## Diary Card - Hole Targets

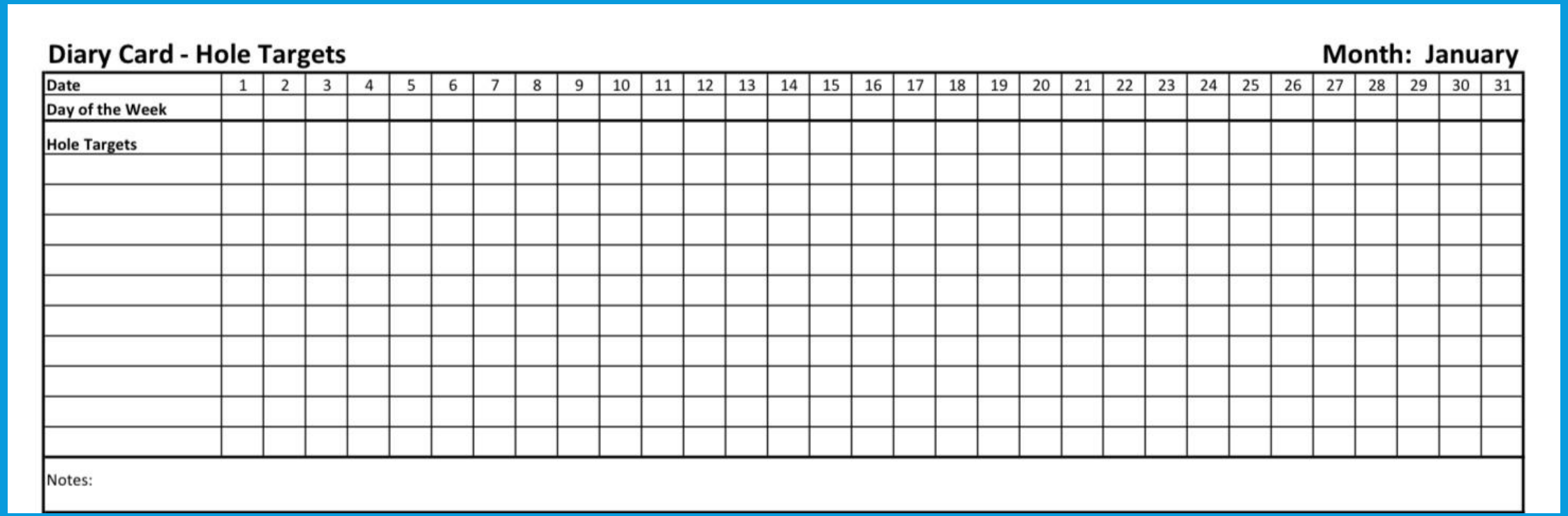
**Month: January**

| 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 |
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| Hole Targets | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| Notes: | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

# PLEASE START RECORDING



# WELCOME TO SIMPLE WEEK 5



**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 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| Notes: | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

Our first practice: Crisis plans

Introducing the second simple tool: holes (or targets) diary cards

Distress tolerance skills part III

# WELCOME TO SESSION 5

- Over the last few weeks we've discussed our first tool, crisis plans. Today we put crisis plans into practice in an example working with Chris.
- We then introduce the second SIMPLE tool, the holes or targets for change diary cards
- In the last part of today's session, we'll discuss five more DBT skills that can help to bring ourselves back into the window of tolerance.

1. **Practice**
   Preparing a crisis plan with Chris
2. **The second SIMPLE tool**
   Holes or targets for change diary cards (SIMPLE manual, session 5)
3. **Advanced distress tolerance**
   Skills training workbook, pp. 33–46



**Today's theme**

*From climbing out of the hole… to noticing which step of the stairs we're on.*

Crisis plans help us at the bottom of a hole. Diary cards help us notice the slide before we get there.

# BUILDING ON THE FIRST TOOL

The six SIMPLE tools build on each other in order, like a house: foundation first, then the frame, then the wiring and plumbing.

| TOOL 1 | TOOL 2 | TOOL 3 | TOOL 4 | TOOL 5 | TOOL 6 |
|---|---|---|---|---|---|
| **Crisis plans** | **Holes or targets for change diary cards** | **Holes or targets for change analysis** | **Rational mind remediation** | **Goals diary cards** | **Self-led remediation** |
| *Learned last week* | **TODAY** | *Coming later* | *Coming later* | *Coming later* | *Coming later* |



### Crisis plans (tool 1)

A quick but helpful fix for when we're already at the bottom of a hole: all or nothing — either we're in a crisis or we're not. Today we practise the 8-step crisis plan algorithm and template with Chris.



### Holes or targets for change diary cards (tool 2)

For everyday awareness: a staircase with 10 steps, tracking how intense our problem feelings, thoughts, and behaviors are, day by day — before they become a crisis.

# QUESTIONS TO KEEP IN MIND TODAY

### Crisis plan

As Chris works through the 8 steps of the algorithm, which step would be hardest for me, and which hole would I build my own plan around?

### Diary card targets

Which feeling, thought, or behavioral holes do I keep falling into?

### Calming skills

Where is my safe place? What cue word could I train my body to relax to?

### Values and meaning

What matters most to me, and how closely does the way I spend my time match it? What helps me feel connected to something bigger?

**Have handy:** your crisis plan algorithm and template, a blank holes or targets for change diary card and a pen.



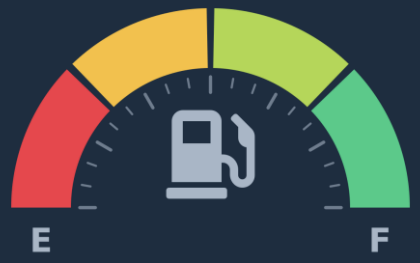
# WARNING ABOUT MEDITATION

FEEL FREE TO SKIP IT

# CHECK IN WITH YOUR PERSONAL DASHBOARD

Pause, take a breath, and read each gauge in turn. Just notice there are no wrong readings.

## 1 Energy reserves




How much fuel is in my tank right now?

Near empty
½
¾
Full

## 2 State of activation



Which state am I mostly in at the moment?

Calm
Flight
Fight
Freeze / shut down
numb, depressed, dissociated

## 3 Window of tolerance




Am I inside my window, or above it (revved up) or below it (shut down)?

Well below
A little below
Inside
A little above
Well above

## 4 Crisis risk



How likely is it that I'll tip into a state of crisis?

Low
Moderate
High
Very high
Extreme

**Then ask:** Given these readings, what do I need right now?

# CUE CONTROLLED RELAXATION

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

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

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


DON'T
FORGET

# SIMPLE COURSE SCHEDULE 2026-27

Week 1- October 7
Week 2- October 14
Week 3- October 21
Week 4- October 28
Week 5- November 4
Week 6- November 11
Week 7- November 18
Week 8- November 25
Week 9- December 2
Week 10- December 9
Week 11- December 16
Week 12-December 23
December 30 no course
Week 13- January 6
Week 14- January 13
Week 15- January 20
Week 16- January 27
Week 17- February 3
Week 18- February 10
Week 19- February 17
Week 20- February 24
Week 21- March 3
Week 22- March 10
March 17 and 24 no course
Week 23- March 31
Week 24- April 7
Week 25- April 14
Week 26- April 21
Week 27- April 28
Week 28- May 5
Week 29- May 12
Week 30- May 19
Week 31- May 26
Week 32- June 2
Week 33- June 9

# PRACTICE SESSIONS SCHEDULE

- If your name is on the following schedule and shouldn't be, if it’s the wrong week, or if you volunteered and don’t see your name, please email us.
- There are still 3 weeks open all for IFS work. Email us if you want to volunteer for one of those.

# PRACTICE SESSIONS SCHEDULE

| Date | | Preparation | Subject | Volunteer |
|---|---|---|---|---|
| 1. Week 5 November 4 → | TODAY | | Crisis Plans | Chris P. |
| 2. Week 6 November 11 | TODAY → | November 4 , 1:30 | Holes diary cards | Rona G. |
| 3. Week 10 December 9 | | December 2, 1:30 | Chain analysis | Janet L. |
| 4. Week 14 January 13 | | January 6, 1:30 | Rational mind remediation | Elaine S. |
| 5. Week 18 February 10 | | February 3, 1:30 | goals diary card | Jeremy B. |
| 6. Week 24 April 7 | | March 31, 1:30 | IFS workbook 1 | |
| 7. Week 25 April 14 | | April 7 | IFS workbook 2 | Leah S. |
| 8.Week 26 April 21 | | April 14 | IFS workbook 3 | |
| 9. Week 27 April 28 | | April 21 | IFS workbook 4 | Rona G |
| 10. Week 28 May 5 | | April 28 | IFS workbook 5 | |
| 11.Week 29 May 12 | | May 5 1:30 PM | Self-led remediation | Jeremy B. |

# HOMEWORK FROM THE PAST WEEK



- Continue tracking and practicing the skills you are learning. Use the DBT diary card or keep your own skills list.
- Submit questions or comments to itssimple2023@gmail.com
- Skills training workbook p. 33-46.
- Simple manual session 5
- Create your distraction plan.  Create your relaxation plan. You can incorporate both into your crisis plan.
- Continue working on your crisis plans. Memorize them and practice them in your imagination.  Use your distraction and relaxation plans to complete your crisis plans.

# HOMEWORK FOR THE COMING WEEK

| | |
|---|---|
| Submit | • Submit questions or comments to itssimple2023@gmail.co |
| Read | • Simple manual session 6 |
| Start | • Find your targets and start using your diary card. |
| Read | • Skills training workbook p.47-68 |
| Keep | • Keep tracking and practicing all the skills you're learning. Use the DBT diary card or your own skills list. |



# SKILLS TRAINING WORKBOOK P. 47-68



- distress tolerance part 4 - advanced distress tolerance covers:
- 1. Live in the present moment
- 2. Use self encouraging coping thoughts.
- 3. Radical acceptance.
- 4. Self affirming statements
- 5. Feelings – threat balance
- 6. Create new coping strategies.
- 7. Create an emergency coping plan

# 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:

# WEEKLY ANNOUNCEMENTS




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



# BOING/HOMEWORK GROUPS



- This past Monday we had 3 participants for the 12-12:30 homework group and 5 for the boing group.
- We had a very interesting group with great participation.
- The optimal number of participants is in the range of 7 to 14 people. That adds even more to our conversation.
- We encourage you to come Monday's
- Joan and Nicole will have at least one more homework group beyond that it depends on your interest.
- Dr. Cleto plans to continue boing as long as there are at least 3 to 4 people coming

# LAST WEEK'S IN PERSON POLL

1. I have suicidal thoughts (single choice)
a) Never 33%
b) Occasionally 50%
c) Often 9%
d) all the time 8%

2. I have attempted suicide
a) Never 58%
b) 1 or 2 times in my life 33%
c) More than 2 times 8%

3. I've self harmed without suicidal intent (includes cutting or scratching, burning, hitting or punching objects or oneself, severe skin picking, taking small overdoses, starving oneself or extreme exercise, intentionally exposing self to extreme cold or heat etc. (single choice)
a) Never 42%
b) Occasionally 42%
c) Often 17%
d) Very often 0%

4. I have a good plan to deal with my suicidal and self harming thoughts
(single choice)
a) Yes 67%
b) No 33%
c) n/a 0%

# IN THE NEWS

News items in mental health & neuroscience



“Why Americans Stopped Throwing Dinner Parties,” Derek Thompson, The Atlantic, October 2026

Curtesy of Rob

# IN THE NEWS: THE VANISHING DINNER PARTY

**Hosting friends or family at home at least monthly**

**42% → 12%**

1975 2026

**A 70% drop in 50 years.**

And we didn't just move it to restaurants: face-to-face socializing fell overall, and more people now eat out alone.

## Why it's happening

### Harried lives

After a full workday, especially with two earners, planning a gathering feels like more work.

### Intensive parenting

Evenings that once went to hosting adults now go to children.

### Fewer close friends

Friendship networks are shrinking, most of all for people with less education.

### Home is too comfortable

Nearly 2 more hours a day at home than in 2003, mostly with screens.

# WHY THIS MATTERS TO US

**The big idea**

Technology hasn't made people unnecessary at work, but it has made them less necessary to our leisure.

Thompson calls this a coordination problem more than a personal failing. A screen asks nothing of us. A dinner party asks for matching schedules, cleaning, cooking, some awkwardness, and the risk the evening falls flat.



## For SIMPLE

- We regulate our emotions better in the company of others.
- When connection takes effort and screens take none, isolation creeps in without anyone choosing it.
- **Lower the bar: a potluck, a coffee, a walk.**



## Ask yourself

1. When did you last have someone over, or visit someone's home? What got in the way?
2. What's the simplest version of "having people over" you could manage this month?

# WHAT WE WILL DO TODAY



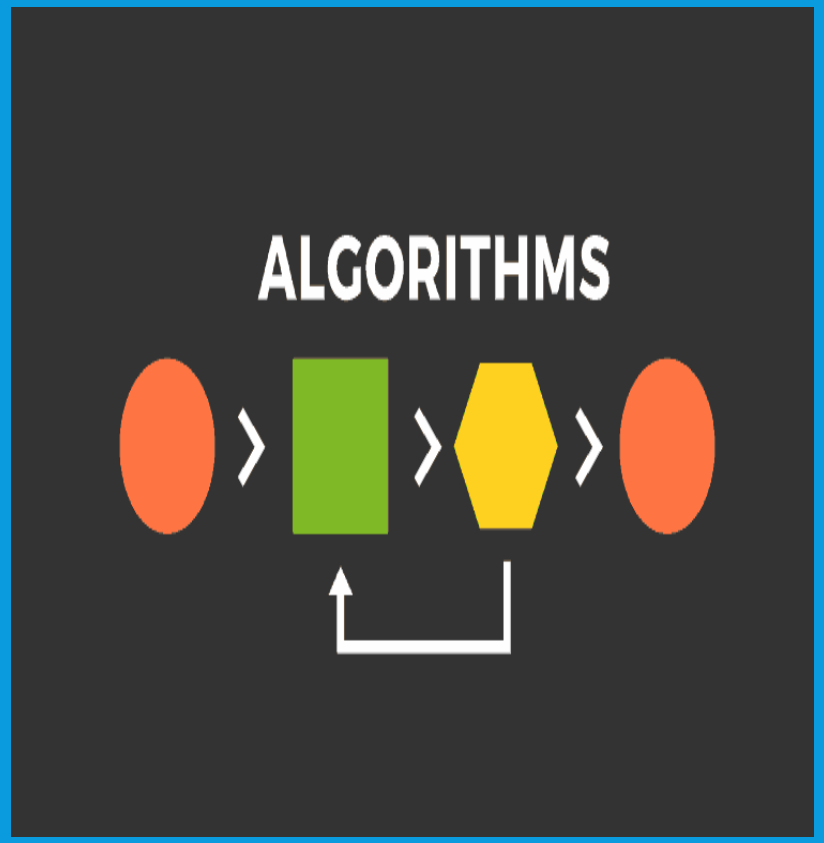
- Practice preparing a crisis plan with Chris

# FOUR TECHNIQUES AND STRATEGIES FOR TOOL USE



- When using the tools:
- 1. follow the steps described in the algorithms provided. This will help you adhere to good problem-solving practices.
- 2. be mindful of your internal personal "dashboard" or "instrument panel" by:
  - a) Monitoring your energy balance.
  - b) Being mindful of your crisis risk level.
  - c) Staying in the window of emotional tolerance
  - d) being aware of your state of activation
- 3. Stay in the window of tolerance by pendulating.
- 4. Use editing, splicing and pasting of the "videos" of problematic thoughts, feelings or behaviors to practice and develop new videos.

