appropriate

S – Stick to values: “This matters to me because...”

T – Truthful: No exaggeration, no minimizing

# YOUR TURN TO USE DEAR MAN + GIVE + FAST

- DEAR MAN GIVE FAST EXERCISE:
  1. We'll divide the in-person participants into 4 groups each group will be assigned one of 4 scenarios.
  2. Zoom participants choose one of the four scenarios. Work on your own.
  3. In-person groups choose one person to read script out loud.
  4. After each group reads their script, we'll reflect together on:
    - What felt hard?
    - Where did emotional mind want to take over?
    - How does this shift toward Wise Mind?

# CBT VS. DBT VS. RATIONAL MIND REMEDIATION

- At this point you might be wondering what the differences and similarities between an assertiveness script, a CBT thought record and simple's rational mind remediation are.
- 1. Similarities; Why DEAR MAN / GIVE / FAST can look like CBT
- Both DBT scripts and CBT tools are:
  - Structured and explicit (step-by-step rather than intuitive)
  - Externally scaffolded (you “borrow” the structure until it becomes internal)
  - Designed to interrupt automatic patterns
  - Behaviorally oriented (what you say or do, not just what you feel)
- In practice, both help people move from: reactive, habitual responses → to deliberate, intentional responding. At this level, DEAR MAN and CBT thought records can feel like cousins.
- 2. Differences:
- A. What they are trying to change
- CBT (Thought Records & Behavioral Experiments)
  - Primary target: beliefs, interpretations, predictions
  - Question: “Is this thought accurate, helpful, or testable?”
  - Change pathway: distorted cognition → emotion → behavior
- DBT DEAR MAN / GIVE / FAST
  - Primary target: interpersonal behavior under emotional load
  - Question: “What response will be effective here?”
  - Change pathway: emotional arousal + relationship context → skillful action
- DBT is less interested in whether a thought is true and more interested in whether an action is effective.

# CBT VS. DBT VS. RATIONAL MIND REMEDIATION

- Differences
- B. Internal vs relational focus
- CBT
  - Largely intrapersonal
  - Even behavioral experiments are often about testing my prediction
- DBT interpersonal scripts
  - Fundamentally relational
  - Explicitly balance:
    - my needs (DEAR MAN)
    - the relationship (GIVE)
    - my self-respect (FAST)
- CBT asks: “What happens if I do X?”  
DBT asks: “How do I stay regulated, connected, and intact while doing X?”
- C. Relationship to emotion
- CBT
  - Often aims to down-regulate emotion by correcting cognition
  - Emotion is something to be reappraised
- DBT
  - Assumes emotion will be present
  - Skills are designed to work despite emotional activation

# CBT VS. DBT VS. RATIONAL MIND REMEDIATION

- DEAR MAN is not: “When I calm down, I’ll assert myself.” It is: “Even while activated, I can follow a skillful structure.”
- D. Outcome criteria
- CBT
  - Did the belief change?
  - Was the prediction disconfirmed?
  - Did symptoms reduce?
- DBT
  - Did I:
    - get my objective met?
    - maintain the relationship?
    - keep my self-respect?
- These are values-based outcomes, not just symptom outcomes.

# CBT VS. DBT VS. RATIONAL MIND REMEDIATION

- 3. Is DEAR MAN / GIVE / FAST a form of rational mind remediation?

Partly—but that’s not the best way to understand it. DEAR MAN / GIVE / FAST is Wise Mind scaffolding, not pure Rational Mind remediation.

- It uses rational structure (clear steps, sequencing, planning)
- But it does not suppress emotion
- And it explicitly includes values, dignity, and relationship awareness

- If CBT thought records primarily strengthen Rational Mind, then: DBT interpersonal scripts strengthen the bridge between emotional mind and action.
- They help people:
  - stay regulated enough to act
  - without requiring emotional resolution first
  - and without denying what they feel
- CBT helps people think differently so they can feel and act differently. DBT helps people act differently even while they feel intensely.
  - CBT: “Let’s check the accuracy of this thought.”
  - DBT: “Given how intense this is, how can I respond skillfully?”

DEAR MAN / GIVE / FAST is not just rational mind remediation. It is a Wise Mind behavioral template for moments when:

- emotions are high,
- stakes are relational,
- and old patterns would normally take over.

