

CLASS 6

On the following pages, you will complete five worksheets that deal with different aspects of anger. You may find that working through some of the exercises makes you more aware of anger and possibly increases your emotional intensity. Therefore, before you begin these worksheets, write down some distracting and self-soothing activities to use if you notice angry feelings or increasing emotional intensity. There is a list of distracting and self-soothing activities on the next page. You can choose from this list or add others that you have found helpful.

This image shows a single page of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page. There is no handwriting or other markings on the paper.

Distracting and Self-soothing Activities

Arrange furniture	Play with bubbles
Attend concert	Play with clay
Clean house	Play with paper clips
Color	Play with pet
Computer games	Play with water/bubbles
Conduct music	Pray
Cook	Quilt
Cuddle with blanket	Read to a child
Dance	Read a magazine
Do nails	Read positive affirmations
Do volunteer work	Re-arrange furniture
Doodle	Ride a bike
Drive	Ride the bus
Eat chocolate	Ride horse
Eat popcorn	Rocking chair
Finger-paint	Sew
Frisbee golf	Shower
Gardening	Sing/lip sync
Get a haircut	Sit by rapids
Get away	Sit in the sun
Get feedback from others	Sleep/nap/rest
Get or give a massage	Solitaire on computer or with cards
Go fishing	Swing
Go to a movie	Take a bath
Go to a bookstore	Tear paper/yarn
Go to sports event	Visit with others
Have some coffee/tea/hot chocolate	Volunteer
Hobby	Walk
Hold/rub a pillow or stuffed animal	Wash hands
Jigsaw puzzles	Watch aquarium
Listen to music	Watch people
Listen to water	Watch television
Look at photos	Window shop
Look at stars/clouds	Word puzzles
Meditate	Work
Mow lawn	Work on a project
Paint	Write (journal)
People watch	Yard work
Play a game	Yoga
Play a musical instrument	

Anger Management Worksheet 4 – Communicating About Anger

Remember that there are several ways to communicate feelings. You can use words (refer to the *Feeling Words List* on the next page), or use physical sensations (hot, cold, shaking, etc.), colors (red, yellow, etc.), sounds (crashing, whispering), etc. You can look at the section on **communicating** in your STEPPS manual for other ways to describe feelings.

What names would you give to the emotion(s) of anger?

What physical sensations do you feel when you are angry?

What distorted thoughts do you have when you are angry?

What filters are active when you are angry?

What action urges are present when you are angry?

What behaviors do you do when you are angry?

Anger Management Worksheet 5 – Challenging Distorted Anger Thoughts

Write challenges to the following distorted thoughts that are commonly associated with the emotion of anger:

1. Anger is a behavior.

Example: Anger is a feeling or emotion.

2. Venting anger is good for my health.

Example: Some ways of expressing anger are actually damaging to my health.

3. Someone's going to get hurt (I believe it is me).

Example: I can work out a plan to handle this situation.

4. Something bad is going to happen.

Example: I can look for positives. I don't have to assume the worst or jump to conclusions.

5. Something inappropriate will happen.

6. Something will get broken.

(Continued on page 73)

Continued from page 72)

7. She/he makes me angry.

8. I am a target.

9. I need to protect myself – I'm going to be hurt.

10. Anger leads to revenge.

11. What did I do wrong?

12. I hate myself.

13. I'll be ignored – it won't get dealt with.

(Continued on page 74)

(Continued from page 73)

14. Anger makes me physically ill.

15. I'm out of control.

16. I can't handle this.

17. I have to hurt myself.

18. I can't get along with (name or relationship). _____

19. Others...

CLASS 7

Anger Management – Part 3

"Anyone can become angry-that is easy. But to be angry with the right person, to the right degree, at the right time, for the right purpose, and in the right way – that is not easy!"

-Aristotle (*The Nichomachean Ethics*)

The two previous sessions helped you recognize the situations where you are likely to feel angry and reminded you to **distance** (step back) and **communicate** the feelings, thoughts, filters, urges, and behaviors that are typical for you when you feel angry. You were also asked to notice the difference between anger and other feelings that are commonly mistaken for anger - feelings like anxiety, fear, or guilt. Filling out an *Emotional Intensity Continuum* is the best way to **communicate**. The **distracting** activities you listed can be used to decrease your emotional intensity and allow you to **challenge** distorted thoughts and negative filters. Finally, you were reminded to use the **managing problems** skill to clearly state the problem and the desired solution, and then to look at helpful ways to solve the problem. The *Episode/Event Management* form reminds you of each of the skills. In this session, you will review the **managing problems** skill using the worksheets in this packet.

You may remember that when you and the others in the group looked at the kinds of situations that may be associated with angry feelings, some of the situations were associated with angry feelings for some people in the group, but not for others. There were probably some situations where you might feel angry, but someone else might not, and vice versa. Likewise, as you think about your body reactions and behaviors that are associated with your experience of anger, they might be different for another person in the group. This means that *it is not the situation or events that produce anger* – it is your reaction to the situation. In other words, *it is what you tell yourself about the situation*. The behaviors that result from acting on what you have told yourself may either make the situation better or worse.

For example, let's imagine that you are living in an apartment and the neighbor (who sleeps during the day) is playing the stereo very loudly at night when you are trying to sleep. If your thoughts are, "It is awful that the neighbor will not turn down the stereo," or "The neighbor is doing this on purpose just to make me mad," you will probably feel angry. You may then be tempted to follow with some behavior to "get even with that nasty person," (for instance, calling up your neighbor and yelling). This, in turn, might lead the neighbor to turn up the stereo even louder the next time. Deciding to act out your angry feelings this way may keep you from thinking of more positive ways to get what you need, which is to get some sleep. Another disadvantage of allowing your angry feelings to intensify is that even if yelling at the neighbor gets the stereo turned down, the intense physical arousal that occurs with anger may take a while to cool down, which will make it difficult to settle down and get your sleep.

Perhaps you can think of a challenge to your description of the situation such as, "My neighbor probably doesn't realize how thin these walls are," or "Perhaps I can politely request that the neighbor turn down the stereo." By **challenging** the thoughts that your neighbor is purposely trying to ruin your night's sleep, you are more likely to deal with the situation in a less emotionally intense way.

Let's suppose for a minute that this is not the first time your neighbor has played the stereo so loudly that you can't sleep, despite you politely asking the neighbor not to do this. Right now it is getting late at night and your emotional intensity (anger) is on the way up your emotional intensity continuum. Since you already know it is not a good idea to make a decision while your emotional intensity is high, you may use your skill of **distracting**. In this situation, one possible way to distract is to listen to a relaxation tape when you notice your anger escalating (you may need to use earphones to block out the noise from your neighbor). The helpful image that you created in Part 2 may also help you decrease your emotional intensity.

Finally, you can use the skill of **managing problems** which asks you to state the problem (in ten words or less) and the desired solution (also in ten words or less). You will then list some actions you can take and the possible consequences of each action. Possible actions in this situation might be to wear some ear plugs, make a polite request, contact your landlord in the future if the problem continues, and if that fails, you may decide that it's time to find a quieter apartment building.