# CRISIS PLAN ALGORITHM 8 STEPS




- 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.

# FOUR TECHNIQUES AND STRATEGIES FOR TOOL USE



- When using the tools:
- 1. follow the steps described in the algorithms provided. This will help you adhere to good problem-solving practices.
- 2. be mindful of your internal personal "dashboard" or "instrument panel" by:

  a) Monitoring your energy balance.

  b) Being mindful of your crisis risk level.

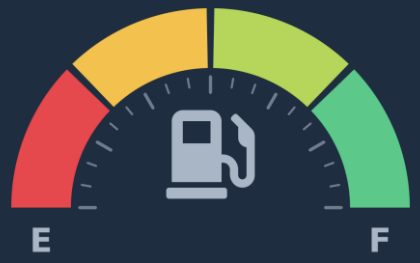
  c) Staying in the window of emotional tolerance

  d) being aware of your state of activation
- 3. Stay in the window of tolerance by pendulating.
- 4. Use editing, splicing and pasting of the "videos" of problematic thoughts, feelings or behaviors to practice and develop new videos.

# CHECK IN WITH YOUR PERSONAL DASHBOARD

Pause, take a breath, and read each gauge in turn. Just notice there are no wrong readings.

## 1 Energy reserves




How much fuel is in my tank right now?

Near empty
½
¾
Full

## 2 State of activation



Which state am I mostly in at the moment?

Calm
Flight
Fight
Freeze / shut down
numb, depressed, dissociated

## 3 Window of tolerance




Am I inside my window, or above it (revved up) or below it (shut down)?

Well below
A little below
Inside
A little above
Well above

## 4 Crisis risk

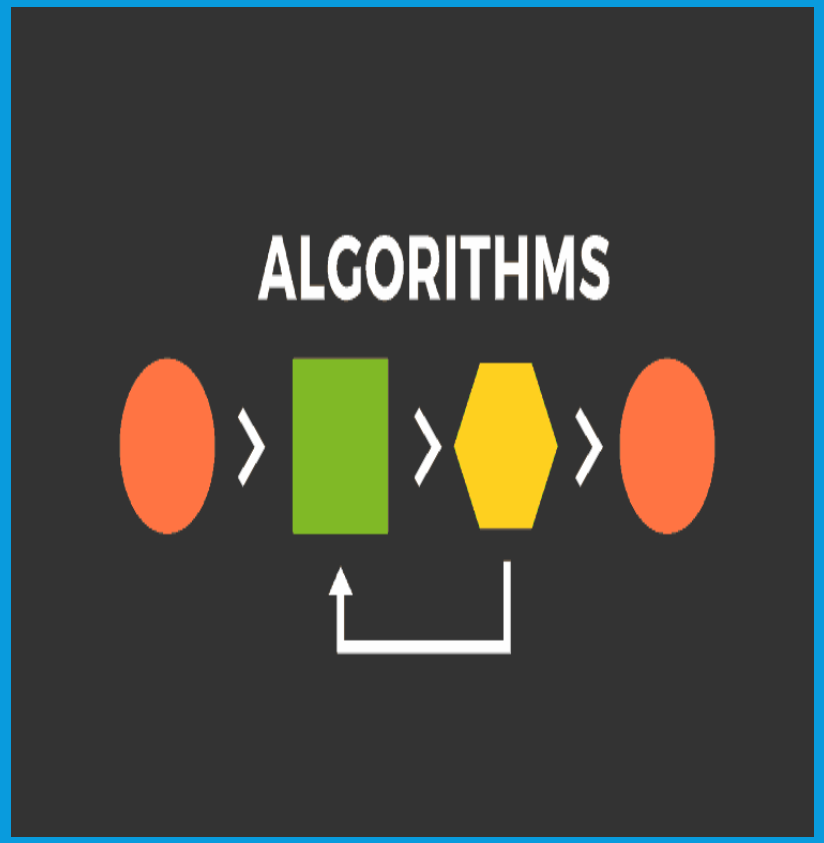


How likely is it that I'll tip into a state of crisis?

Low
Moderate
High
Very high
Extreme

**Then ask:** Given these readings, what do I need right now?

# CRISIS PLAN ALGORITHM STEP 1




- 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.
- Chris: My son has had some mental health struggles in the past which have caused me great anguish. He's doing well now but I worry a lot. Recently he's had some financial difficulties in part related to his mental health struggles. He decided he'd have to declare bankruptcy.
- We recently had a phone conversation. I know he's been procrastinating on the bankruptcy.
- At one point in the conversation, I changed the subject and I asked if he needed help with the bankruptcy paperwork or if he should maybe hire a bookkeeper.
- He became very angry and yelled at me. He said I was stressing him out and he'd do the paperwork when he was ready.
- The conversation ended there.

# 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? conversation with son

☐anxiety/panic/flight
☐fight/anger
☐grief
☐despair/giving up
☐problems with boundaries
☐dissociation
☐impulsive behaviour
☐illegal behaviours
☐behaviours I later regret
☐addictive behaviour
☐withdrawing/running away
☐thinking of/hurting myself
☐thinking of/hurting others
☐other specify: _____
_____

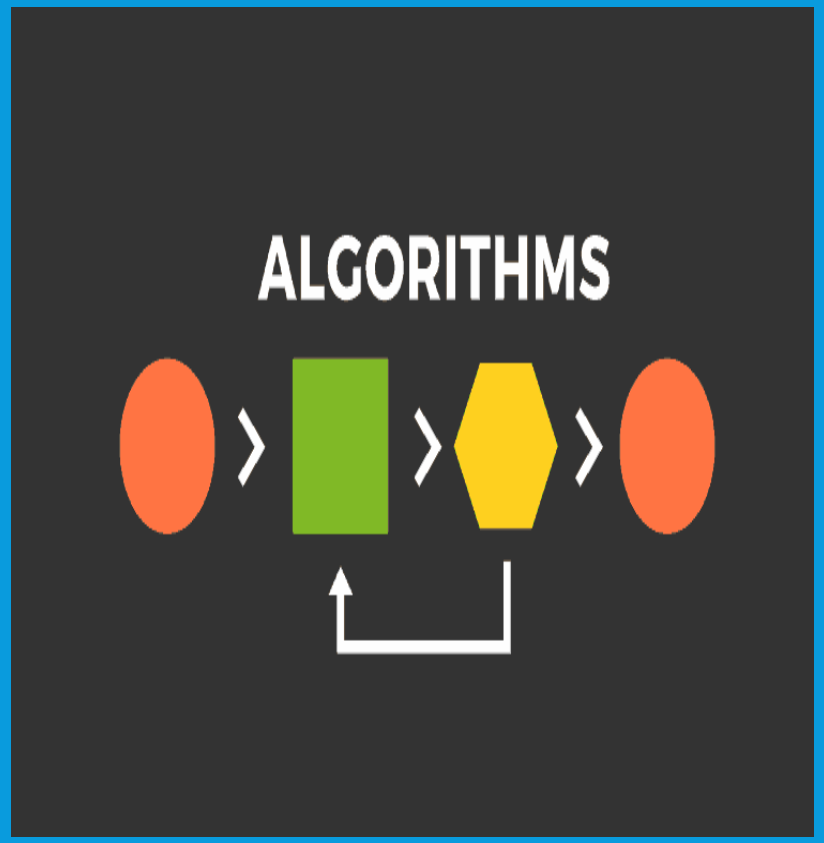
2. What might trigger getting into this crisis/hole?

☐something I perceive others saying/doing
☐contact with certain people
☐anniversaries
☐certain things in my environment
☐times of the day/year
☐being tired/stressed/not caring for myself
☐other/describe: _____
_____
_____

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?

# CRISIS PLAN ALGORITHM STEP 2




- Developing your crisis plans and becoming skilled at using them involves 8 steps: This is the first Simple algorithm.
- 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.
- Chris: I felt anxious and panicked
- I recognize I may have some issues with boundaries
- After the conversation I withdrew and stopped following my usual daily routine.

# 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?

- [x] anxiety/panic/flight
- [ ] fight/anger
- [ ] grief
- [ ] despair/giving up
- [x] problems with boundaries
- [ ] dissociation
- [ ] impulsive behaviour
- [ ] illegal behaviours
- [ ] behaviours I later regret
- [ ] addictive behaviour
- [x] withdrawing/running away
- [ ] thinking of/hurting myself
- [ ] thinking of/hurting others
- [ ] other specify: _____

_____

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

- [ ] something I perceive others saying/doing
- [ ] contact with certain people
- [ ] anniversaries
- [ ] certain things in my environment
- [ ] times of the day/year
- [ ] being tired/stressed/not caring for myself
- [ ] other/describe: _____

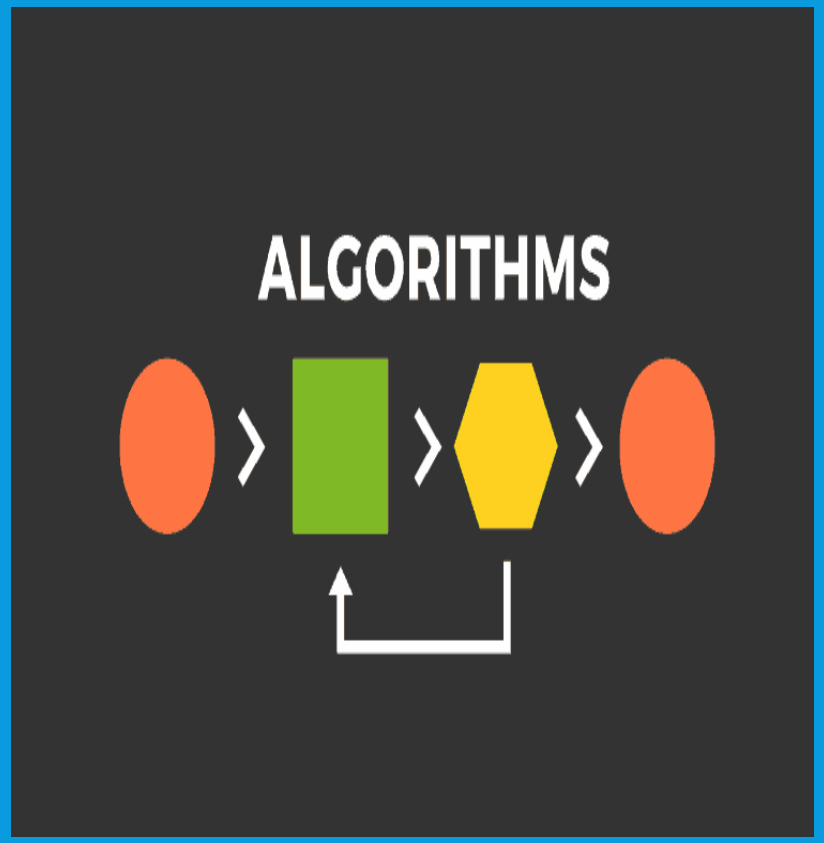
_____

_____

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?

# CRISIS PLAN ALGORITHM STEP 3




- Developing your crisis plans and becoming skilled at using  them involves 8 steps: This is the first Simple algorithm.
- 3.  Complete the rest of your crisis plan template

# 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
☐fight/anger
☐grief
☐despair/giving up
☐problems with boundaries
☐dissociation
☐impulsive behaviour
☐illegal behaviours
☐behaviours I later regret
☐addictive behaviour
☐withdrawing/running away
☐thinking of/hurting myself
☐thinking of/hurting others
☐other specify: _____
_____

2. What might trigger getting into this crisis/hole? My perception that he might be being irresponsible and that this might be a sign he's relapsing.

☒something I perceive others saying/doing
☒contact with certain people
☐anniversaries
☐certain things in my environment
☒times of the day/year
☐being tired/stressed/not caring for myself
☐other/describe: _____
_____
_____

3. What other thoughts/feelings/behaviours are typical for me in these crisis/holes? I isolate, sit by myself and ruminate, I get depressed

4. What are the things I or others do that tends to make these crisis/holes worse? Imagining what might happen gets me into a downward spiral.

# Applying Crisis Plan

5. Am I in a crisis/hole right now? Not now but I can prepare for one when it happens

6. Am I doing anything that is making the crisis/hole worse? If yes, how do I hit the "pause button"? No, but I need to prepare.

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.

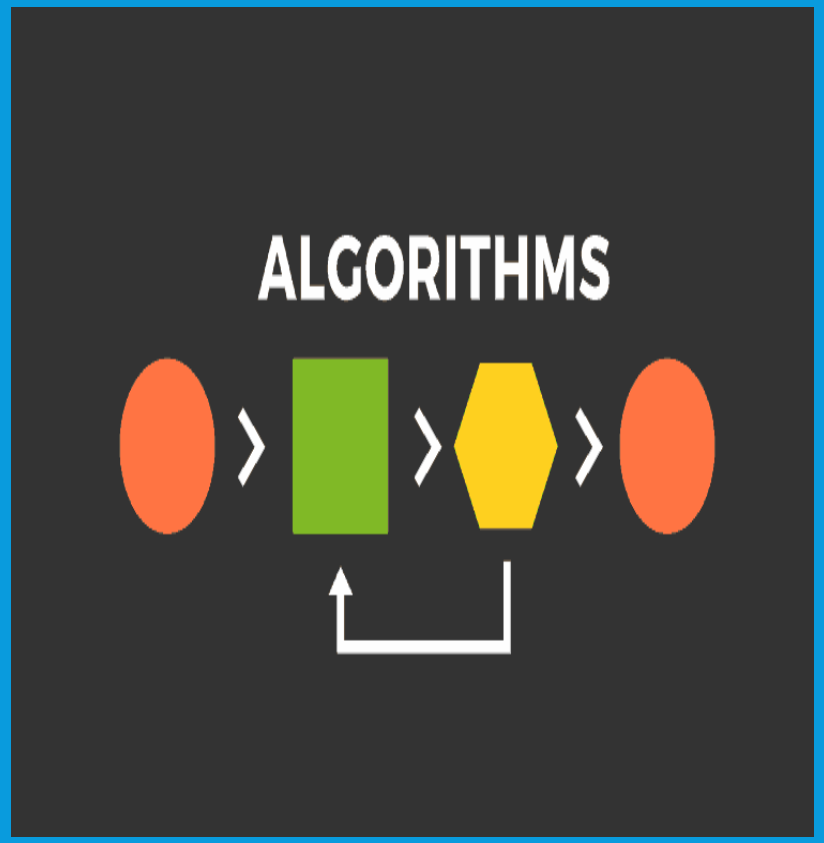
Step 1. Things I can do on my own to lower my activation/distress: We haven't covered this yet, but I did the course before And found the physiological distress tolerance cold water skill quite helpful. Once I do that, I ground myself with the 5,4,3,2,1 skill naming 5 things I see 4 I can feel 3 I can hear etc. repeating this if necessary and then do the higher power by reading one of my favorite passages from the bible. Sometimes I need to repeat these steps several times.

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?). I sometimes use a prayer line.

Step 3. Is there an "as needed" medication that might help me? (What medication and what dosage?). I have a couple of PRN meds I can use as a last resort.

Step 4: Professional resources that might be helpful in lowering my distress. (Who? How do I reach them? Times available? What do I say?). If nothing else is working I call my psychiatrist

# CRISIS PLAN ALGORITHM STEP 4




- Developing your crisis plans and becoming skilled at using them involves 8 steps: This is the first Simple algorithm.
- 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.
- Chris: I used the episode I mentioned above. I picture myself using the skills instead of ruminating.