HOSTED BY  
JOAN NICOLE



THE DBT SHOW ABOUT NOTHING

## SKILL #1

D- Describe

E- Express

A- Assert

R- Reinforce

M- Mindful

A- Appear Confident

N- Negotiate



# Scenario One: The Close Talker



Someone stands way too close when talking.

<https://www.youtube.com/watch?v=lpehoWFAnhc>

# Discussion Questions...

1. What does Kramer usually do? Does he clearly ask for space?
2. What would DEAR MAN sound like in this situation?

Describe: \_\_\_\_\_

Express: \_\_\_\_\_

Assert: \_\_\_\_\_

Reinforce: \_\_\_\_\_

Mindful: \_\_\_\_\_

Appear Confident: \_\_\_\_\_

Negotiate: \_\_\_\_\_



D: "When we are talking and you stand very close..."

E: "...I start to feel uncomfortable and get distracted".

A: "Could you take a small step back when we are talking?"

R: "It would help me focus better on our conversation."

M: "I just need a bit more space while we are talking" (repeat softly if needed, stay focused on your goal)

A: Even if this feels awkward, say "I'm more comfortable with a little more space."

N: Be flexible. For example, if they say "What? I am not that close!" You could say: "If it helps, I can step back too!"

## Scenario Two: The Pen



Jerry accepts a pen from his parent's friend. His parents become upset and embarrassed socially.

[https://www.youtube.com/watch?v=V3Vm\\_ksWreM](https://www.youtube.com/watch?v=V3Vm_ksWreM)

## Discussion Questions...

1. What went wrong?
2. How would using the GIVE approach change the outcome?





**Gentle:** Instead of sarcasm, “I didn’t realize it would upset you.”

**Interested:** “Help me understand how this bothered you.”

**Validate:** “I can see how that might have felt embarrassing.”

**Easy Manner:** Soft tone, maybe light humour.

# Scenario Three: Double Dipping The Chip



Someone calls George out!