On the next few pages, you will review the skill of **managing problems**. You may use a recent situation in which you experienced anger, or if you cannot think of one, you can use the situation that you just read about (the neighbor whose stereo is turned up so loudly that you cannot sleep).

Managing Problems Worksheet

1. Distance and Distract. Then complete an *Emotional Intensity Continuum* below.

Event _____

Emotions _____

Physical Sensations _____

Thoughts _____

Challenges to distorted thoughts (*after* you complete the continuum, go back and put a check next to any distorted thoughts and then write challenges)

Filters (negative and positive - refer to Appendix B, STEPPS Skills Reviewed)

Action Urges

Behaviors

Harmful _____

Helpful _____

(Reminder: go back and write challenges to any distorted thoughts you marked)

Event/Episode Management**Distance**

Communicate event, feelings, physical sensations, thoughts, action urges, filters, behaviors

Challenge distorted thoughts

Distract (cheerleading and positive affirmations, focusing, relaxation, etc.)

Manage Problem

Event/Episode Management**Distance**

Communicate event, feelings, physical sensations, thoughts, action urges, filters, behaviors

Challenge distorted thoughts

Distract (cheerleading and positive affirmations, focusing, relaxation, etc.)

Manage Problem

Homework Assignment: Create a Helpful Image

When you were in STEPPS, you may remember creating pictures with calming images as one of the ways to **distract** from and lower your emotional intensity. You may find this helpful in lowering emotional intensity associated with feelings of anger. For this homework assignment, cut out pictures or use art materials to put together a helpful image or collection of images that would be calming and comforting to look at. You might choose images from nature, such as flowers, trees, mountains, water, pictures of animals, or objects that have special meaning, pictures of children playing, etc.

When you are finished, you can decide where to put this picture. Perhaps you will put it in your STAIRWAYS notebook, or hang it on your refrigerator, or in some other place where you are likely to look at it several times a week. Look at the picture as many times as you can, so that even when the picture is not easily available, you can recall the images to help lower feelings of anger or other intense emotions.

Answer the following questions about your helpful image:

What do you think of when you look at this picture? _____

What would this picture say if it could speak? _____

How could you use this helpful image to manage angry feelings? _____

How does looking at this picture decrease emotional intensity? _____

When you decrease the intensity of the angry feelings, how might you make this anger useful (what positive changes can this anger prompt you to make)? _____

If the anger occurs when you interact with another person, how could you assertively and respectfully express this anger? _____

CLASS 8

W.A.I.T.

(stop & pause)

**What
Am
I
Thinking**

STOP and THINK about what you are THINKING!

Impulsivity and Excessive Behaviors Management

Persons with BPD/EID often act impulsively without thinking about the consequences of impulsive and excessive behaviors. If you look at the criteria for Borderline Personality Disorder (Appendix B, **STEPPS Skills Reviewed**), you will see that the fourth one is, “Impulsivity in at least two areas that are potentially self – damaging (e.g., spending, sex, substance abuse, reckless driving, binge eating).”

Impulsivity means acting without considering the consequences. People who are impulsive “walk on the edge,” and have difficulty controlling destructive urges. Those who act impulsively do not pay attention to the warning signs of harmful or dangerous situations.

Some people believe that being impulsive is the same as being spontaneous or being a “free spirit;” however, the person who is spontaneous is making choices based on likely results. The impulsive person is not choosing behaviors based on available choices and likely results, but is only reacting to the immediate situation.

Because the possible results are unknown, impulsive behaviors may seem exciting and stimulating, making you feel more free and alive at the moment. Impulsive behaviors may also be a response to painful feelings. Impulsive or excessive behaviors give a false sense of control and immediate relief, or they may numb painful feelings.

By choosing an impulsive activity such as drinking, using drugs, binge or unhealthy eating, spending money compulsively, shoplifting, or a self – harm behavior, you can temporarily avoid painful feelings during the time you are actually doing the activity. However, at some point the activity has to end, and then there are consequences to deal with. The episode may have started with running away from a painful feeling, but in the end, the painful feelings usually return and, in fact, may be even stronger than before. There also may be feelings of shame, embarrassment, guilt, damage to your body, and even legal problems. Impulsive behaviors can become habitual and even addictive, leading to even more problems.

Impulsive and excessive behaviors often happen when certain filters are triggered. For example, the filter of *entitlement* may tell you that it’s all right to go ahead and do an impulsive activity because you are entitled to immediate relief from painful feelings. At other times you may feel frustrated by a task and use an impulsive behavior to get away from the frustration. The filter of *emotional deprivation* may give you the message that since you never got your emotional needs met in the past, you deserve to do whatever it takes to feel better now.

Behaviors, Habits, Reactions, and Responses

Behaviors can be either overt (responses others can see, such as alcohol use) or covert (unseen responses, such as negative self – talk). All behaviors are learned, whether they are unhelpful (those that cause more trouble and are self – defeating) or helpful (those that manage

a situation effectively). Impulsive and excessive behaviors may seem automatic and unconscious. However, they actually have been learned so well they have become habits, and you can do them almost without thinking.

Impulsive and excessive behaviors do not “just happen.” They are related to the events present just before the behavioral response. Events can be particular situations, or they may be emotions, physical sensations, thoughts, filters, action urges, behaviors, relationships, etc. These *events* lead to *reactions* or *responses*. A *reaction* usually means a filter and the associated distorted thoughts are in control. A *response* is usually chosen by brainstorming actions, considering the consequences of each one, and finally choosing the best action for the situation. Every behavioral reaction or response has *results*. These results can be positive and pleasant, or they can be negative and unpleasant. Impulsive and excessive behaviors occur in situations where you believe you have no other choice. Behaviors continue to be used because:

- They have been over – learned.
- They are easily available.
- They have been helpful in the past.
- They are rewarded in the present (immediate gratification).
- They are considered the only choices.

The goal of these three sessions on **impulsivity and excessive behaviors management** is to help you become more aware of the triggers for impulsive behaviors, such as specific events, feelings, physical sensations, distorted thoughts, filters, action urges, and behaviors. You will learn ways to manage the intensity of your action urges, using the skills of **distancing**, **distracting**, and **challenging**. You will identify more helpful behavioral responses through **managing problems** and **setting goals**.

Tell your reinforcement team about the choices and goals you choose through this lesson. Ask members of your reinforcement team for support and to encourage you..

Impulsivity can be expressed in many ways. The worksheet on the next page will help you identify impulsive or excessive behaviors that you are currently using and those that you have used in the past when your emotional intensity increased. Recalling past problem behaviors will help you identify and reinforce coping skills you have already used successfully to deal with these behaviors.

Here is a cheerleading statement that might be helpful: *I've succeeded before. I can do it again!*

Identifying Impulsive and Excessive Behaviors Worksheet

This exercise identifies typical impulsive and excessive behaviors that you may be using at the present time, or may have used in the past. If there are behaviors that you are using now, put an "X" in the **Now** column. At what level (on the emotional intensity continuum, 1 – 5) are you likely to do the behavior? If there are behaviors that are no longer active problems, put an "X" in the **Past** column, and give yourself a big pat on the back for coming this far!