# Applying Crisis Plan

5. Am I in a crisis/hole right now? Not now but I can prepare for one when it happens

6. Am I doing anything that is making the crisis/hole worse? If yes, how do I hit the "pause button"? No but I need to prepare.

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.

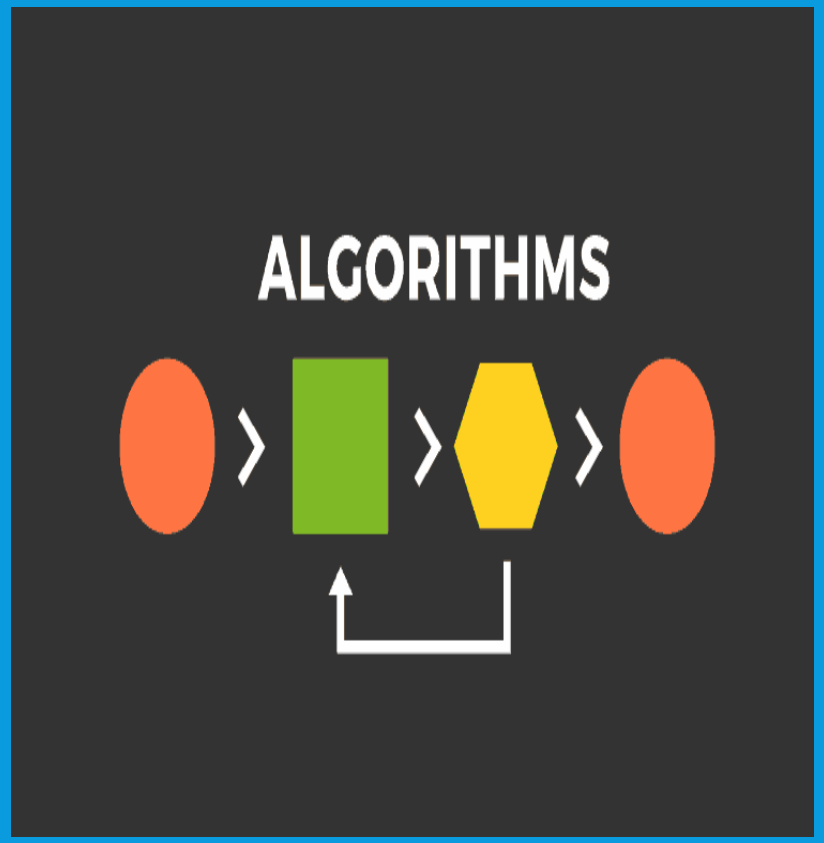
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Step 2. Non-mental health professionals that may be helpful in helping lower my activation/distress and who I have briefed (Who are they? How do I reach them? What do I say to them?). I sometimes use a prayer line.

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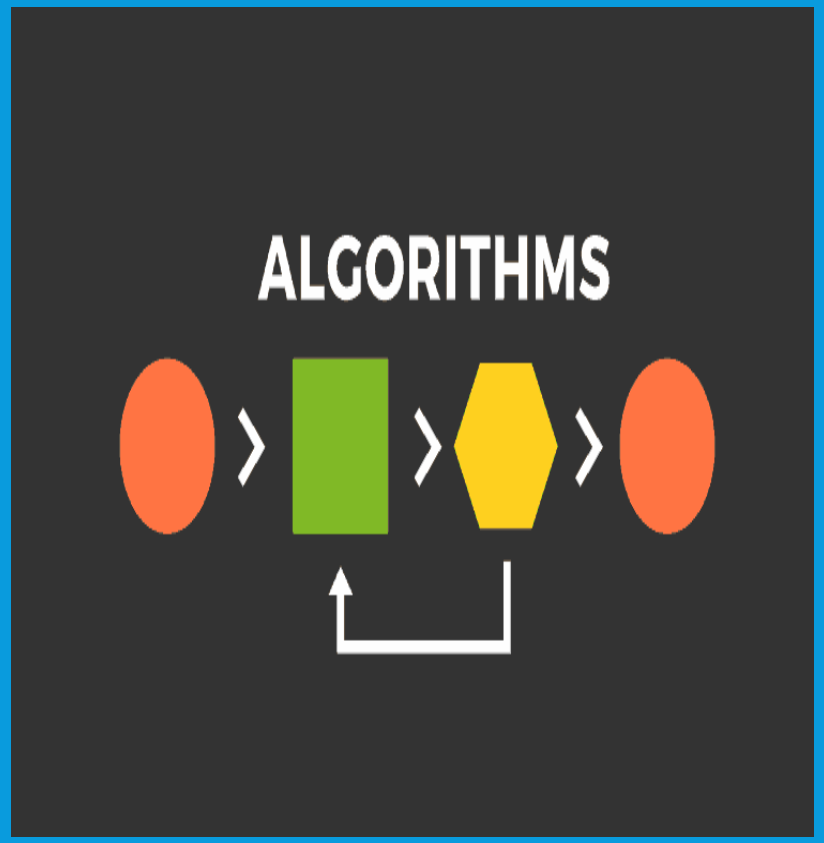
Step 4: Professional resources that might be helpful in lowering my distress. (Who? How do I reach them? Times available? What do I say?). On occasion I've called my psychiatrist

# CRISIS PLAN ALGORITHM STEP 5



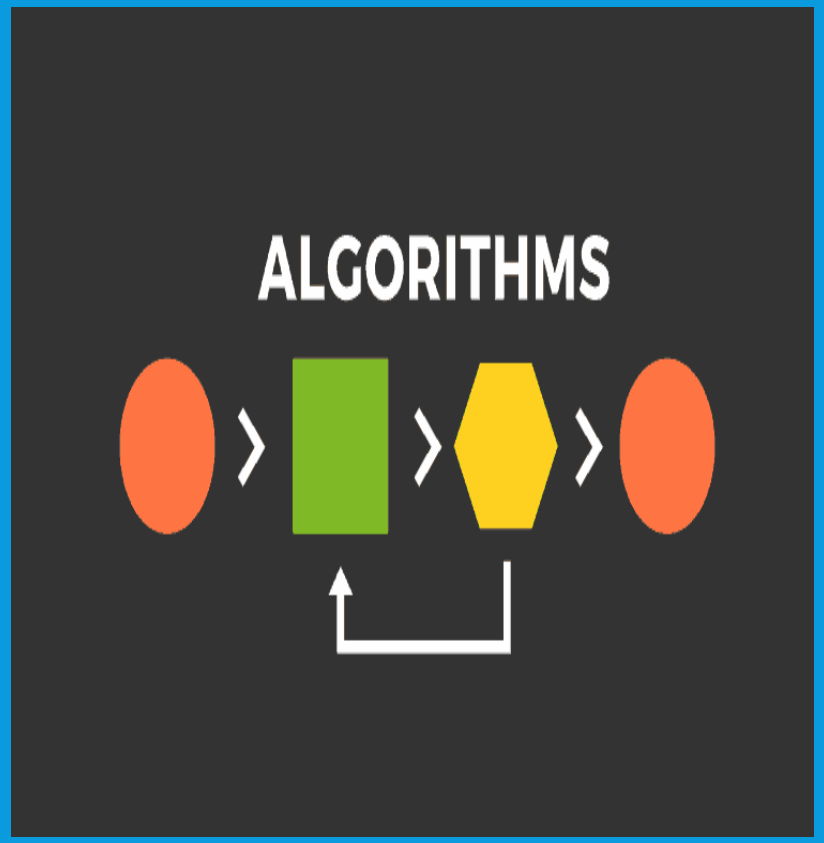

- Developing your crisis plans and becoming skilled at using them involves 8 steps: This is the first Simple algorithm.
- 5. Stay in the window of tolerance while editing, splicing, and pasting by pendulating.
- Chris: I pay attention to my personal dashboard and if it's getting dysregulated, I'll do my 5,4,3,2,1 grounding exercises until I'm back in the window of tolerance.

# CRISIS PLAN ALGORITHM STEP 6



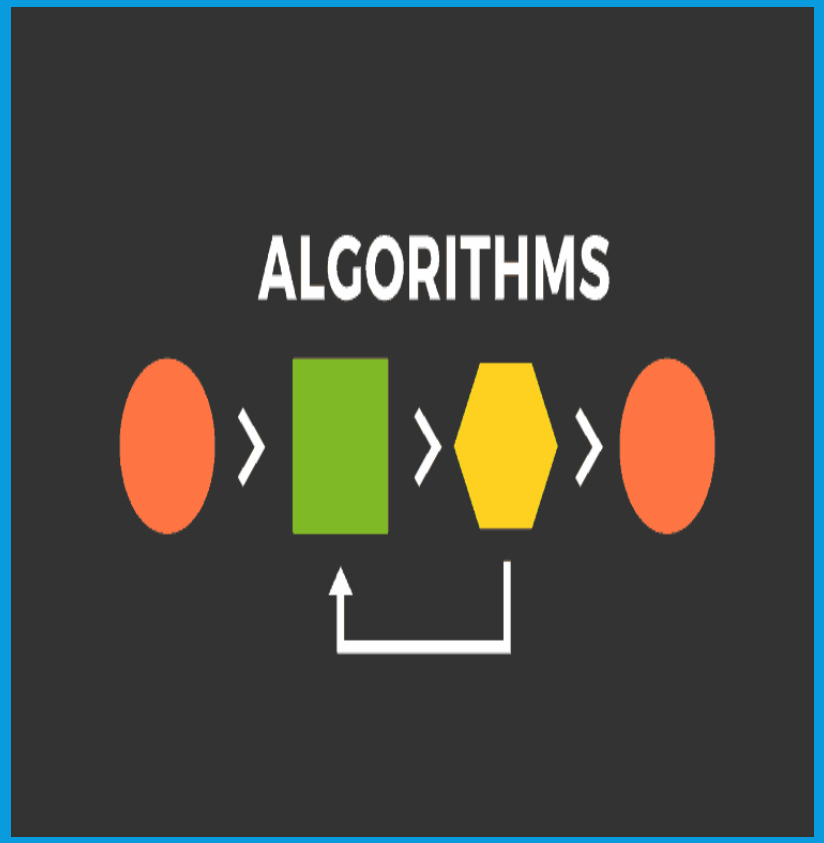

- Developing your crisis plans and becoming skilled at using them involves 8 steps: This is the first Simple algorithm.
- 6. Repeatedly visualize the new edited, spliced, and pasted version of the situation until you can visualize it without effort.
- Chris: I try to do this visualization once a day, it only takes 5 minutes and it's very helpful in preventing future crisis.

# CRISIS PLAN ALGORITHM STEP 7




- Developing your crisis plans and becoming skilled at using them involves 8 steps: This is the first Simple algorithm.
- 7. When a new crisis occurs work with it following these same steps.
- Chris: I realize the next crisis will be different but in many ways it will also be similar. I will have something new to work with.

# CRISIS PLAN ALGORITHM STEP 8

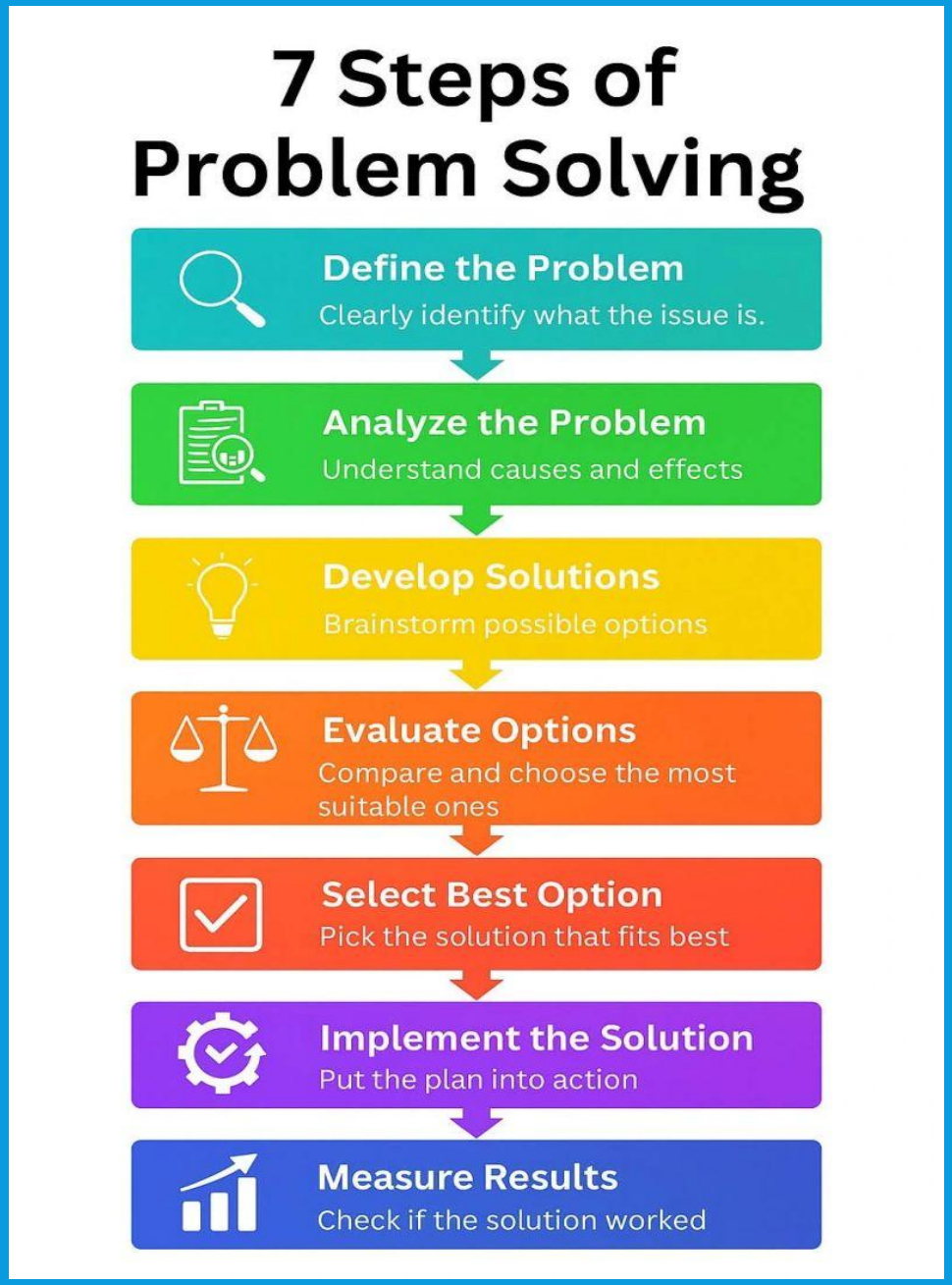



- Developing your crisis plans and becoming skilled at using them involves 8 steps: This is the first Simple algorithm.
- 8. practice, practice, practice.
- Chris: My crisis take so much out of me and can snowball and last for quite a while. Doing crisis plans is a bit of an effort but the more I do them the fewer crisis I'll have so the payback for the effort I'm putting into it is enormous.
- Sometimes when things are OK, I'm tempted to neglect doing this, but I've tried to deal with this by creating a habit of checking in with my mental health just like I brush my teeth and pray every day.

Notice how what Chris is doing is taking automatic emotional and somatic mind driven thoughts feelings and behaviors and reflecting and thinking about them in order to change them. Eventually, with lots of practice, these new thoughts feelings and behaviors may become automatic.