<https://www.youtube.com/watch?v=KLOyChP2AWA>

## Discussion Questions...

1. Was the confrontation effective?
2. Did either person use FAST?
3. How could someone set a boundary with escalating?

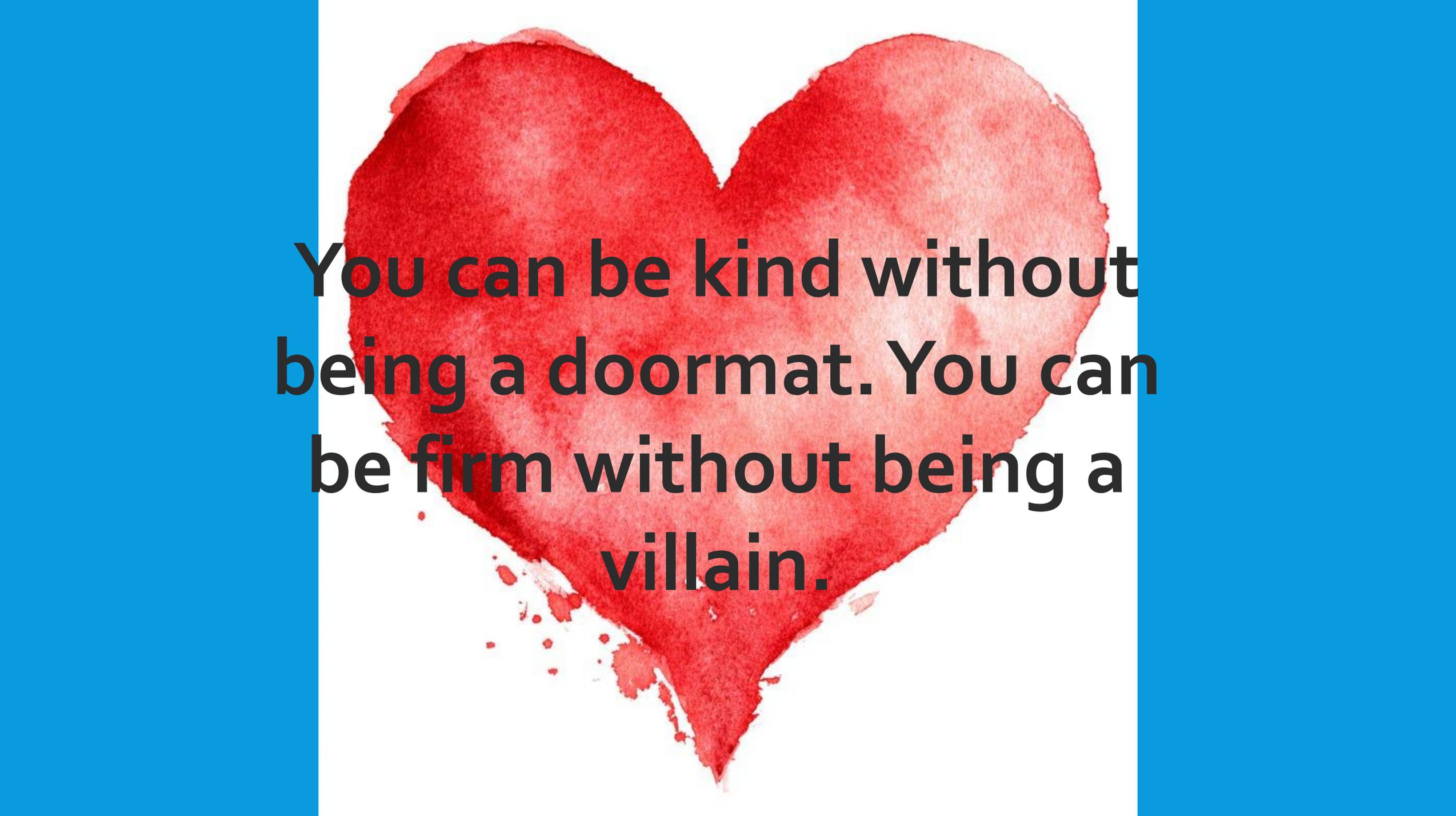


Using the FAST acronym, please give us an example of a different response this gentleman could have said to George?

# An example using the FAST acronym:

“Hey, when you double dip it feels unhygienic to me.” “Would you please use a new chip?”





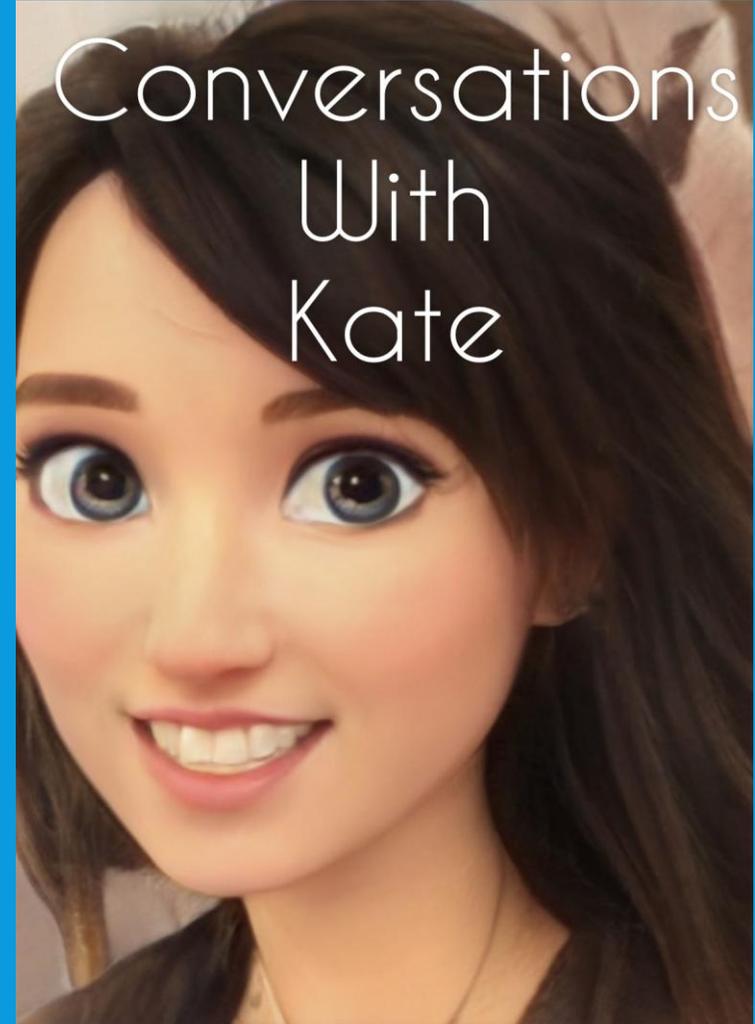
**You can be kind without  
being a doormat. You can  
be firm without being a  
villain.**