Behavior	Now	Emotional Intensity (1 – 5)	Past
Abuse of children/partner	_____	_____	_____
Physical fights	_____	_____	_____
Verbal fights (yelling at others)	_____	_____	_____
Destroying property (yours or others)	_____	_____	_____
Throwing things	_____	_____	_____
Self – harm (cutting, burning, etc)	_____	_____	_____
Abusing prescription drugs	_____	_____	_____
Abusing over – the – counter drugs	_____	_____	_____
Using alcohol excessively	_____	_____	_____
Using illegal drugs	_____	_____	_____
Restricting food intake	_____	_____	_____
Binge eating or eating excessively	_____	_____	_____
Purging (deliberate vomiting, etc)	_____	_____	_____
Excessive exercise	_____	_____	_____
Spending more money than you can afford	_____	_____	_____
Gambling	_____	_____	_____
Driving too fast or recklessly	_____	_____	_____
Going to dangerous places	_____	_____	_____
Ending a positive relationship	_____	_____	_____
Quitting a job	_____	_____	_____
Missing school or work when not sick	_____	_____	_____
Suddenly moving away	_____	_____	_____
Excessive house – cleaning	_____	_____	_____
Excessive organizing	_____	_____	_____
Giving things away	_____	_____	_____
Dangerous sexual behavior*	_____	_____	_____
Illegal activities	_____	_____	_____
Shoplifting	_____	_____	_____

*(e.g. using inadequate birth control or protection from sexually – transmitted diseases, putting yourself in a dangerous situation, sex with strangers, etc)

CLASS 9

	Now	Emotional Intensity (1 – 5)	Past
Biting fingernails	_____	_____	_____
Spending too much time on the internet	_____	_____	_____
Hoarding	_____	_____	_____
Others...			
_____	_____	_____	_____
_____	_____	_____	_____

What purpose(s) do these behaviors fill (for example, avoiding feelings or situations, familiar response, preventing suicide)?

How are these behaviors painful or destructive?

Now look at each past behavior that you no longer do. How did you stop?

Behavior _____

How I stopped _____

Behavior _____

How I stopped _____

Behavior _____

How I stopped _____

Behavior _____

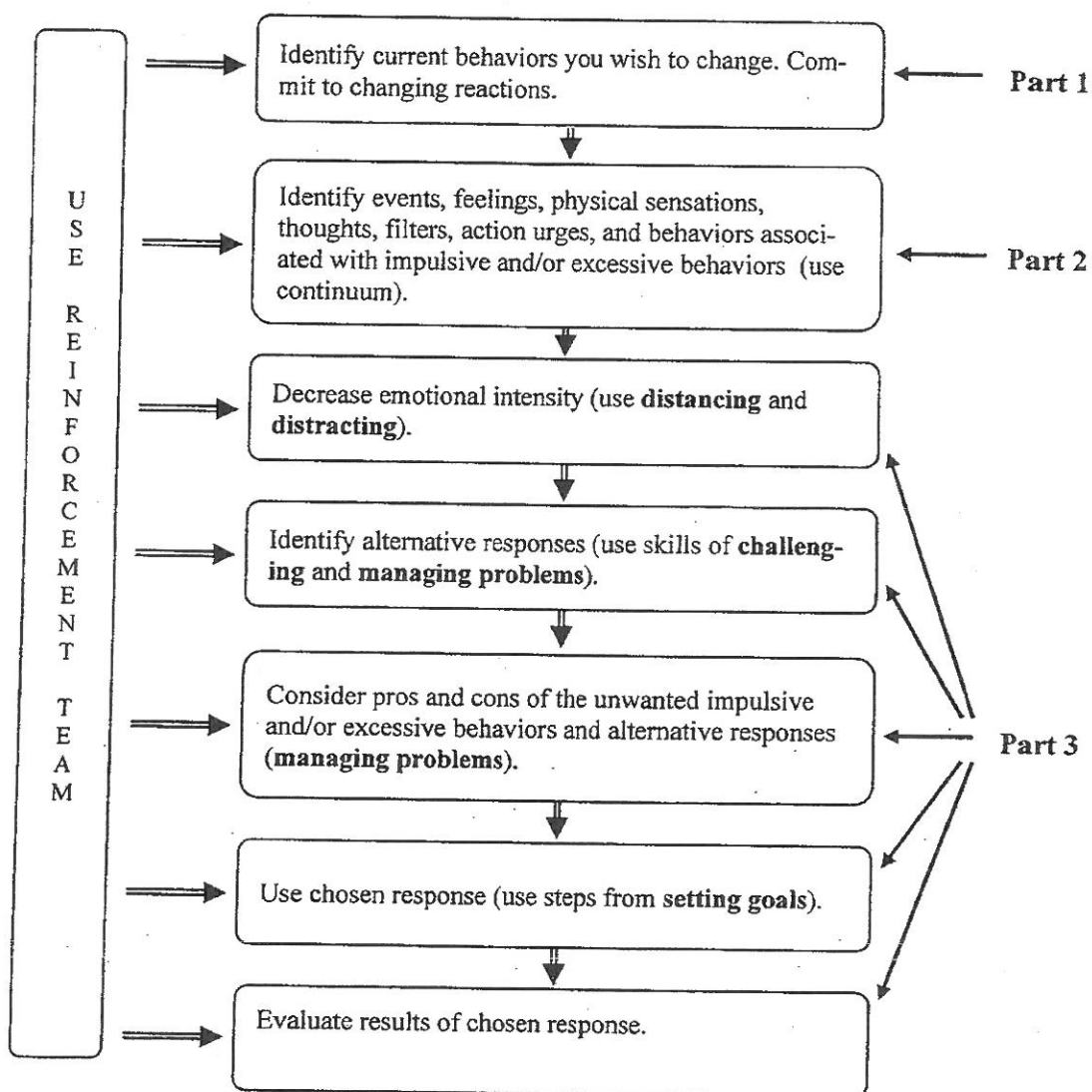
How I stopped _____

Behavior _____

How I stopped _____

Chart for Managing Impulsivity and Excessive Behaviors

This chart shows the steps you will use to manage impulsivity and excessive behaviors. Notice that your reinforcement team can be helpful with each step. Tell your reinforcement team about your choices and goals as you work on the skill of **managing impulsivity and excessive behaviors**.



Distracting

Write **distracting** activities you can use to manage your emotional intensity as you work through this skill. You can use activities from the next page, or come up with your own. Write the activities and some positive affirmations and cheerleading statements on small cards to keep with you.

Distracting Activities

Positive Affirmations and Cheerleading Statements

I might make mistakes, but I am not a mistake.

Just do it.

Today I will do something special and wonderful for myself. I know I deserve it.

I can do it.

Nobody is perfect.

I deserve love and forgiveness.

There are lots of things where good enough will do.

Don't worry. Be happy.