# QUESTIONS/COMMENTS






# PROBLEM SOLVING WITH THE 6 SIMPLE TOOLS

- Crisis plans follow the steps of good problem solving.
- Crisis plans are a "beginner" form of mental health problem solving. They can nevertheless be very helpful.
- Tools 2 to 5 also follow the steps of good problem solving. Tools 2-5 are a deeper or "intermediate" form of mental health problem solving. They can be even more helpful than crisis plans but they are more complex.
- Today we introduce the second Simple tool: holes or targets for change diary cards. This tool focuses on step 1 of good problem solving: defining the problem.
- We already defined some problems when we found our crisis plans holes so today will sound familiar to you.
- The 6th Simple tool Self-led remediation does the deepest mental health issues problem solving and we will need to understand internal family systems before we can use that tool.
- The 6th tool is an "advanced" mental health problem solving tool which can be enormously helpful as it helps us not only to emotionally regulate better but also to process our trauma.


Good mental health problem solving
Tool 1: crisis plans
Beginner
Helpful first steps
to get us out of holes
Tools 2–5
Intermediate
Use cognitive and behavioral
techniques to change dysregulated
thoughts feelings and behaviors
Tool 2: Diary cards
Identify and track targets for change
Tool 6: Self-led remediation
Advanced
Rewire your somatic
and emotional minds

# THE 6 TOOLS:

Crisis plans

**Holes or targets for change diary cards**

Holes analysis

Rational mind remediation

Goals diary cards

Self-led remediation

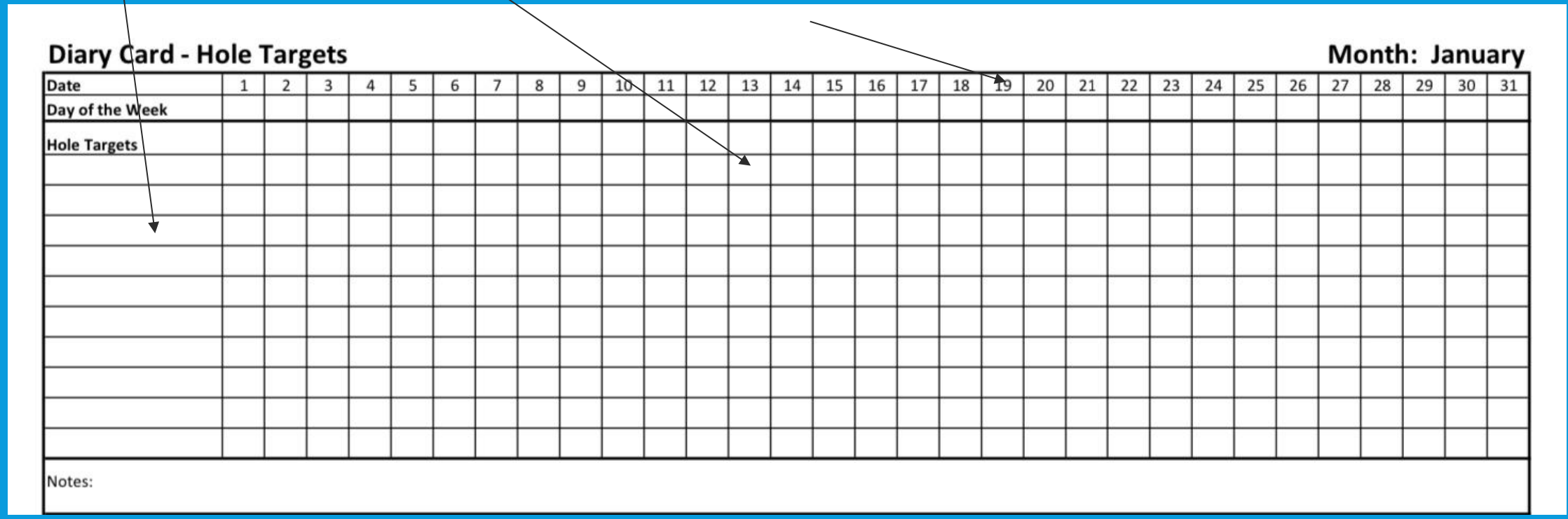


# THE HOLES OR TARGETS FOR CHANGE DIARY CARD TEMPLATE

Targets for change

Squares for rating targets

Days of the month



**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 |
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| Day of the Week | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Hole Targets | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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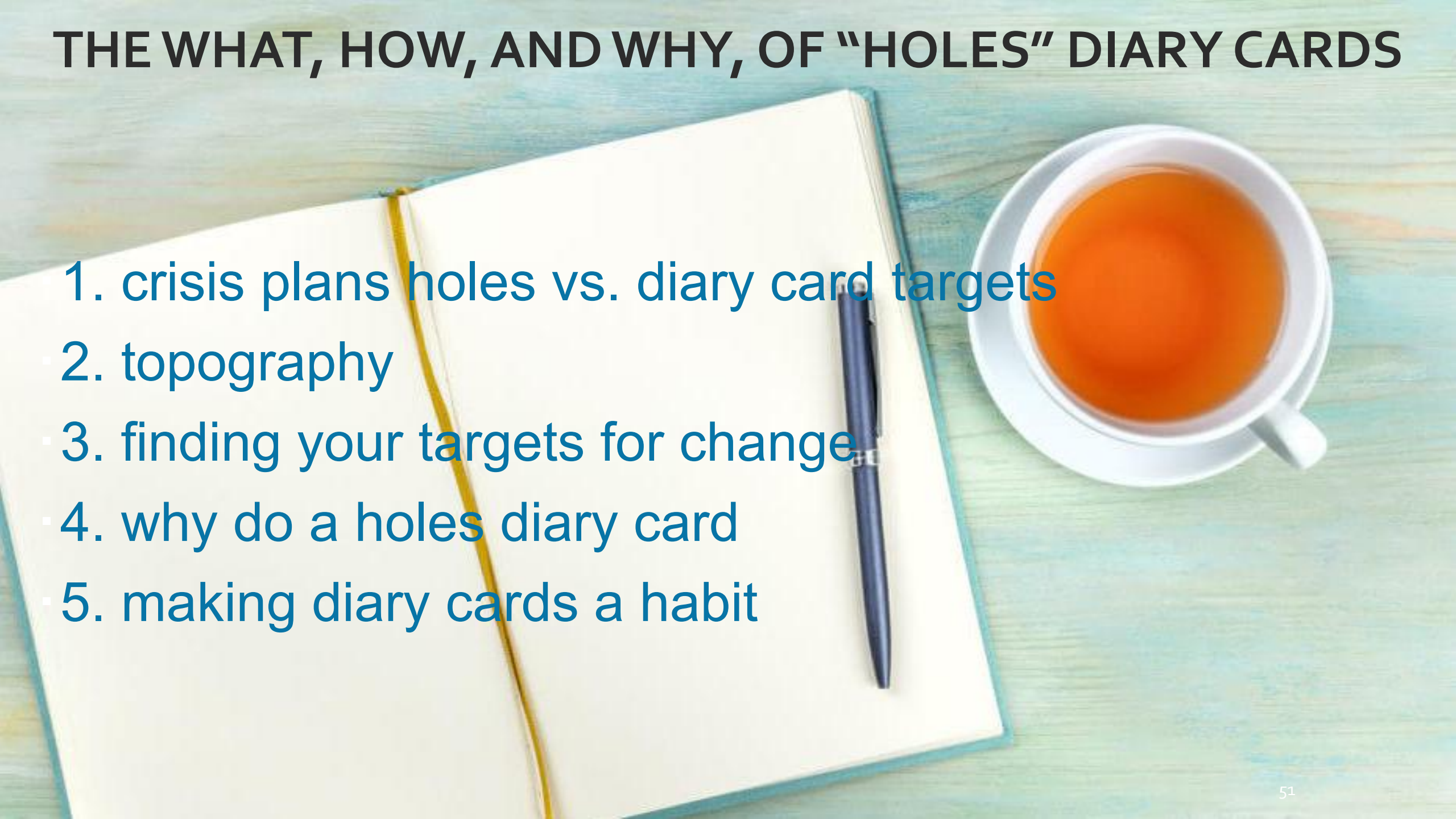
## Diary Card - Hole Targets

**Month: January**

| Date | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 30 | 31 |
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| Day of the Week | M | T | W | T | F | S | S | | | | | | | | | | | | | | | | | | | | | | | | |
| Hole Targets | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| struggling | 4 | 3 | 6 | 2 | 3 | 10 | 9 | | | | | | | | | | | | | | | | | | | | | | | | |
| sad | 5 | 4 | 7 | 1 | 2 | 8 | 7 | | | | | | | | | | | | | | | | | | | | | | | | |
| withdrawing | 9 | 8 | 6 | 6 | 5 | 10 | 10 | | | | | | | | | | | | | | | | | | | | | | | | |
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Notes:

# THE WHAT, HOW, AND WHY, OF "HOLES" DIARY CARDS



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

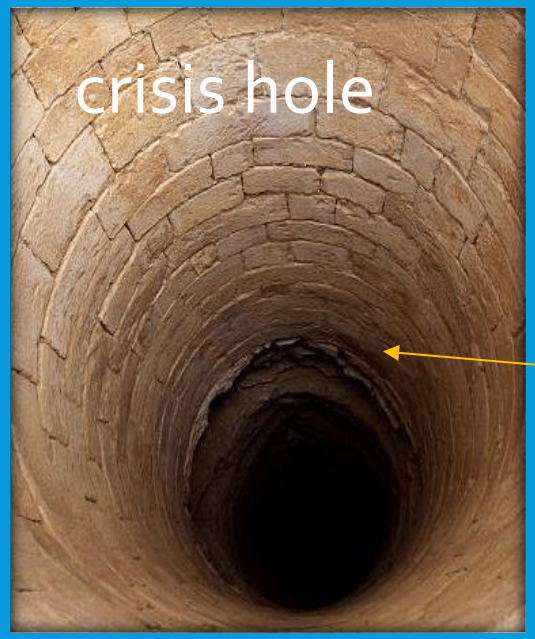


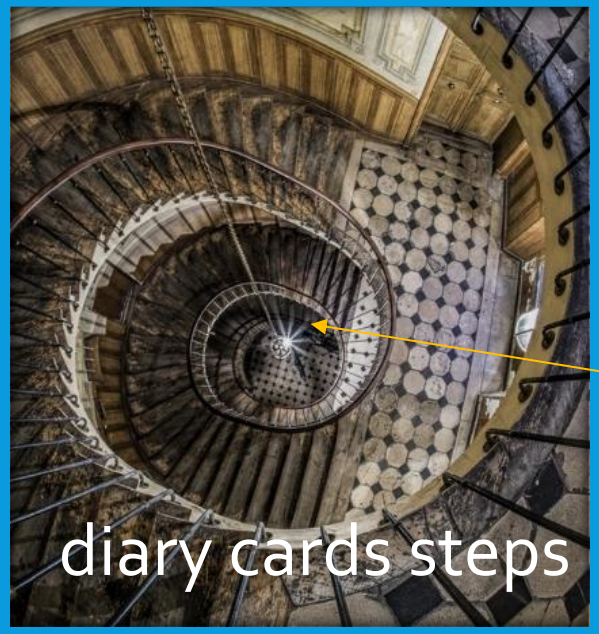
Are holes diary card targets and crisis plan holes the same thing ?

# THE WHAT, HOW, AND WHY, OF "HOLES" DIARY CARDS

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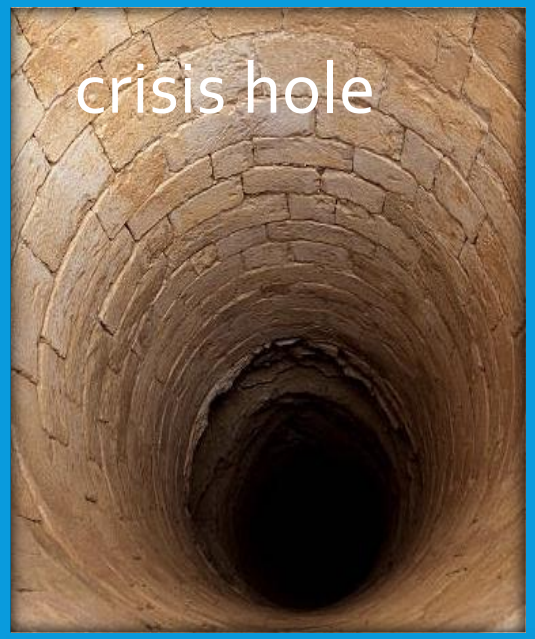
# 1. CRISIS PLAN HOLES AND DIARY CARD TARGETS

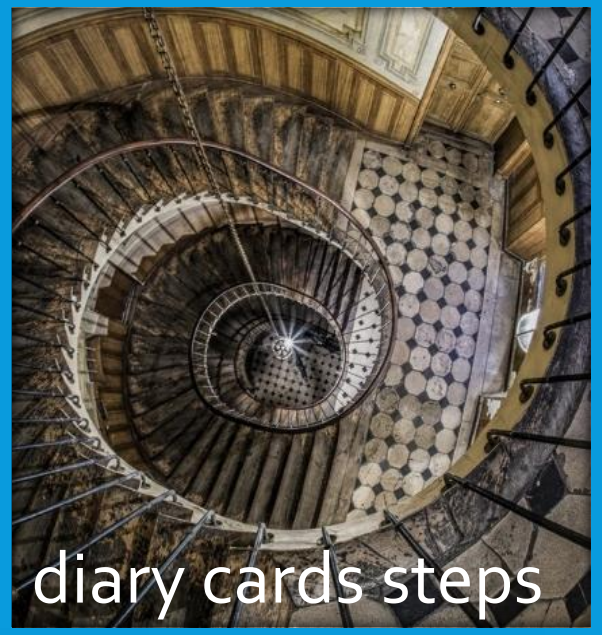



- Both crisis plans and holes diary cards are ways of identifying and working with the “holes in the sidewalk” or dysregulated thoughts feelings or behaviors. They are the same but with some slight differences.
- The crisis plan’s holes in the sidewalk metaphor has an all or nothing quality, either we're in a crisis and at the bottom of the hole or we’re not in a hole at all.
- Holes diary card targets are more subtle recognizing that there are many degrees of severity or intensity of dysregulated feelings, thoughts, and behaviors. In that way, targets are better represented by the image of a spiral staircase.
- Because of this, the metaphor we use for crisis is that of a “hole”, while the one we use for diary cards is of “stairs” with steps.