SUMMARY



Conversations  
With  
Kate





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

DETHIL - PAGE 225





## REVIEW OF THE SIMPLE TOOLS AND STRATEGIES

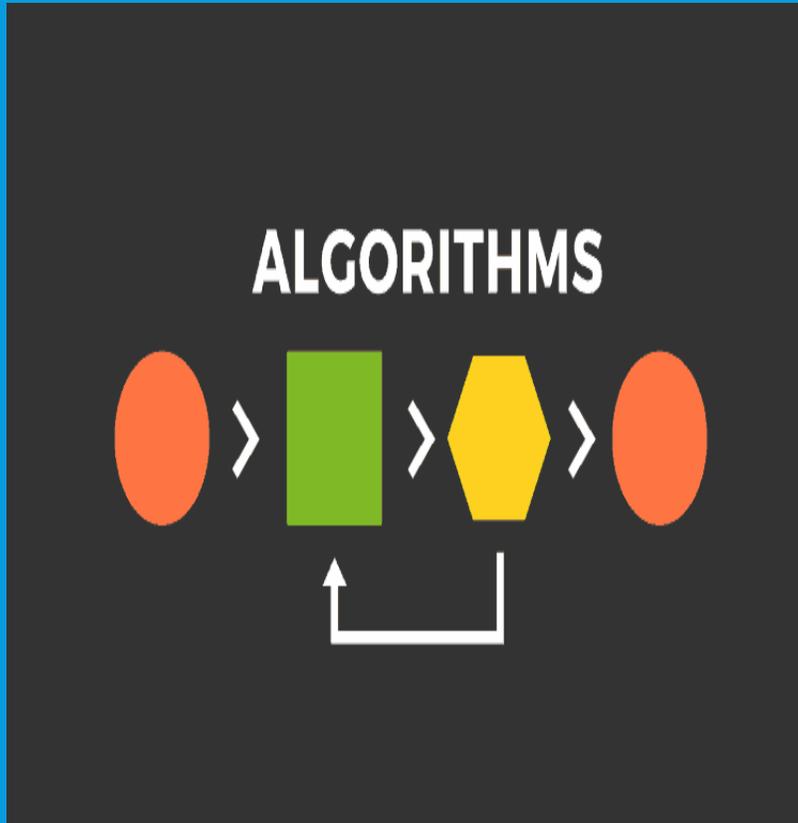
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# CRISIS PLAN ALGORITHM



- 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?).



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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.