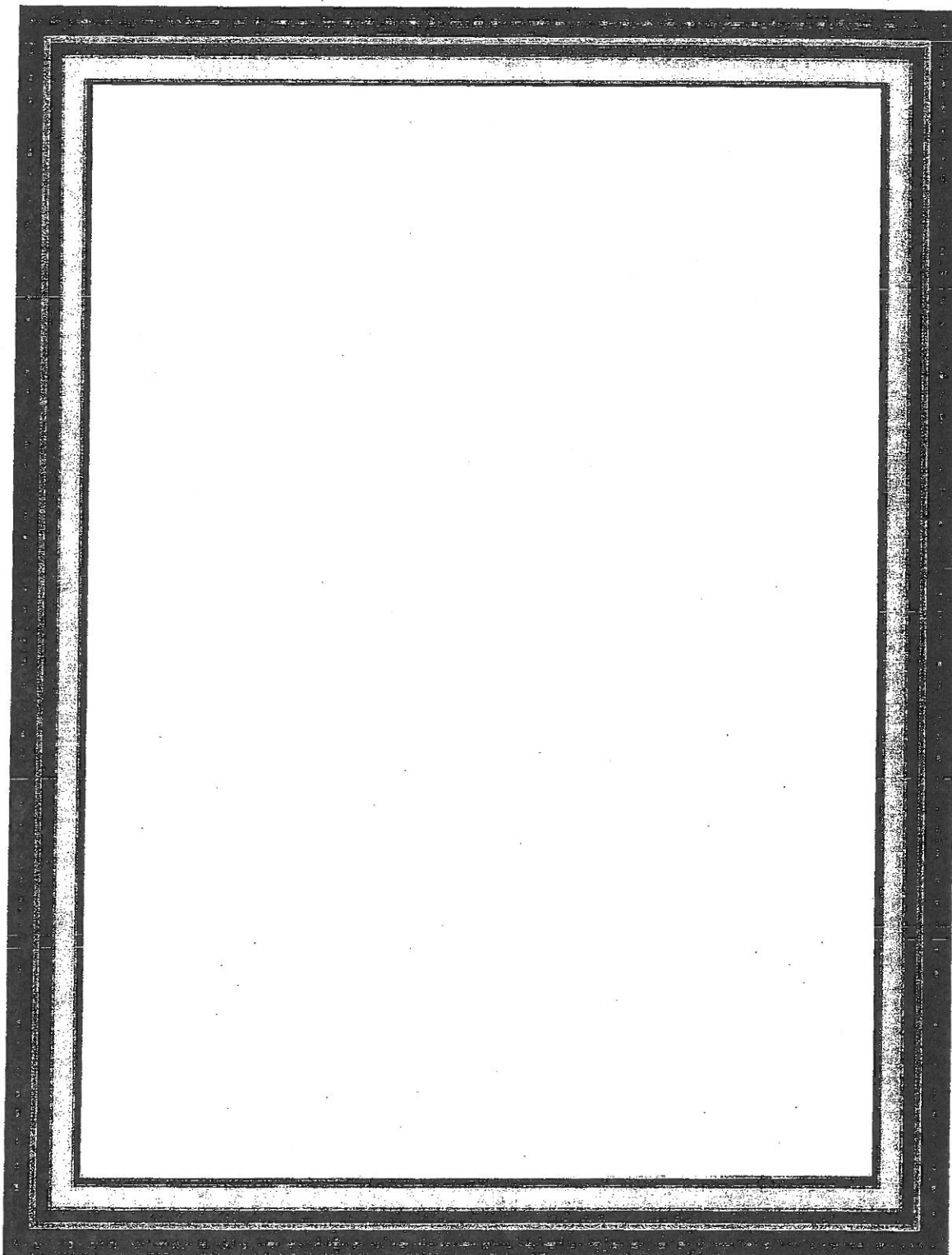
Others...

Distracting and Self-soothing Activities

Arrange furniture	Play with bubbles
Attend concert	Play with clay
Clean house	Play with paper clips
Color	Play with pet
Computer games	Play with water/bubbles
Conduct music	Pray
Cook	Quilt
Cuddle with blanket	Read to a child
Dance	Read a magazine
Do nails	Read positive affirmations
Do volunteer work	Re – arrange furniture
Doodle	Ride a bike
Drive	Ride the bus
Eat chocolate	Ride horse
Eat popcorn	Rocking chair
Finger – paint	Sew
Frisbee golf	Shower
Gardening	Sing/lip sync
Get a haircut	Sit by rapids
Get away	Sit in the sun
Get feedback from others	Sleep/nap/rest
Get or give a massage	Solitaire on computer or with cards
Go fishing	Swing
Go to a movie	Take a bath
Go to a bookstore	Tear paper/yarn
Go to sports event	Visit with others
Have some coffee/tea/hot chocolate	Volunteer
Hobby	Walk
Hold/rub a pillow or stuffed animal	Wash hands
Jigsaw puzzles	Watch aquarium
Listen to music	Watch people
Listen to water	Watch television
Look at photos	Window shop
Look at stars/clouds	Word puzzles
Meditate	Work
Mow lawn	Work on a project
Paint	Write (journal)
People watch	Yard work
Play a game	Yoga
Play a musical instrument	

Homework Assignment: Create a Collage

Make a collage of positive affirmations and cheerleading statements. Use pictures, written statements, and/or song titles, or any other method that communicates best for you.



CLASS 10

What feelings are associated with impulsive or excessive behaviors? Where does each typically occur on the *Emotional Intensity Continuum*? Use the extra lines to list other feelings. More feeling words are listed on the next page.

[illegible]