# 1. CRISIS PLAN HOLES AND DIARY CARD TARGETS




**Diary Card - Hole Targets** Month: January

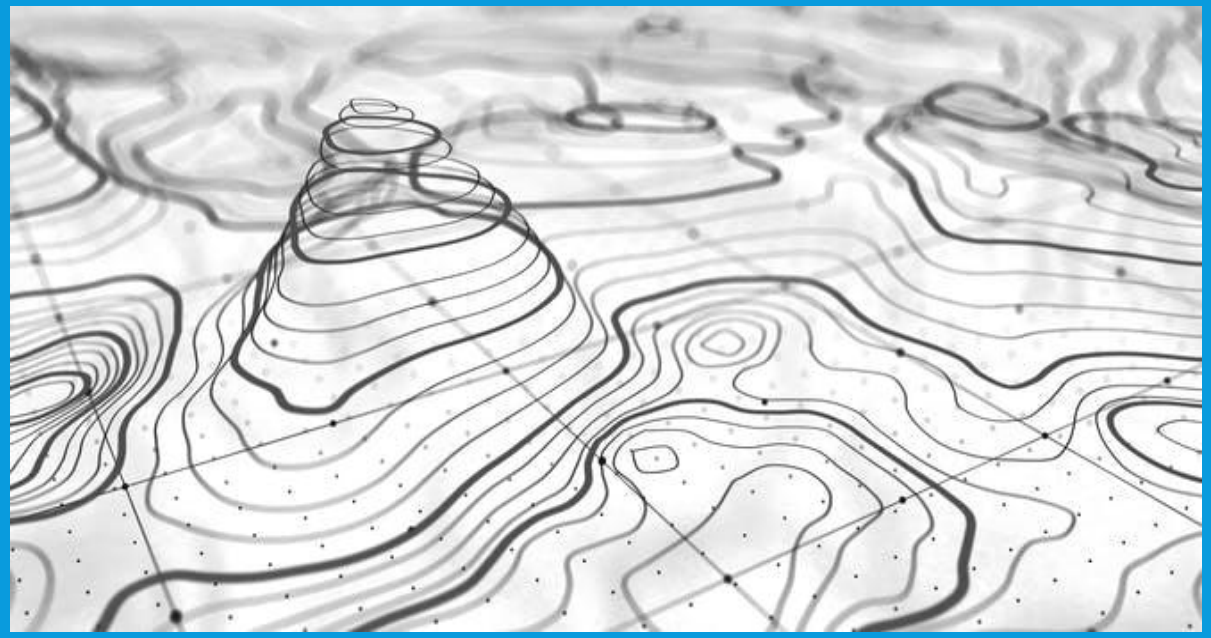
| Date | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 30 | 31 |
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| Day of the Week | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Hole Targets | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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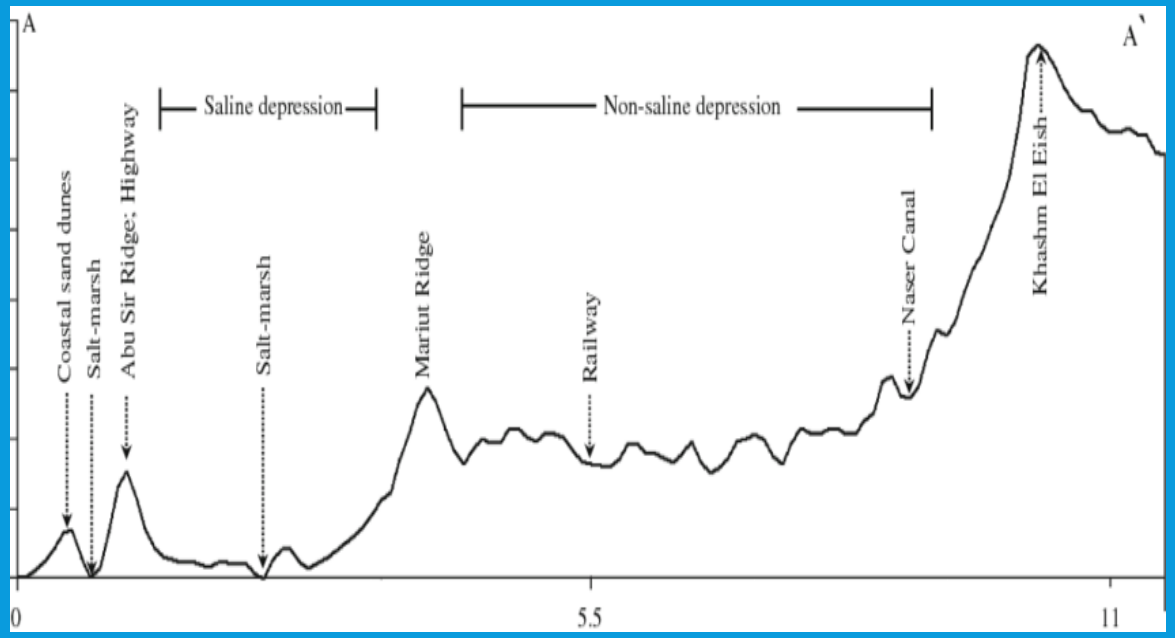
- In our holes diary cards, we arbitrarily choose a stairwell that has 10 steps, each step representing a different intensity of the dysregulated feelings, thoughts, or behaviors. We call these dysregulated thoughts, feelings, or behaviors targets for change. (or just “targets”)- this shortened version can create some confusion.
- 10 is the bottom step of the stairs, 1 is the top step closest to the sidewalk. 10 is the most intense, 1 the least. When you are lower in the staircase, you’re more likely to be in crisis and outside the window of tolerance.
- If you prefer, instead of using a numerical 1-10 scale you can use colors ex. Yellow, orange, red, black, which may make it easier to visualize the intensity of the targets.

# THE WHAT, HOW, AND WHY, OF "HOLES" DIARY CARDS

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

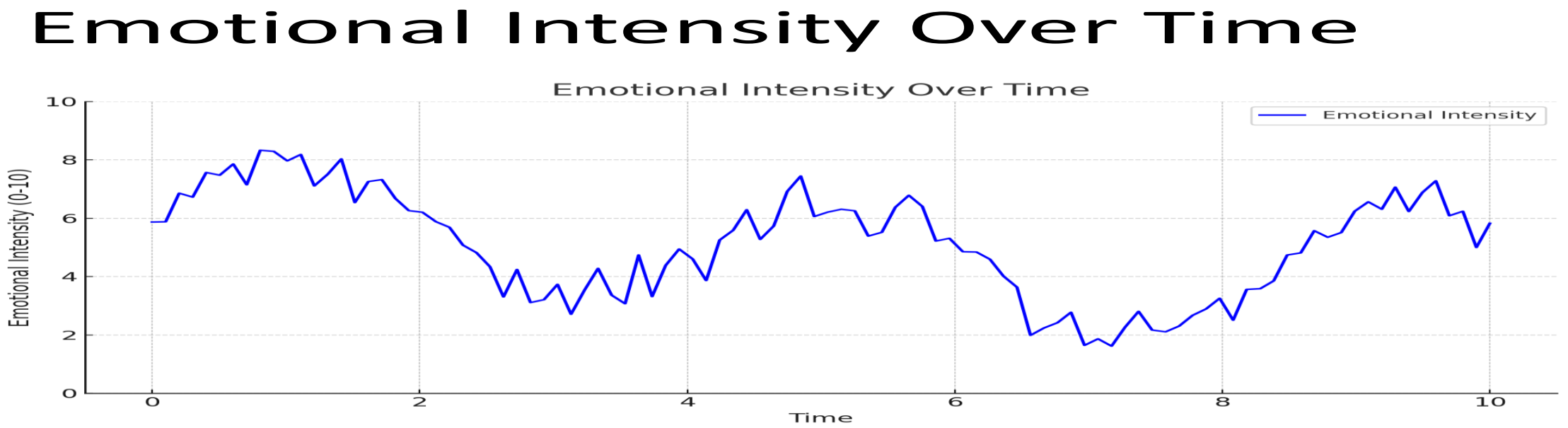
2. In geography “Topography” refers to the arrangement of the physical features, especially the elevation of a certain terrain. In simple we use the word topography to describe how the intensity of a person’s target emotions, thoughts or behaviors fluctuate over a period of time, in other words the topography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





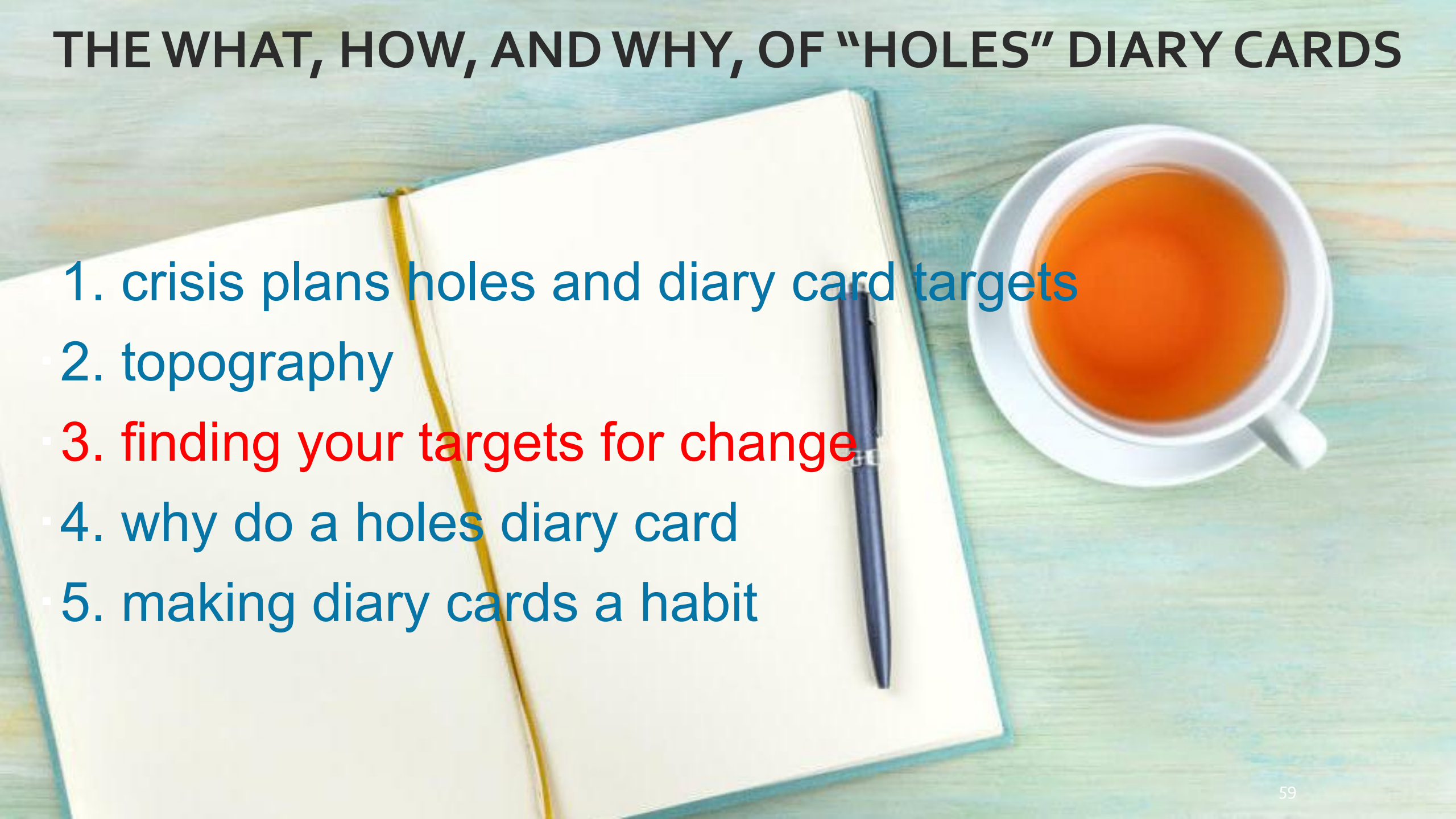

- The “topography” of our target dysregulated feelings, thoughts, or behaviors, can be depicted as a graph in which the horizontal axis is time while the vertical is the variation in intensity of our feelings, thoughts, and behaviors.
- These variations can occur faster or slower, over the course of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

# TOPOGRAPHY




This graph shows how the intensity of someone's emotions may fluctuate over a period of time

# THE WHAT, HOW, AND WHY, OF "HOLES" DIARY CARDS



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

# 3. FINDING YOUR TARGETS FOR CHANGE

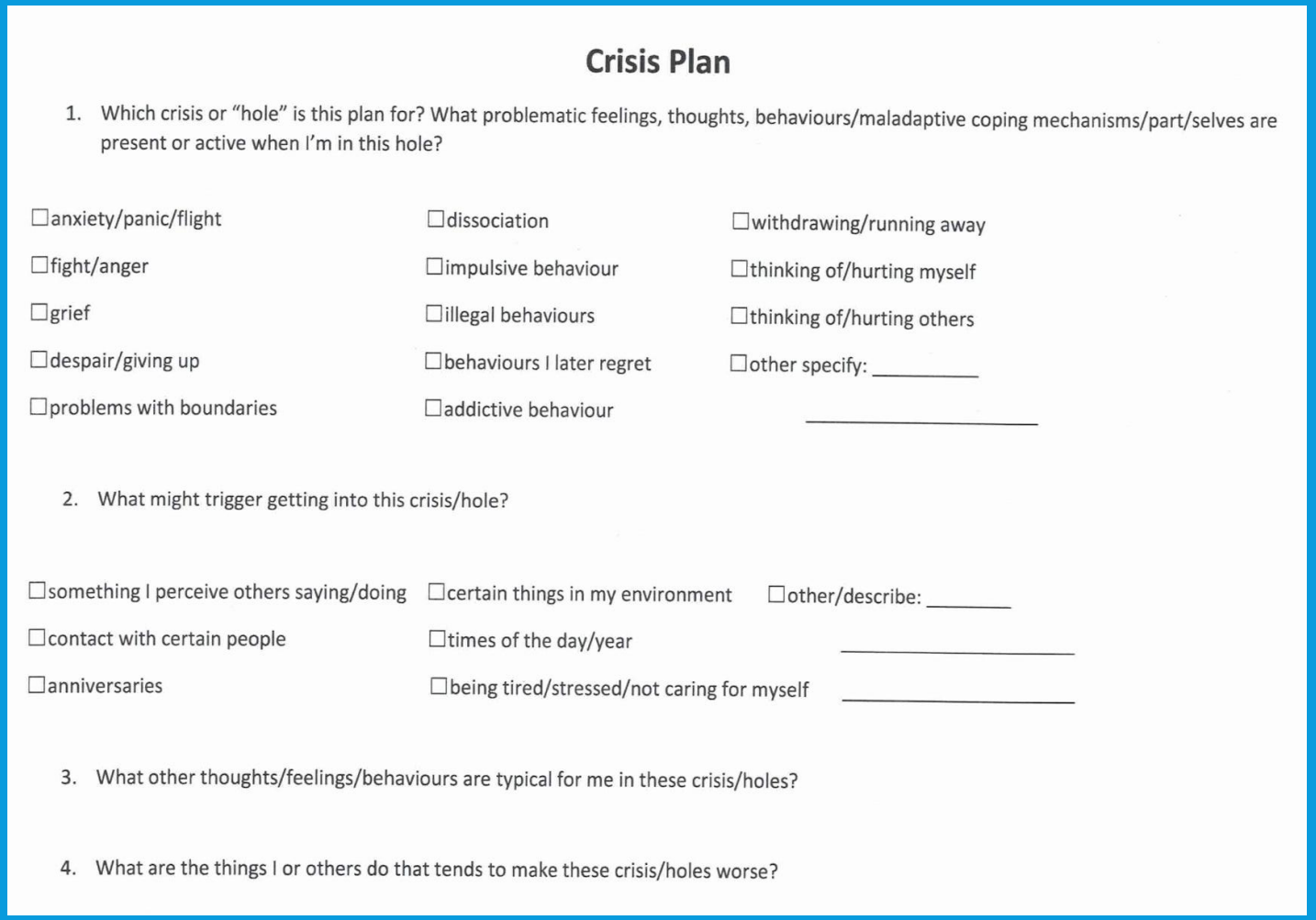


## DIARY CARD TARGETS = CRISIS PLAN HOLES



- To repeat: diary cards targets for change are the same as crisis plan holes. The slight difference is that crisis plan holes are all or nothing, you're either in a crisis or you're not, diary card targets vary in intensity from mild to severe.
- Both crisis plan holes, and diary card targets are dysregulated physical states, emotions, thoughts, behaviors, or maladaptive coping strategies, that recur in our life, and that we have decided are problematic and want to change.
- Examples of holes diary card targets include substance abuse, gambling, or any other addiction, engaging in dysfunctional social interactions, self-blaming, and rumination, excessive irritability or anger towards others.