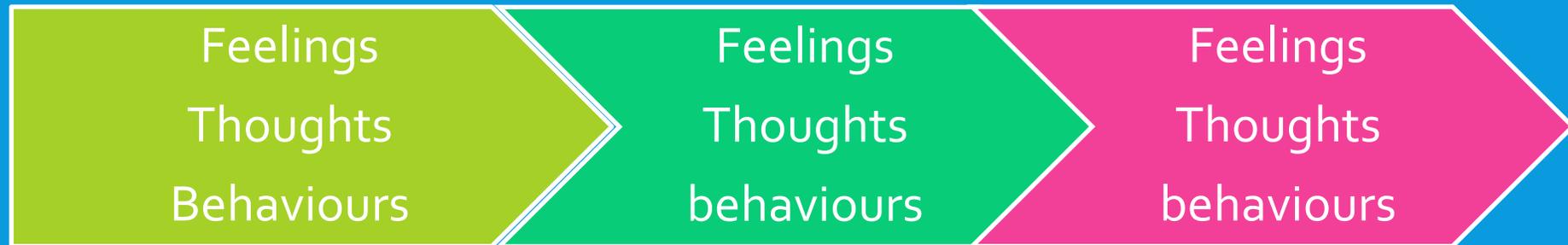
# CHAIN ANALYSIS TEMPLATE

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

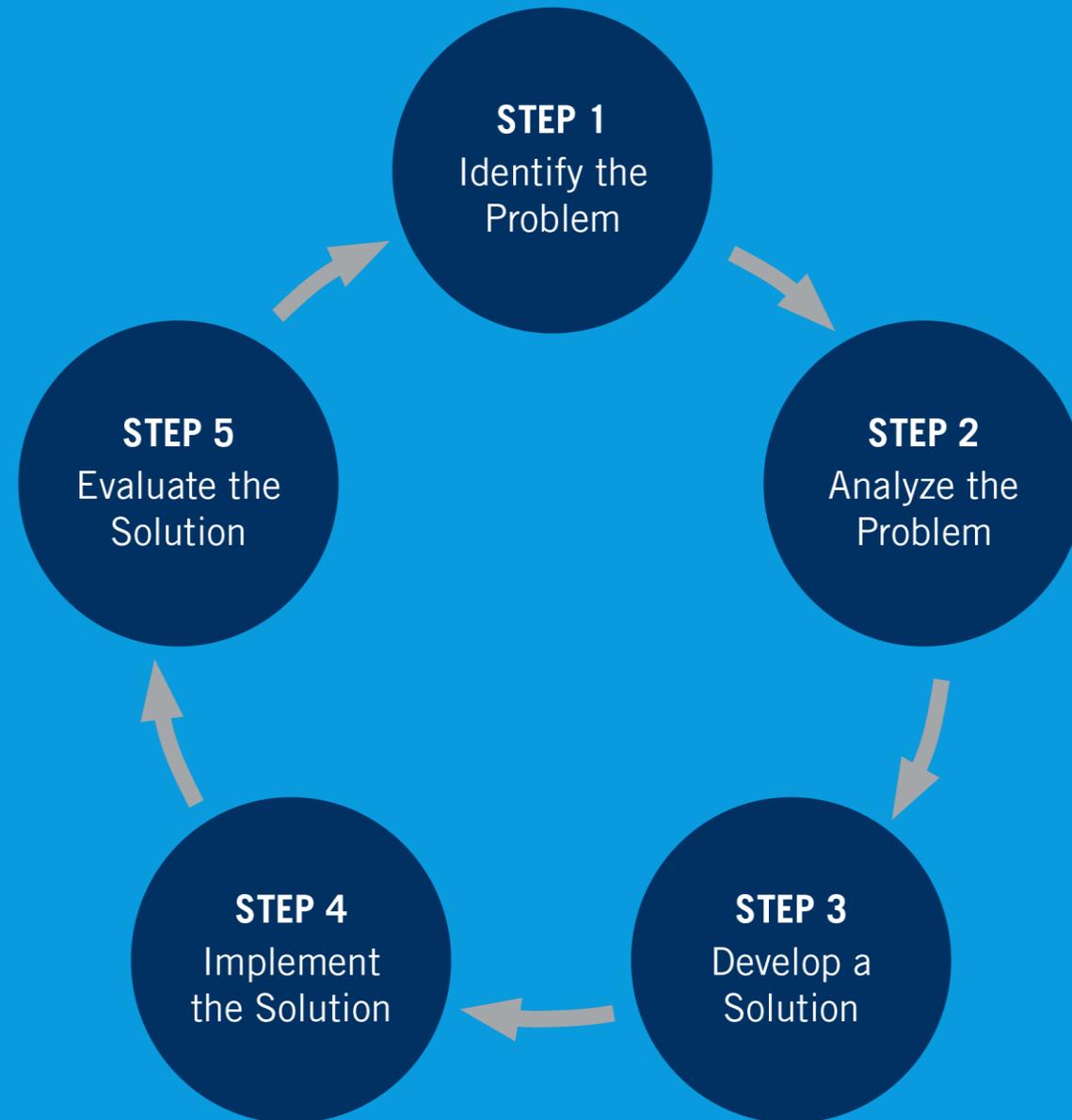
## Step 4

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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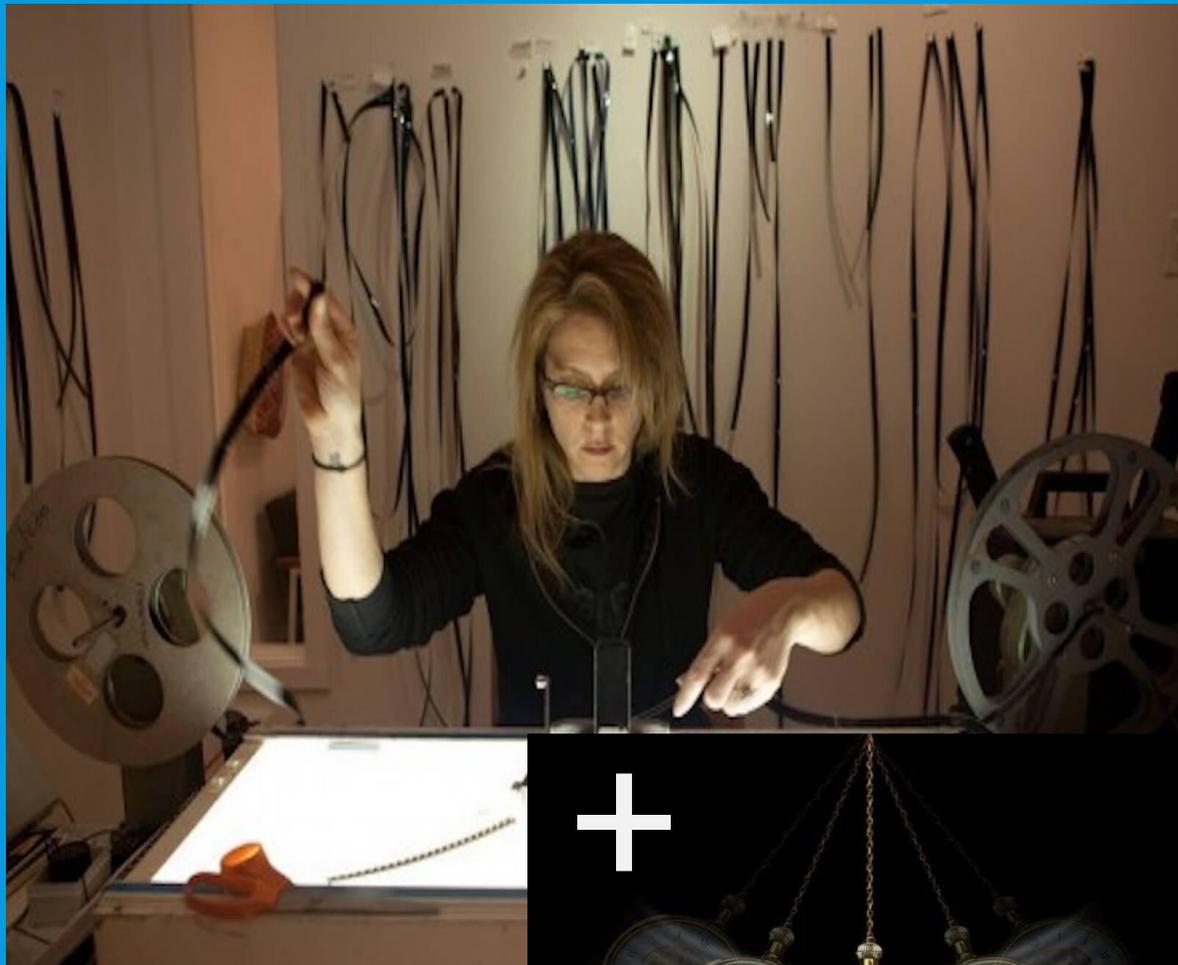




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# EDITING, SPLICING AND PASTING WHILE PENDULATING TO STAY IN WINDOW OF TOLERANCE