Feeling Words

Happy	Choked up	Awkward	Afraid	Indecisive
Brisk	Compassionate	Belligerent	Alarmed	Perplexed
Buoyant	Concerned	Bewildered	Anxious	Pessimistic
Calm	Depressed	Bitter	Appalled	Powerless
Carefree	Disappointed	Boiling	Apprehensive	Questioning
Cheerful	Discontented	Confused	Awed	Skeptical
Comfortable	Discouraged	Cross	Cautious	Unbelieving
Complacent	Dismal	Enraged	Cowardly	Uncertain
Contented	Dreadful	Frustrated	Dependent	Wavering
Ecstatic	Dreary	Fuming	Dismayed	Physical
Enthusiastic	Dull	Furious	Doubtful	Breathless
Excited	Embarrassed	Grumpy	Fearful	Empty
Exhilarated	Flat	Indignant	Fidgety	Feisty
Festive	Gloomy	Inflamed	Frightened	Hollow
Generous	Heavy – hearted	Infuriated	Gutless	Immobilized
Glad	Ill at ease	Irate	Hesitant	Nauseated
Grateful	In the dumps	Irritated	Horrificed	Paralyzed
Hilarious	Low	Offended	Hysterical	Repulsed
Inspired	Melancholy	Out of control	Impatient	Sluggish
Jolly	Moody	Provoked	Insecure	Stretched
Joyous	Mournful	Resentful	Nervous	Strong
Jubilant	Out of sorts	Stubborn	Panicky	Sweaty
Lighthearted	Quiet	Sulky	Petrified	Taut
Merry	Shameful	Sullen	Pressured	Tense
Optimistic	Somber	Wrathful	Scared	Tired
Peaceful	Sorrowful	Fearless	Shaky	Uptight
Playful	Sulky	Bold	Shocked	Weak
Pleased	Sullen	Brave	Suspicious	Weary
Relaxed	Sympathetic	Confident	Terrified	Miscellaneous
Restful	Unhappy	Courageous	Threatened	Bored
Satisfied	Useless	Daring	Timid	Cooperative
Serene	Worthless	Determined	Tragic	Cruel
Sparkling	Hurt	Encouraged	Wishy – washy	Distant
Spirited	Aching	Hardy	Worried	Envious
Surprised	Afflicted	Heroic	Interested	Humble
Thrilled	Cold	Impulsive	Absorbed	Hypocritical
Vivacious	Crushed	Independent	Concerned	Jealous
Eager	Despair	Loyal	Creative	Mixed – up
Anxious	Distressed	Proud	Curious	Phony
Ardent	Heartbroken	Reassured	Engrossed	Preoccupied
Avid	Injured	Secure	Excited	Two – faced
Desirous	Isolated	Affectionate	Fascinated	
Earnest	Lonely	Alive	Inquisitive	
Enthusiastic	Offended	Appealing	Intrigued	
Excited	Pained	Belonging	Sincere	
Intent	Pathetic	Close	Doubtful	
Keen	Suffering	Loving	Defeated	
Proud	Tortured	Passionate	Distrustful	
Zealous	Upset	Seductive	Dubious	
Sad	Worried	Sexy	Evasive	
Ashamed	Angry	Tender	Helpless	
Blah	Annoyed	Warm	Hesitant	

What physical sensations are associated with impulsive or excessive behaviors? Where does each typically occur on the *Emotional Intensity Continuum*? Use the extra lines to list any other physical sensations you notice.

[illegible]

[illegible]

What filters are associated with impulsive or excessive behaviors? Where does each typically occur on the *Emotional Intensity Continuum*?

[illegible]

*Hint: Your thoughts will help you identify filters.

[illegible]

I don't like it when my "Buttons" are pushed!

It's a Fact:

ANGER

- I only have two Buttons
- The Buttons are internal, not external
- I am in control of the Buttons

FEAR

- The Buttons only get pushed when I judge right & wrong
- Each one of my angry & fearful thoughts push the buttons
- Each one of my angry & fearful thoughts increases the stress on my body and mind

CLASS 11

Communication and Emotional Management 2 Class 7

Objective: develop alternative responses to impulsive/excessive behaviors

Method: class discussion based upon handout and class completion

Lesson Plan:

1. Review last weeks work in class and homework assignment
2. Use alternative responses worksheet to identify helpful coping behaviors used now or in the past.
3. Using Results...sheet, complete in class discussing it as you go along.
4. Identify ways to help learn a new behavior.
- 5.

4 words -

"Distressing but NOT dangerous"

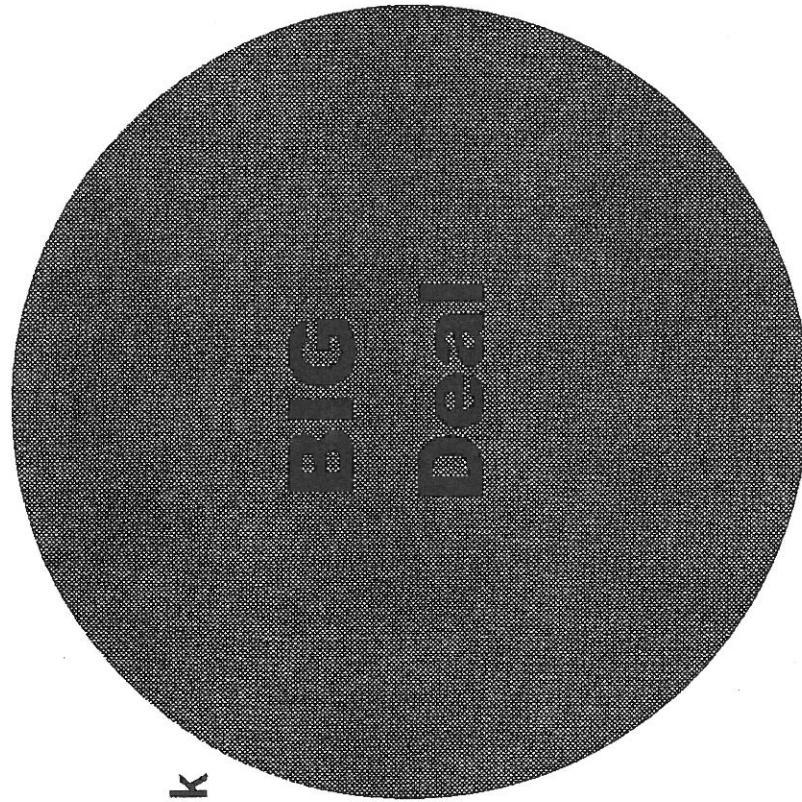
(1)

(2)

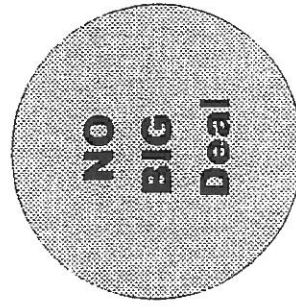
(3)

(4)

will
shrink
a



into



What's my Nature?



Fight

Aggressive

Anger

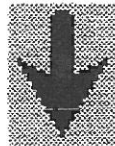
Flight

Passive

Fear



Create a Healthy Balance



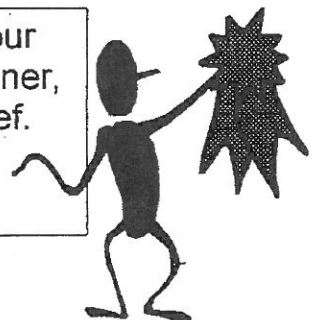
ASSERTIVE

Express your feelings, not your anger

- When you express anger, the temporary feeling of power, feeling alive and in charge, does not last.
- Flying off the handle is followed by inner regret for acting out of control - which is a second issue you have to deal with.
- When you're apprehensive / shy / afraid and don't speak up, you beat yourself up for not expressing yourself.

When you speak and express your feelings in an even-tempered manner, you feel a genuine sense of relief.

You are the winner.