# 3. FINDING YOUR TARGETS FOR CHANGE



**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?

- Item 1 of the crisis plan template suggests some targets for change you may decide apply to you and you may want to use in your diary card: anxiety, anger, despair, problems with boundaries, impulsive behaviors, behaviors a person later regrets, withdrawing/running away, and thinking of/actually hurting self/others.

# 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?

All these are potential targets

| | | |
|---|---|---|
| ☐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?

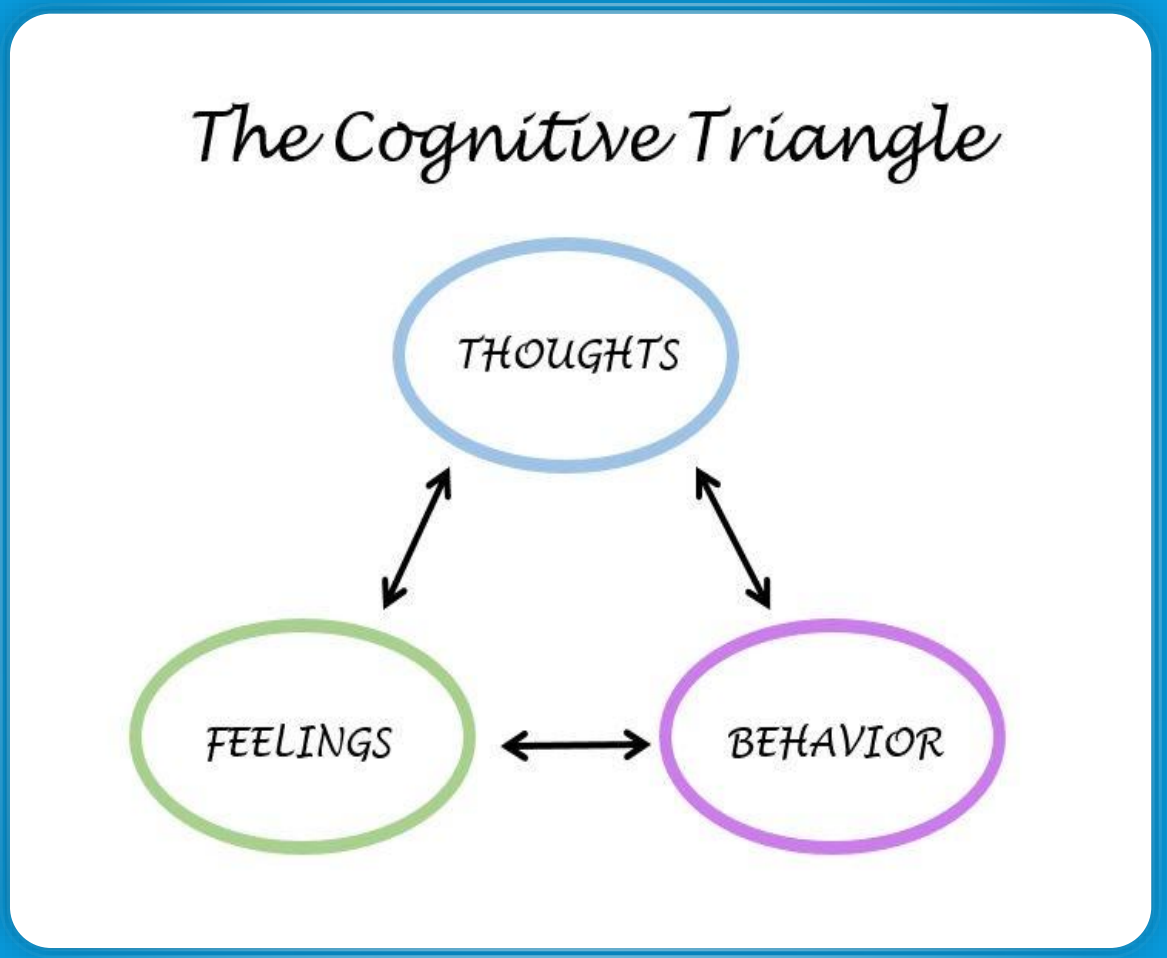
4. What are the things I or others do that tends to make these crisis/holes worse?

# 3 TYPES OF DIARY CARD TARGETS



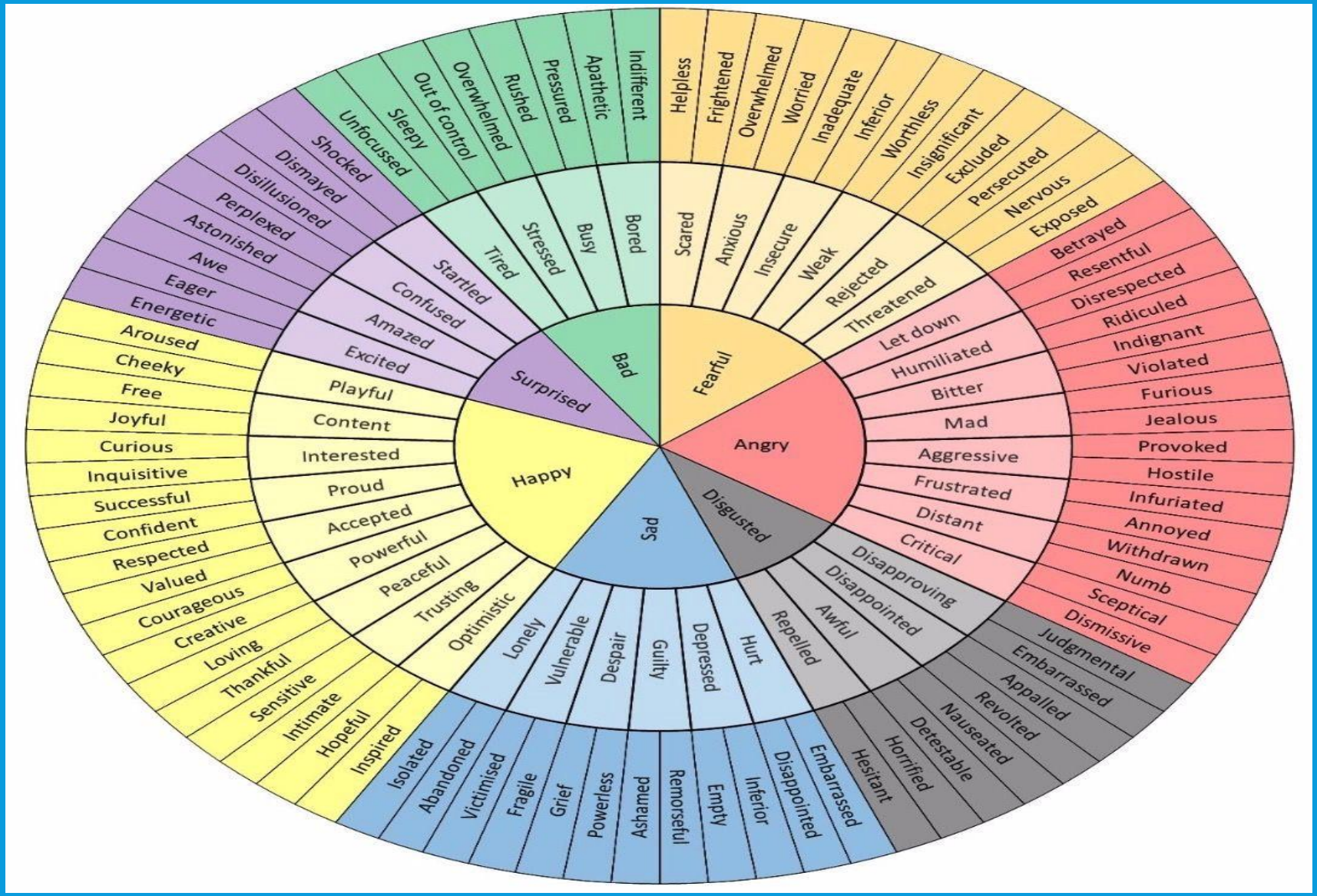
- There are beginner, intermediate, and advanced diary card targets. All the examples we have gave above are intermediate targets.
- If you have trouble finding an intermediate target, use a “beginner target” in your diary card instead.
- Beginner targets are more generic and catch-all than intermediate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

# DIARY CARD TARGETS

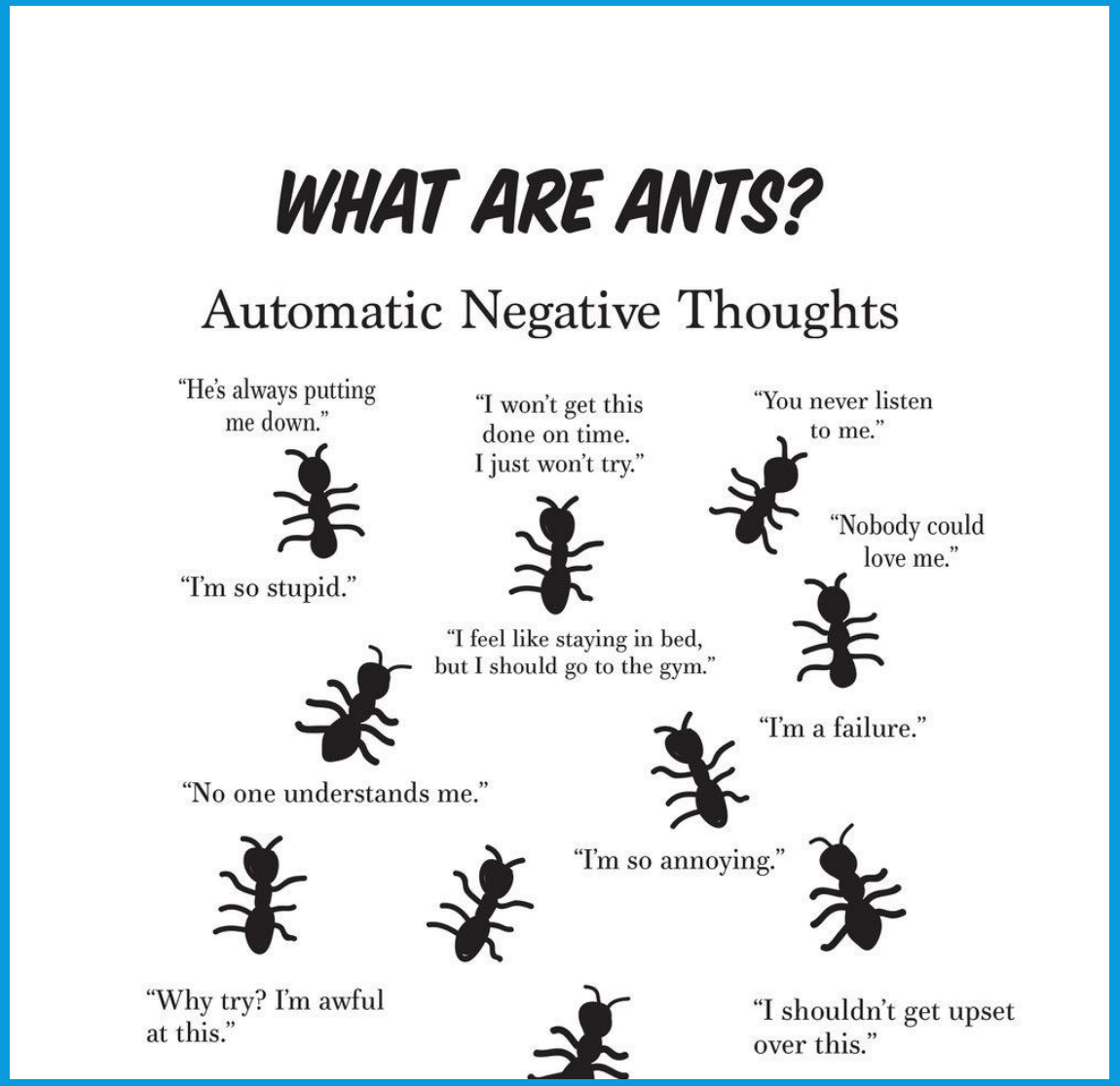



- Diary card targets can be:
- 1. Feelings: to help you identify your feelings consult the wheel of feelings (see below) which we also used in trying to identify crisis plan holes.
- 2. Thoughts: consider ANTS or automatic negative thoughts (below)
- 3. Behaviors: consult externalizing vs. internalizing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

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



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






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

***Externalizing and Internalizing Behaviors and Emotions***

*Externalizing*:

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

*Internalizing:*

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

## Externalizing vs. Internalizing Behavior

| Externalizing Examples | Internalizing Examples |
|---|---|
| 1. Aggression | 1. Fearful |
| 2. Arguing | 2. Sad or depressed |
| 3. Defiance/Non-compliance | 3. Limited social interactions |
| 4. Disruption (out of seat, calling out) | 4. Does not participate |
| 5. Excessive activity | 5. Overly shy or timid |
| 6. Not following directions | 6. Self-injurious |
| 7. Stealing | 7. Teased or bullied |
| 8. Tantrums | 8. Withdrawn |

# HOW TO FIND YOUR INTERMEDIATE TARGETS



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

# INTERMEDIATE TARGETS CHECKLIST

Tick those you **experience often**, that are **problematic**, and you **want to change**. Then choose 1–3 for your diary card.