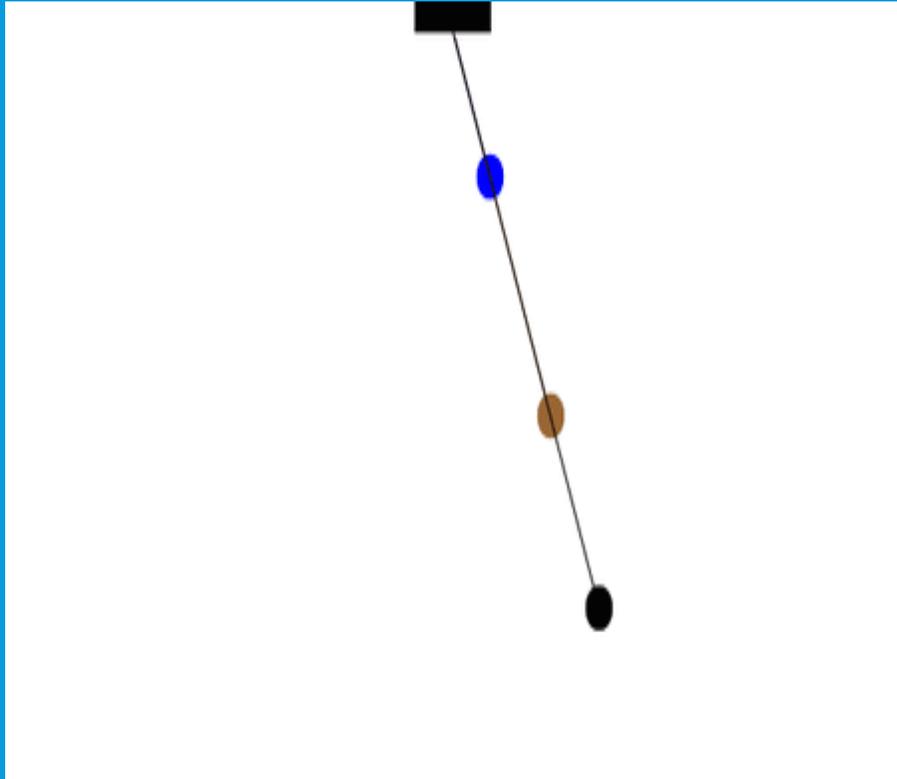
- We all have memories or mental “videos” of times we’ve been dysregulated or fallen into holes.
- When we are learning to get out of holes, these memories or videos are invaluable in helping us practice alternative ways of thinking, feeling, and behaving.
- In Simple we’re going to learn to edit these 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:

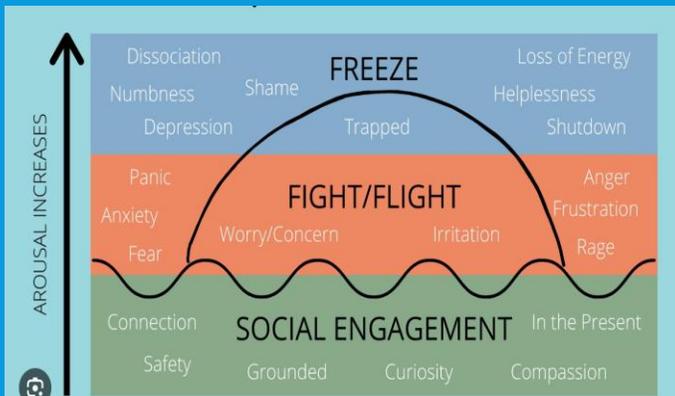
1) What is the current risk that I'll experience a state of crisis?  
a) Low b) Moderate c) high d) very high e) extreme

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

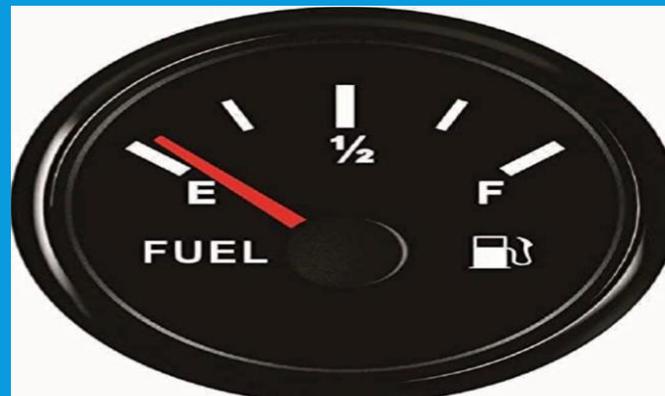
3) What state of activation am I mostly in at the moment?  
a) Calm b) Fight c) Flight d) Dissociated e) Depressed?

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





# REVIEW OF THE SIMPLE TOOLS AND STRATEGIES

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# UPDATED PERSONAL SKILLS LIST

## Distress tolerance skills

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

# UPDATED PERSONAL SKILLS LIST

## Mindfulness skills

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

# UPDATED PERSONAL SKILLS LIST

## Emotional regulation skills

How do emotions work?

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

# TODAY-UPDATED PERSONAL SKILLS LIST

## Interpersonal effectiveness skills

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

# The DBT Diary

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

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

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



**IS EVERYONE ELSE NORMAL?**



# THE BODY REMEMBERS



# HOW DOES THAT FEEL?





ChatGPT

**AI AS A MENTAL HEALTH SERVICE**

# A Conversation with

Kaustubh Supekar, PhD  
Nicole Martinez-Martin, PhD, JD  
Ehsan Adeli, Ph.D



**Stanford**  
MEDICINE

## **AI & Mental Health Care**



# A.I. THERAPY

ASK KATI ANYTHING

#249



# THERAPY CHATBOTS?





The priority we  
choose determines  
the strategy to use

The relationship  
between  
objectives



Objective  
Effectiveness  
ISAT Math (part 2)

Supporting  
effectiveness  
ISAT

Relationship  
Effectiveness  
ISAT (part 1)

Self-Report  
Effectiveness  
PSAT (part 1)

The  
relationship  
between  
objectives