CLASS 12

(Continued from page 33)

7. Asking a question means I'm stupid.

8. Things could get worse, so I won't rock the boat.

9. I shouldn't bother other people with my problems.

10. He/she knows me well, and should know what I need without telling him/her.

11. Others don't care what I think or feel.

12. I should take the advice of others seriously - they are more likely to be right.

13. I should always have a good reason for what I think or feel.

14. If someone says they need me, I should help them.

15. It is not worth it to express my opinions.

0 = Never 1 = rarely 2 = sometimes 3 = often 4 = almost always

[illegible]

Results of Impulsive or Excessive Behaviors

Behaviors	Positive		Negative	
	Immediate	Delayed/long – term	Immediate	Delayed/long – term
Current Drinking too much	Hang out with drinking buddies	Probably none	Trouble at work and/or home	Loss of work and/or relationships
New Going to AA meetings	Make new friends	Feeling better	Missing drinking buddies	Probably none

Relapse Prevention

Remember that despite your best efforts, there may be times when you return to the impulsive or excessive behavior. Relapse commonly occurs when you are changing behaviors that have become a long-standing habit. The process of changing behaviors is stressful in itself, and stress is often one of the triggers for impulsive or excessive actions. Old habits are hard to break, but they can be broken.

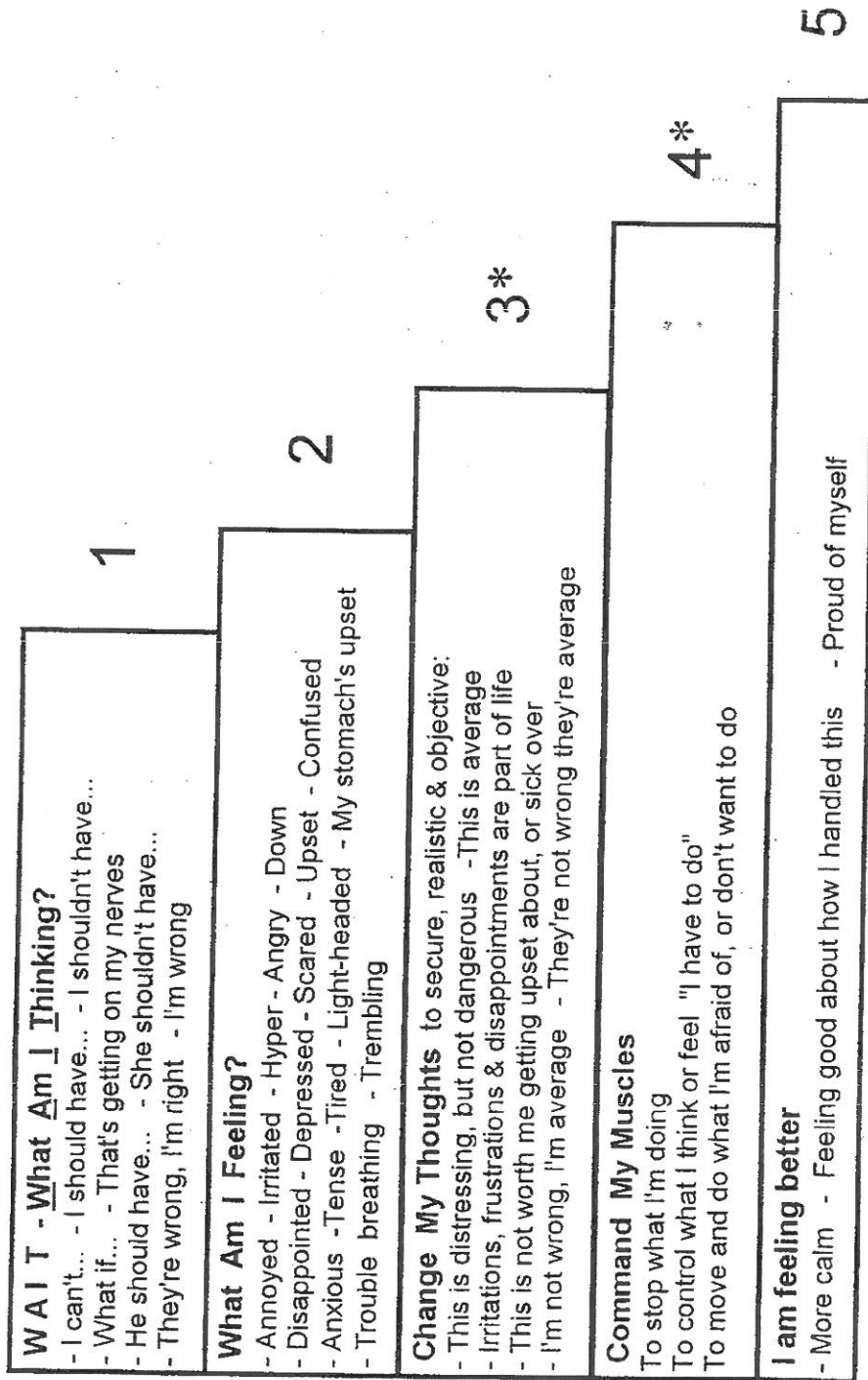
The purpose of relapse prevention is to anticipate and cope with stressful circumstances, and recover from a “slip” before it grows into a full episode. Approach any relapse with curiosity, looking for the reasons the relapse may have occurred, rather than beating yourself up about it. A relapse can be a learning experience to help you learn more about the impulsive or excessive behavior. Avoid all-or-nothing thinking that says you are either perfect or a failure. Negative self-talk rarely produces a positive change—it is more likely to make you discouraged. This is the time to review your positive affirmations and cheerleading statements.

Reward your progress. Don't wait until you are perfect (never again performed the impulsive or excessive behavior) to reward yourself. Remember that all humans are imperfect.

Review your reasons to change and repeat your commitment to change. It often helps to be accountable to a reinforcement team member and to share your success with that person. Finally, and very importantly, congratulate yourself each time you use an alternative response.

Use a *Goal Progress Report* to write out the steps you will take to adopt the new behavior.

5 Steps to Calming D O W N and Getting "Back in Control"



* Repeat steps 3 & 4 over and over until you get to Step 5.

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something you agreed to do (but really didn't want to), or purposely not doing as good a job as you could. Being passive keeps you from expressing your feelings or opinions honestly, and allows others to choose for you. The passive person often ends up feeling hurt, angry, and powerless. The advantage of passive behavior is that you rarely experience rejection. The disadvantage is that you may often be taken advantage of, and you store up a heavy burden of resentment and anger. The underlying belief is that your needs are less important than the needs of others, and you will never get what you want anyway.

Acting *aggressively* means controlling others and not allowing them to participate in decisions which affect them by forcing your thoughts and opinions on them. Aggression is demanding, controlling, and often harsh. The wants, rights, and feelings of others are denied. The use of aggressive behavior achieves goals by hurting others or *intimidating* them (you may remember that intimidating was discussed in the section on relationships). The advantage of aggression is that you do not get pushed around, and you may feel as if you have achieved your goal, at least temporarily. However, the disadvantage is that others may not want to interact with you. The underlying belief about aggressive behavior is that the aggressor's needs are always right and are more important than the needs of others.

Being *manipulative* (another relationship behavior you've learned about) means getting a person to fulfill your request(s) against his/her will, using techniques that tend to be annoying and negative to the other person. This may take the form of *passive-aggressive* behavior, appearing passive on the outside, but aggressively pursuing your desires in an indirect fashion. The advantage of manipulation is that you may get your wants met at the moment. However, the disadvantage is the damage done to the relationship by this dishonest and controlling behavior.