## Feelings

*Use the wheel of feelings*

- ☐ Anxiety or worry
- ☐ Fear or panic
- ☐ Sadness or despair
- ☐ Anger or irritability
- ☐ Shame
- ☐ Guilt
- ☐ Loneliness
- ☐ Feeling overwhelmed
- ☐ Hopelessness
- ☐ Feeling hurt or rejected
- ☐ Emptiness or numbness
- ☐ *Other:* _____

## Thoughts

*Use thinking errors and ANTS*

- ☐ Ruminating
- ☐ All-or-nothing thinking
- ☐ Catastrophizing
- ☐ Self-blame or self-criticism
- ☐ Mind reading
- ☐ Predicting the worst
- ☐ Emotional reasoning
- ☐ "Always" or "never" thinking
- ☐ "Should" statements
- ☐ Discounting the positive
- ☐ Blaming others
- ☐ *Other:* _____

## Behaviors

*Internalizing, externalizing, and coping*

- ☐ Withdrawing or isolating
- ☐ Avoiding people or situations
- ☐ Dropping my daily routine
- ☐ Procrastinating
- ☐ Angry outbursts or yelling
- ☐ Problems with boundaries
- ☐ Impulsive actions or spending
- ☐ Behaviors I later regret
- ☐ Unhealthy eating
- ☐ Alcohol, drugs, or gambling
- ☐ Hurting myself (or urges to)
- ☐ *Other:* _____

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

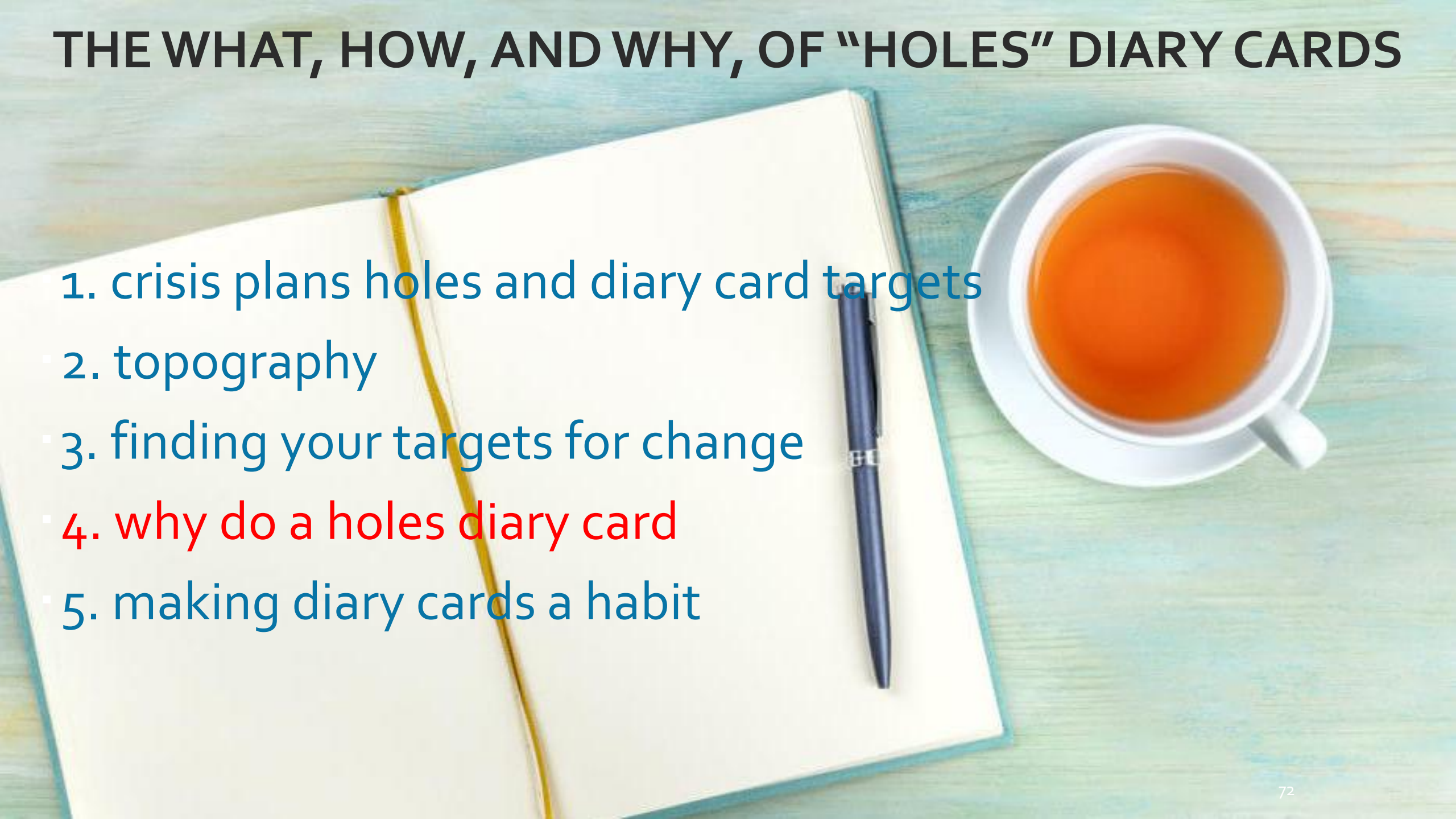
# DR. CLETO'S INTERMEDIATE TARGETS

**Diary Card - Hole Targets** **Month: January**

| Date | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 30 | 31 |
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| Day of the Week | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Hole Targets | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Irritation with perceived negativity | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| YouTube misuse | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Mindless eating | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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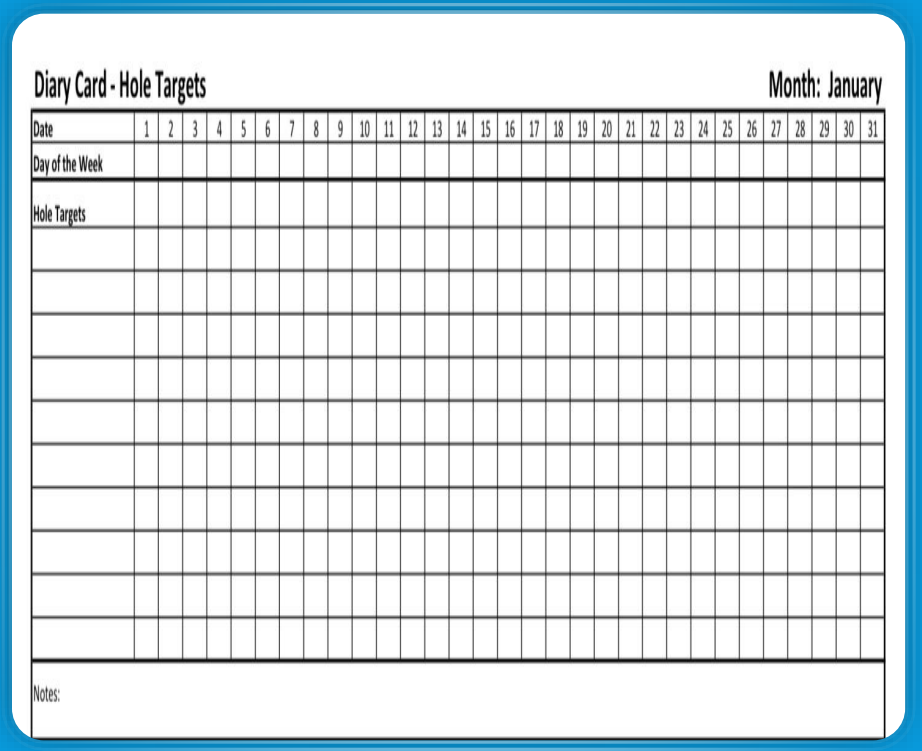
Notes:

# THE WHAT, HOW, AND WHY, OF "HOLES" DIARY CARDS



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

# 4. WHY DO HOLES DIARY CARDS?

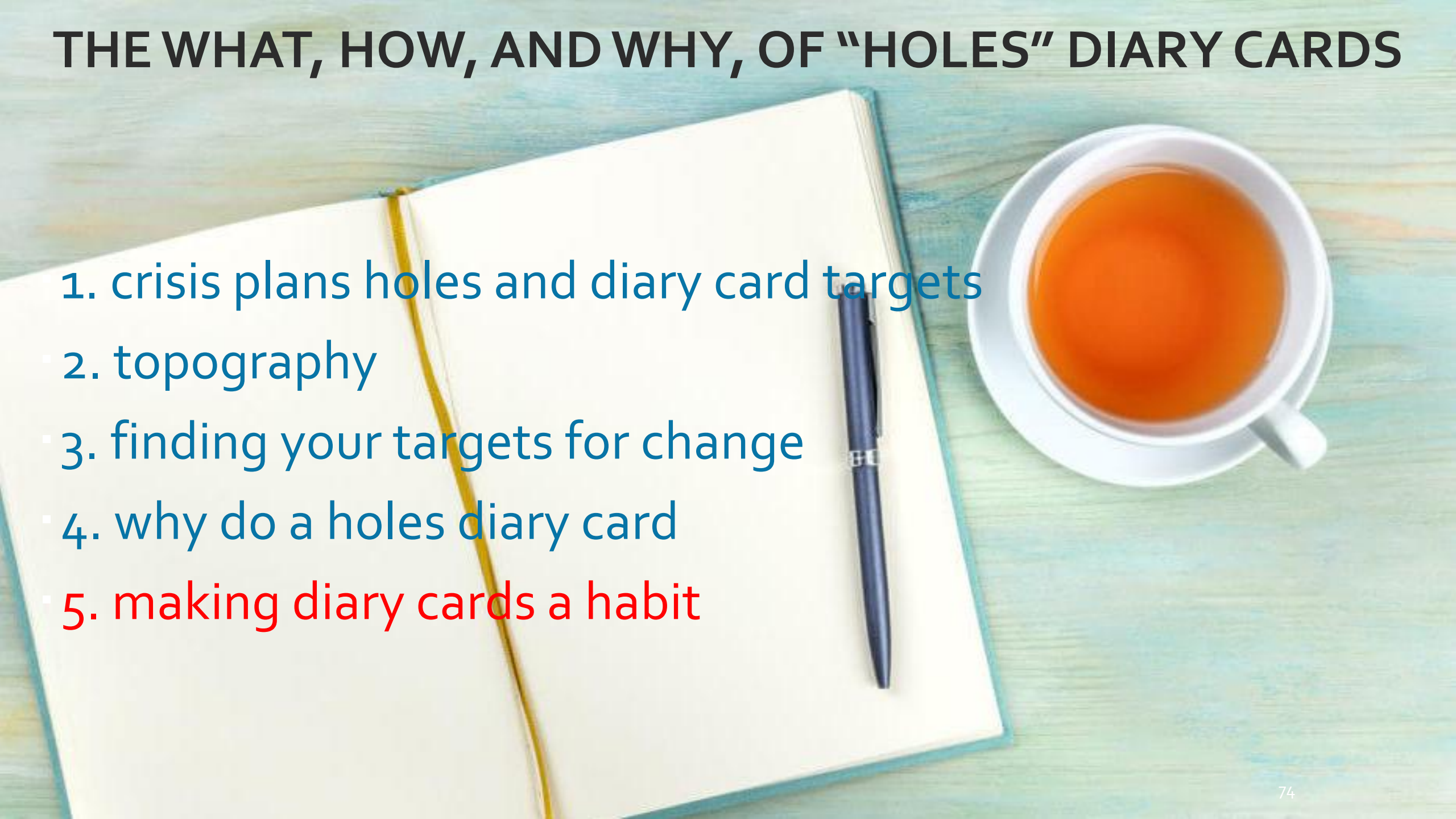


Diary Card - Hole Targets — Month: January

| 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 |
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| Hole Targets | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| Notes: | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

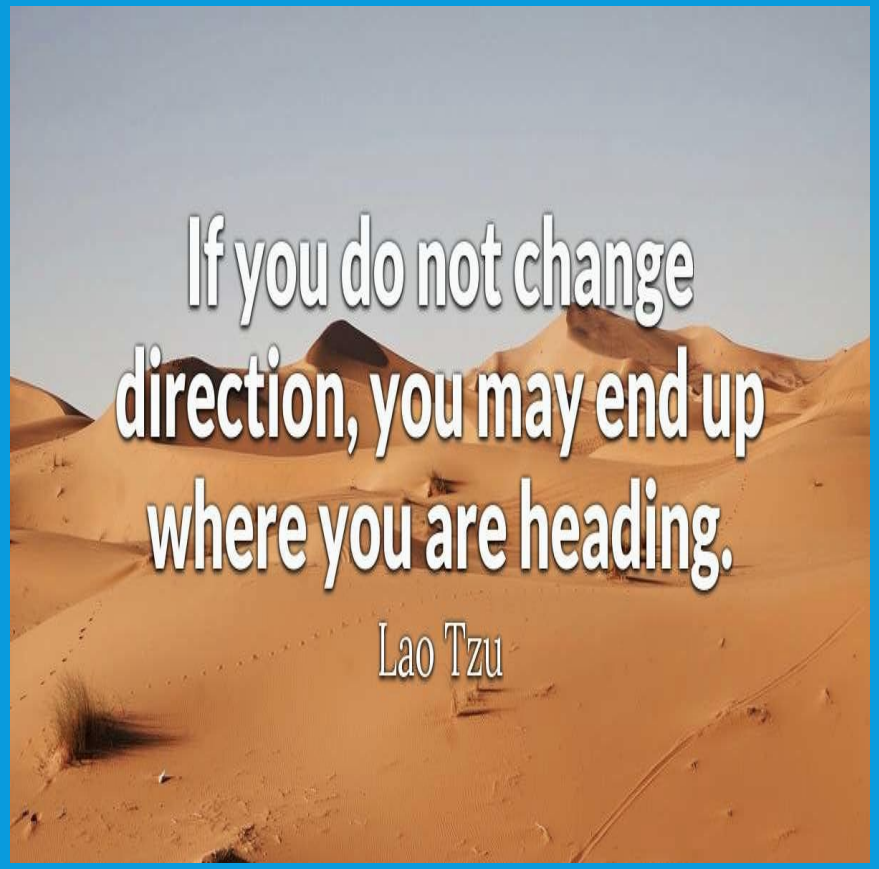
- To change the behaviors, thoughts, or feelings that you have chosen as your targets: 1)  you must identify what they are, then 2) you must keep focusing, being aware, or being mindful of them.
- Diary cards promote mindfulness by keeping you focused on and thinking about the behaviors, thoughts, or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

# THE WHAT, HOW, AND WHY, OF "HOLES" DIARY CARDS



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

# 5. MAKING DIARY CARDS A HABIT




## HOW TO DEVELOP A *Habit*

**1 COMMIT**

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

**2 STATE YOUR "WHY"**

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

**3 IDENTIFY THE CUE**

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

**4 IDENTIFY REWARDS**

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

**5 TRACK & GROW**

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




GET THIS HABIT TRACKER PLUS DOZENS OF OTHER PRINTABLES!

YOUR *Best Season* PLANNER

# 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:

# ANN'S INTERMEDIARY TARGETS

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

# ANN'S INTERMEDIARY TARGETS

**Diary Card - Hole Targets** **Month: January**

| Date | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 30 | 31 |
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| Day of the Week | M | T | W | T | F | S | S | | | | | | | | | | | | | | | | | | | | | | | | |
| Hole Targets | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| ruminating | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| withdrawal | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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Notes:

# ADDENDUM: WHEN OTHERS CROSS OUR BOUNDARIES

A special target for our Holes / Targets for Change diary cards

**The course keeps evolving.** This small piece links diary cards with the assertiveness skills we cover later. We introduce it now and will come back to it in the Interpersonal Effectiveness module.

# SOMETIMES WE DON'T EVEN NAME IT

In recent one-on-one conversations about boundaries, three people described a partner who was:

1

**Manipulative**

Steering or pressuring us in indirect ways

2

**Gaslighting**

Making us doubt our own memory or perception

3

**Disrespectful**

Speaking to us with a demeaning tone

**For a long time, none of them realized the partner was doing something wrong. They were upset by it — but they didn't call it.**

# A PERSONAL EXAMPLE: SARCASM




**Learned at home**

Dr. Cleto grew up in a family that communicated with biting sarcasm

**Habit shows up**

On best behaviour at first, then the old pattern crept in with his wife

**She called it**

From the very beginning, she consistently named the sarcasm

**He saw it**

“What's wrong with her?” became “The problem is my style”

**Why it mattered:** had she not consistently called it out, the pattern he learned in his family could have become the way he spoke to his wife — damaging the relationship.

# HOLDING IT IN VS. SPEAKING UP CONSISTENTLY

## Holding it in until it bursts

- Can lead to passive aggressive style of communicating:
- Years of putting up with disrespect
- Pent-up feelings: the dam breaks
- Dramatic blow-up, relationship rupture
- Partner changes, at least for now
- Old habits may return, and the blow-up too

## Consistently assertive

- Name the behaviour each time it happens
- Feelings don't pile up, so responses stay calm
- The message is steady, not dramatic
- Change is more likely to last

Standing up for herself was long overdue. The problem was waiting so long — not speaking up.

# ADDING IT TO YOUR HOLES DIARY CARD

HOLES / TARGETS FOR CHANGE

**Trouble with boundaries**

- ☐ Gaslighting
- ☐ Disrespect
- ☐ Tone
- ☐ Sarcasm
- ☐ Other: _____

1 **Make it a special target**

Pay consistent attention to it, and expand it with sub-items

2 **List others' behaviours**

The things others do that upset us: gaslighting, disrespect, tone, sarcasm, etc.