A Word of Warning

Change takes time and lots of practice. Remember that, "practice makes permanent." When you practice non-assertive behaviors, you become better and better at being *non-assertive* (you may have been practicing non-assertive behaviors for a long time already). When you practice **assertiveness**, you gradually become more assertive, but it may feel uncomfortable for awhile, as you work to overcome thoughts and behaviors that have become automatic (you will need to use that **challenging** skill). Give yourself credit for each success, no matter how small it may appear.

Most of us like to be able to predict, with some degree of accuracy, how others may act. In the perfect world (which doesn't exist!), your friends and family would be very happy and give you lots of compliments about your new assertive behaviors. However, your friends and family are used to dealing with the non-assertive you, and may resist any changes you attempt

to make. Consider telling your reinforcement team that you are learning to be assertive. Be aware of how your new assertive behaviors affect others. Be patient with them as they adapt to the "new you."

"Assertive behavior promotes equality in human relationships, enabling us to act in our own best interests, to stand up for ourselves without undue anxiety, to express honest feelings comfortably, to exercise personal rights without denying the rights of others."

-R. L. Alberti and M. L. Emmons, *Your Perfect Right*

What Does Assertive Behavior Look Like?

You are using assertive behavior when:

- _____ You know what you want and how to ask for it.
- _____ You let others know your feelings, needs, wants, opinions, and choices, and allow others to own their own feelings, needs, wants, opinions, and choices.
- _____ You communicate feelings and requests in an honest and respectful manner.
- _____ You communicate directly *with* others, not *through* others (this means that you do not ask someone else to tell another person what you want or need or how you feel).
- _____ You ask for help when you need it.
- _____ You express physical and emotional needs in relationships, without apologizing.
- _____ You can say "no" to a request without feeling guilty.
- _____ You live a balanced life.
- _____ You accept that you cannot "convert" another person to your point of view - its OK to agree to disagree.
- _____ You feel comfortable with yourself.

Put a check mark next to the assertive behaviors you are already using.

What Makes It Difficult to Act Assertively?

Some of the reasons people give for not acting assertively are listed below. If you have difficulty acting assertively, put a check mark next to the reasons you would give. Write in other reasons that are not on this list.

- ☐ Doubting your judgment.
- ☐ Afraid of what others will think.
- ☐ Afraid others won't like you if you disagree with them.
- ☐ Scared of conflict.
- ☐ It is easier not to disagree.
- ☐ Lack of assertiveness skills.
- ☐ Believing the rights of others are more important than your rights.
- ☐ Not wanting to bother others.
- ☐ Afraid of retaliation.
- ☐ Habit/learned response.
- ☐ Fear of failure.
- ☐ Fear of success.
- ☐ Poor self-image.
- ☐ Filters activated (for example, self-sacrifice, subjugation, defectiveness).
- ☐ Negative predictions.
- ☐ Not knowing the difference between assertiveness and aggression.
- ☐ Feeling intimidated or powerless.
- ☐ Physical illness, especially fatigue.
- ☐ Guilt.
- ☐ Belief that others expect you to act non-assertively.
- ☐ Afraid of hurting someone's feelings.
- ☐ Others... _____
- _____
- _____
- _____

Myths About Assertiveness Worksheet

When people have difficulty acting assertively, it is usually because they have some distorted or negative thoughts that need **challenging**. The following exercise is a list of typical thoughts that keep people from using assertive behaviors. Circle the numbers of those thoughts you frequently have. In the space below each thought, write at least one challenge. There is a list of common negative cognitive (thought) distortions in **Appendix B, STEPPS Skills Reviewed** to help you. You can also review the skill of **challenging** in that section.

1. It is selfish to put my needs ahead of the needs of others

Example: When I take care of my needs, I have more energy to help others.

2. If someone disagrees with me, I must be wrong.

Example: A disagreement may be a difference of opinion, - not necessarily a matter of who is right or wrong.

3. Keeping my opinions to myself shows respect for the views of others.

4. I should be flexible and adjust.

5. Others have good reasons for their decisions, and it is not my place to question them.

6. I should never interrupt someone when they are busy doing something.

(Continued on page 34)

Assertiveness Training -- Part I

"Each of us has the right to be and to express ourselves, and to feel good (not powerless or guilty) about doing so, as long as we do not hurt others in the process."

-R. L. Alberti and M. L. Emmons, (*Your Perfect Right*).

The behaviors we use to reach our goals and get what we want are learned behaviors. While each person may prefer or be more comfortable with certain ways of behaving, **assertiveness** is actually specific to a person and situation. We may use different behaviors for getting what we want, depending on the person we are dealing with, how important our goals are, and what situation we happen to be in.

In this first part of **assertiveness training**, you will learn about assertive and non-assertive behaviors, identify possible distorted thoughts and filters associated with non-assertive behaviors, develop challenges to distorted thoughts, and write a personal bill of rights. Remember that completing an *Emotional Intensity Continuum* is the best way to identify distorted thoughts and filters. Developing a personal bill of rights will help you identify overall desires and goals in relationships. In the second and third parts of **assertiveness training**, you will use **goal setting** to identify what you want in relationships and interactions, and the **managing problems** skill to determine how to handle various situations assertively.

Definitions

Acting *assertively* puts you in control of your own life. **Assertiveness** is a tool that helps you participate in decisions which affect your life, and helps you communicate in a direct manner with others. Assertive behavior enables you to act in your own best interest, and includes comfortably standing up for yourself without denying the rights of others. Assertive behavior builds equal, positive, and healthy relationships. The advantage of acting assertively is that you are more likely to get what you want, without making others angry. And if you act assertively, you need not feel guilty or wrong about your action. The underlying belief about **assertiveness** is that you have the same right to pursue your needs as others have to pursue their needs. *A word of warning:* acting assertively does not always get you what you want, but it does increase your odds!

Nobody is better informed about your thoughts and feelings than you are. You are the best advocate of your opinions. *Assertiveness means standing up for your rights, without violating the rights of others.*

Acting *passively* means that you allow others to control your life by withdrawing, withholding, ignoring, discounting, "stuffing," or indirectly expressing your own thoughts and feelings. Examples of indirectly expressing your feelings might be purposely "forgetting" to-do

My Personal Bill of Rights

Use the lines below to list your “rights.”

Examples:

I have the right to make mistakes

I have the right to say “no.”

I have the right to privacy.

Assertiveness Training – Part 2

When you decide to use your **Assertiveness Training** skills in a particular situation, you will need to think about and answer the following questions:

- What is your goal in this situation?
- How important is your goal?
- How important is the relationship?
- Is the person I'm asking capable of fulfilling my request?
- Are you capable of fulfilling the request on your own?
- What rights, rules, legal requirements, etc., may be involved?
- Is this a good time?
- Do you know all the facts about the situation?
- Is the request clear?
- Who is responsible?
- What is the perceived balance of power in the relationship?
- What are the short and long-term consequences of your behaviors in this situation?
- How can you maintain respect in the relationship?