3 **Respond assertively**

Seeing them on the card reminds us to speak up each time, not years later

# Boundary crossings checklist

Tick the ones that **happen to you often**, that are **hard for you to handle**, and that you **want to respond to differently**. Then choose 1–3 for your diary card.

## Words & tone

- ☐ Disrespect or put-downs
- ☐ Sarcasm or mocking “jokes”
- ☐ A harsh, cold or condescending tone
- ☐ Yelling, swearing or name-calling
- ☐ Interrupting or talking over me
- ☐ Criticizing or judging me
- ☐ Dismissing or minimizing my feelings
- ☐ Guilt-tripping or shaming me
- ☐ Blaming me for their feelings
- ☐ *Other:* _____

## Pressure & control

- ☐ Gaslighting (“that never happened”)
- ☐ Ignoring my “no” or pushing me
- ☐ Silent treatment or stonewalling
- ☐ Threats or intimidation
- ☐ Controlling my money, time or friends
- ☐ Lying or breaking agreements
- ☐ Unwanted advice or trying to “fix” me
- ☐ Expecting me to solve their problems
- ☐ Turning others against me
- ☐ *Other:* _____

## Space, privacy & body

- ☐ Unwanted touch or standing too close
- ☐ Going through my phone or things
- ☐ Sharing my private information
- ☐ Gossiping or talking behind my back
- ☐ Showing up or calling uninvited
- ☐ Expecting me to always be available
- ☐ Taking or borrowing without asking
- ☐ Taking my help for granted
- ☐ Pushing, grabbing or any physical harm
- ☐ *Other:* _____

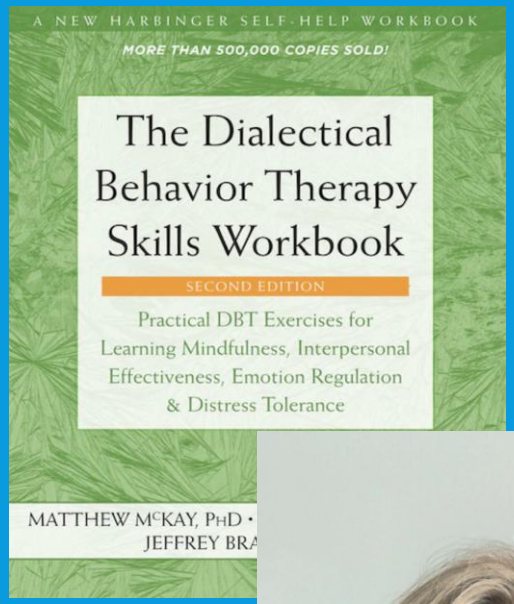
**On your diary card,** note when it happened, how you felt, and what you did. We will practise how to respond in the Interpersonal Effectiveness module.

## 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 |
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| Day of the Week | M | T | W | T | F | S | S | | | | | | | | | | | | | | | | | | | | | | | | |
| Hole Targets | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| struggling | 4 | 3 | 6 | 2 | 3 | 10 | 9 | | | | | | | | | | | | | | | | | | | | | | | | |
| sad | 5 | 4 | 7 | 1 | 2 | 8 | 7 | | | | | | | | | | | | | | | | | | | | | | | | |
| withdrawing | 9 | 8 | 6 | 6 | 5 | 10 | 10 | | | | | | | | | | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Trouble with boundaries: | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Gaslighting | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Disrespect | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Tone | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| sarcasm | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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Notes:






JOAN



NICOLE

## WHAT WE WILL DO TODAY

- Skills training workbook p. 33-46 “advanced distress tolerance skills” which include;
- 1. safe place visualization,
- 2 .cue-controlled relaxation,
- 3. rediscover your values,
- 4. values-based behavior,
- 5.  higher power.



# DISTRESS TOLERANCE PART 3

## ADVANCED DISTRESS TOLERANCE

Skills training workbook Pages 33-46

# The DBT Diary

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

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

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# PERSONAL SKILLS LIST UP TO THE PRESENT

1. Grounding skills- Set a daily intention
2. " - Sensory soothing toolkit
3. " -The 5,4,3,2,1 method
4. " -The emotional freedom technique
5. REST (or PEST) Pause
6. Radical acceptance statements (please specify)
7. Distraction plan "
8. Self-soothing plan "

# SKILLS  WE WILL COVER TODAY



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

# SUBJECTS AND SKILLS  WE WILL COVER TODAY



- 1. Safe-place Visualization

# 1. SAFE-PLACE VISUALIZATION

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



# SUBJECTS AND SKILLS  WE WILL COVER TODAY



- 2. Cue-Controlled Relaxation



# 2. CUE-CONTROLLED RELAXATION

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

# SUBJECTS AND SKILLS  WE WILL COVER TODAY



- 3. Rediscovering your values

# 3. REDISCOVERING YOUR VALUES



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

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



Thinking of our values can help us tolerate distress

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

# VALUED LIVING QUESTIONNAIRE (Wilson, 2002)

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

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

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

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

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

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

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

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

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

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

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

# Committed Action Worksheet
# (Adapted from Olerud & Wilson, 2002)

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

My intention for this component is

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

2. A component of my life that I value is

My intention for this component is

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

3. A component of my life that I value is

My intention for this component is

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

# SUBJECTS AND SKILLS  WE WILL COVER TODAY



- 4. Rehearsing value-based behavior

# 4. REHEARSING VALUES-BASED BEHAVIOR

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

cognitive rehearsal involves:

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

# SUBJECTS AND SKILLS  WE WILL COVER TODAY



- 5. Connecting with your higher power

# 5. CONNECTING WITH YOUR HIGHER POWER



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

# TO HELP YOU CONNECT TO YOUR HIGHER POWER



- You might try to ask yourself the following questions:

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

# UPDATED PERSONAL SKILLS LIST

1. Grounding skills- Set a daily intention
2. " - Sensory soothing toolkit
3. " -The 5,4,3,2,1 method
4. " -The emotional freedom technique
5. REST (or PEST) Pause
6. Radical acceptance statements (please specify)
7. Distraction plan "
8. Self-soothing plan
9. Safe place visualization
10. Cue controlled relaxation
11. Rediscovering your values (please specify)
12. Rehearse values-based behavior or edit/splice/paste
13. Connect with your higher power "

# CRISIS PLANS: PRACTICE MAKES THEM WORK

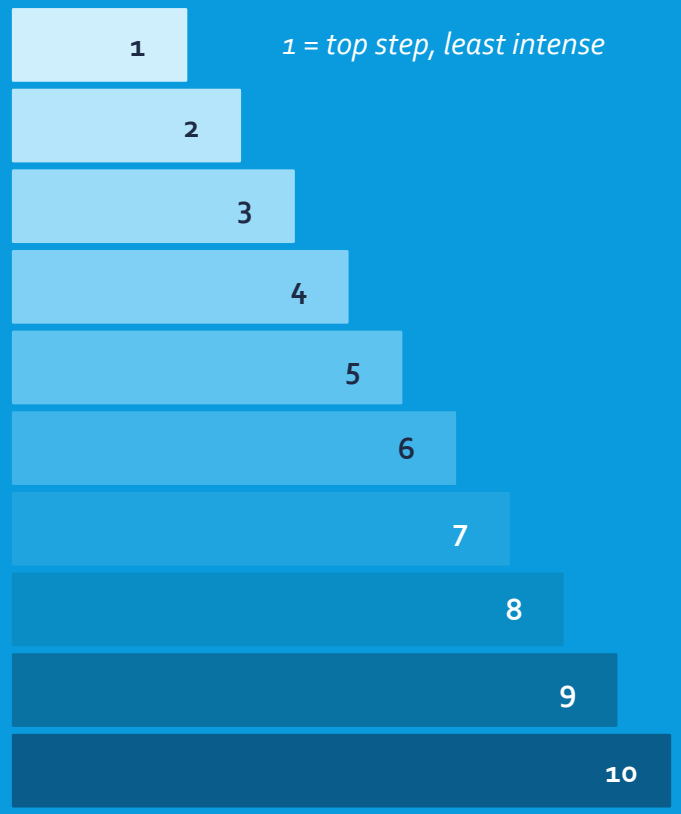
## The 8-step crisis plan algorithm

1. Understand the hole you keep falling into
2. Identify the thoughts, feelings, behaviors to work on
3. Complete the rest of the crisis plan template
4. Recall a real past crisis and edit, splice, and paste
5. Stay in the window of tolerance by pendulating
6. Visualize the new version until it's effortless
7. Use the same steps when a new crisis comes
8. Practice, practice, practice

## What Chris's plan showed us

- **Prepare when you're calm.** You don't need to be in a crisis to build a plan — you can get ready for the next one.
- **Know your triggers and warning signs.** Noticing the pull to isolate and ruminate is the cue to act.
- **Layer your skills.** Calm the body first, then ground, then connect — repeating steps as needed, with professional help as a last resort.
- **Make it a habit.** A few minutes of daily visualization pays back enormously — like brushing your teeth.

# HOLES DIARY CARDS: FROM HOLES TO STAIRS




*1 = top step, least intense*

*10 = bottom step, most intense*

## A hole has degrees

Crisis plans are all or nothing. Diary cards rate the intensity of our targets for change from 1 to 10 (or with colors), so we notice the slide down the stairs early.

## Start with 1–3 targets

Use the wheel of feelings, ANTS, and internalizing/externalizing behaviors. Can't find one? A beginner target like "struggling" or "feeling bad" is fine.

## The foundation for every tool

Diary cards keep us mindful of what we want to change. 1–2 minutes a day; tracking the topography over time shows our patterns.

# FIVE NEW SKILLS FOR YOUR PERSONAL SKILLS LIST

1. **Safe-place visualization**
   The body can't tell an imagined safe place from a real one, so it relaxes. *p. 33*

2. **Cue-controlled relaxation**
   Pair a cue word with relaxed muscles. Practise twice a day for at least 2 weeks. *p. 35*

3. **Rediscovering your values**
   Valued Living Questionnaire and Committed Action Worksheet: does your time match what matters? *pp. 38–40*

4. **Rehearsing values-based behavior**
   Cognitive rehearsal: imagine the barriers, then see yourself acting on your values.

5. **Connecting with your higher power**
   Whatever you understand it to be — God, nature, the universe, the goodness of others.

## This week

- Fill in your holes diary card every day
- Practise cue-controlled relaxation twice a day
- Try the safe-place visualization
- Complete the Valued Living Questionnaire
- Add today's skills to your personal skills list
- Bring your targets and questions to BOING on Monday

# 2025-26 SLIDES



# E-MAILED QUESTIONS, COMMENTS, FEEDBACK HOUSEKEEPING

Could you be clearer about fawning?

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

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

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

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

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

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

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

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

# VIDEO

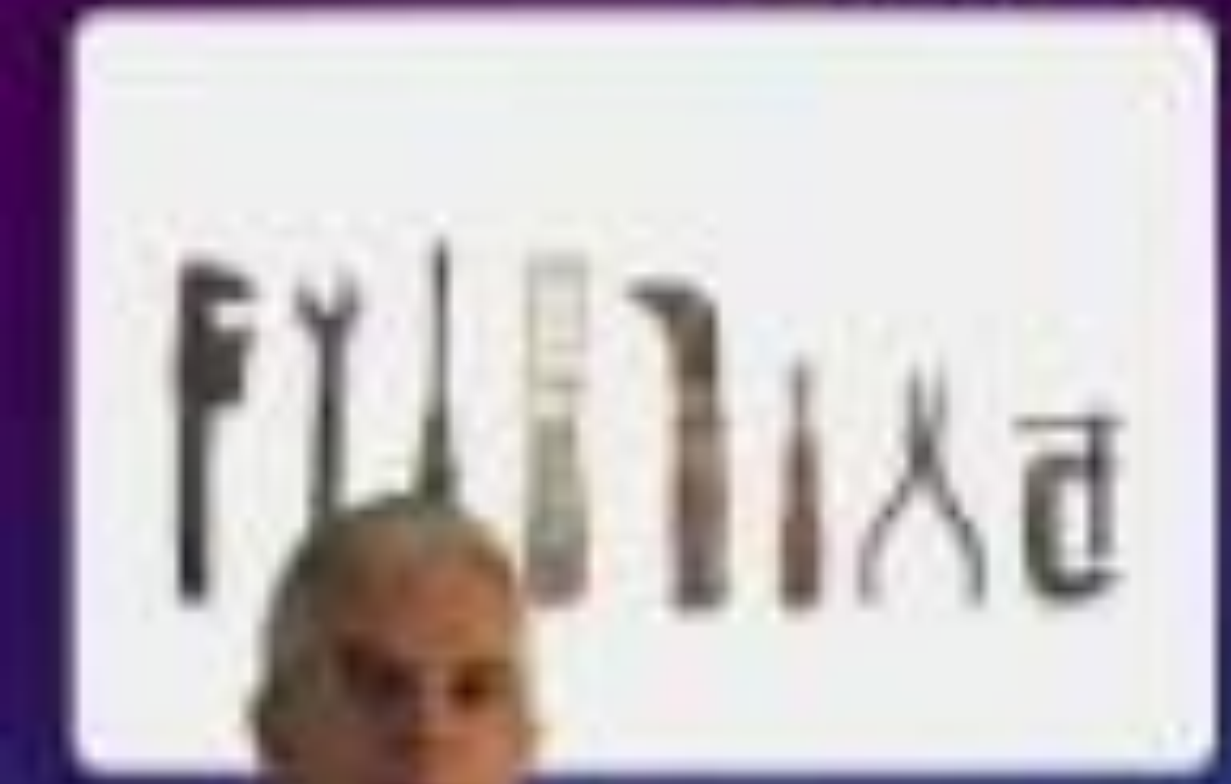
Session 7 of simple



uploaded in HD @ TunesToTube.com

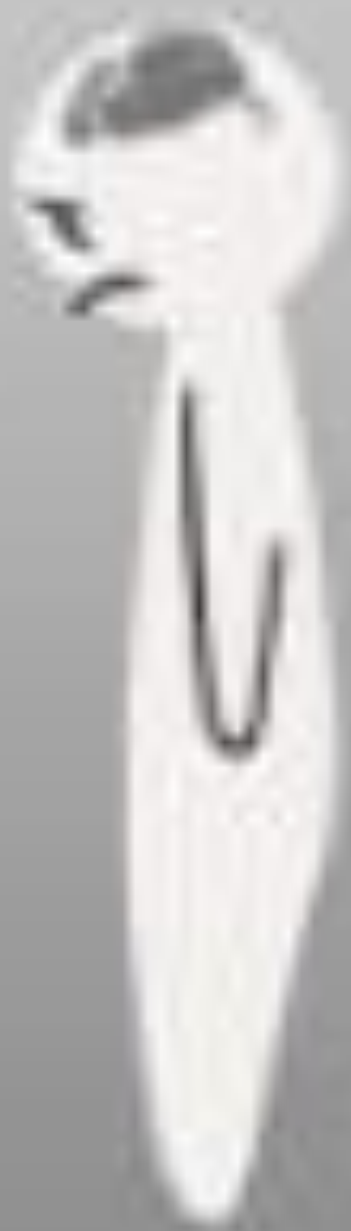


# SIMPLE TOOLS




THIS IS HOW
YOU KEEP GOING...

# 10 TYPES OF MENTAL ILLNESSES






5 Minute
mindfulness meditation






TINY
HABITS
BJ FOGG, PhD


SEE YOU NEXT SESSION