Using Assertive Behaviors

- Know your rights, wants and goals, needs, and feelings.
- Choose a time and place that will be comfortable for both people.
- If possible, arrange a setting that is comfortable, safe, and not rushed.
- Define the problem as specifically as possible.
- Stick to the problem at hand.
- Describe behavior(s) objectively, without judging or devaluing.
- Name and own your feelings, so the other person knows how important your request is.
- Express your request in 1 or 2 easy-to-understand sentences.
- Keep your request easy and reasonable to fulfill.
- Set realistic goals.
- Observe how others handle similar situations.
- Express to yourself and the other person the benefits of fulfilling the request.
- Clarify to understand the other person's position - use active listening skills.
- Let the other person know that you are listening to their feelings, difficulties, and opinions.
- Avoid threats or negative consequences that you are not willing or able to carry out.
- Maintain your position - avoid distractions.
- Be persistent, but don't be a pest.
- Know your limits...be prepared to say "no."

(Continued on page 41)

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- It is easier to change a “no” to a “yes,” than to change a “yes” to a “no.”
- A little kindness goes a long way (it’s easier to catch flies with honey than vinegar).
- It is seldom too late to be assertive.
- Tell the other person what s/he has to gain.

When Confronted by Another Person

- Allow the person to vent, slow down, and become calmer.
- Admit when you are wrong, even if the other person is abrasive or insulting.
- Acknowledge the other person’s feelings.
- Respond to the way the other person is reacting.
- Ask for clarification (“What are you saying? What do you mean?”) if you believe the person is indirectly or passively being aggressive.
- Request that unspoken gestures be verbalized.
- Make a brief statement to close the encounter.

Body Language

- Maintain direct eye contact, without staring.
- Face the person you are addressing.
- Maintain a tall posture.
- Maintain a distance that is comfortable for both of you (some people need more or less personal space).
- Use an open posture.
- Speak clearly, firmly, and loudly enough (without yelling) for the other person to hear you.
- Use appropriate gestures and facial expressions for emphasis.

Compromise

- Be prepared to compromise.
- If the other person is not willing to meet your reasonable request, ask, “How can we come to some kind of agreement?”

Resistance

- If the other person changes the subject, continue to repeat your brief request in exactly the same way.
- Shift the discussion to helping both of you understand what is going on at the moment in your communication.

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- If anger becomes a problem, take a break and arrange to come together again at a later time that is convenient for both of you.
- Acknowledge your behavior(s).
- If the other person is criticizing you, acknowledge any truth that may be in the criticism.
- Directly ask the person what s/he is dealing with that may make it difficult to reach an agreement.

Saying "No"

- Make sure you understand the person's request.
- Clarify what the other person is asking of you.
- Thank the person for asking.
- Decline politely.
- Give an honest reason for declining, if appropriate (you don't have to have a reason).
- Stick to your guns - be firm.

Suggestions for Saying "No"

- I cannot do it now, but I can do it at a later time.
- I just don't have time in my schedule right now.
- I can't do this, but I can suggest someone else who might be able to.
- I have another commitment.
- I do not feel qualified for this task.
- I would rather say "no" than end up doing a poor job.
- I really don't enjoy that kind of work.
- I cannot help you with this project, but perhaps I can help with another task in the future.
- I'm not comfortable with that.
- I have to focus on my job (or school or family) right now.
- I promised myself that I would not take on any new projects.
- I've learned in the past that this is not one of my strengths.
- No (remember that "no" is a complete sentence!).

Others _____

Assertive Behaviors Worksheets

For each of the following situations, write down how you would typically respond. Review *Assertiveness Training – Part 1*, and circle each of your typical responses as *assertive*, *passive*, *aggressive*, or *manipulative*.

Next rate your level of comfort with each response, using a scale of 1 to 5, with 1 being, “very comfortable,” and 5 being, “very uncomfortable.”

Finally, write an example of how could you respond assertively to each situation.

1. You buy groceries, and as you are leaving the store, you notice your change is \$5.00 short.

Typical response:

Assertive Passive Aggressive Manipulative

Level of comfort 1 2 3 4 5

Assertive response:

2. You order a meal at a drive-through window. Just as you begin to eat, you notice you are missing an order of French fries.

Typical response:

Assertive Passive Aggressive Manipulative

Level of comfort 1 2 3 4 5

Assertive response:

3. You offer to give your friend a ride, but your friend is not ready when you arrive, and you are late for your appointment.

Typical response:

Assertive Passive Aggressive Manipulative

(Continued on page 44)

(Continued from page 43)

Level of comfort 1 2 3 4 5

Assertive response:

4. You take your car in for an oil change, and are told (verbally) that it will cost \$20.00 for the job. However, when the car is done, the service-person gives you a bill for \$30.00.

Typical response:

Assertive Passive Aggressive Manipulative

Level of comfort 1 2 3 4 5

Assertive response:

5. You come home after work exhausted from a rough day. Your significant other asks if you want to go out to a movie (which you don't feel like doing).

Typical response:

Assertive Passive Aggressive Manipulative

Level of comfort 1 2 3 4 5

Assertive response:

6. You are standing in line at a ticket counter, when another person steps in front of you.

Typical response:

Assertive Passive Aggressive Manipulative

Level of comfort 1 2 3 4 5

Assertive response:

(Continued on page 45)

(Continued from page 44)

7. You recently purchased a new CD. When you take it out of the package, you discover that it is warped, and does not play properly.

Typical response:

Assertive Passive Aggressive Manipulative

Level of comfort 1 2 3 4 5

Assertive response:

8. You are watching a movie in a theater. The people behind you are talking loudly, and this keeps you from enjoying the movie.

Typical response:

Assertive Passive Aggressive Manipulative

Level of comfort 1 2 3 4 5

Assertive response:

9. You have no means of transportation, and need a ride to an appointment.

Typical response:

Assertive Passive Aggressive Manipulative

Level of comfort 1 2 3 4 5

Assertive response:

10. You are sitting in a "no-smoking" area, when the people at the next table light up.

Typical response:

(Continued on page 46)–

(Continued from page 45)

Assertive Passive Aggressive Manipulative

Level of comfort 1 2 3 4 5

Assertive response:

11. You need money for gas, but you do not get your pay check until next week.

Typical response:

Assertive Passive Aggressive Manipulative

Level of comfort 1 2 3 4 5

Assertive response:

12. A friend asks you to loan him some money for gas.

Typical response:

Assertive Passive Aggressive Manipulative

Level of comfort 1 2 3 4 5

Assertive response:

13. A friend stops by half an hour before dinner time to talk. As dinner time approaches, the friend shows no signs of leaving.

Typical response:

Assertive Passive Aggressive Manipulative

Level of comfort 1 2 3 4 5

(Continued on page 47)

(Continued from page 46)

Assertive response:

14. You are driving with your significant other, who continually comments on your driving "skills," and keeps giving you advice on how to improve your driving.

Typical response:

Assertive Passive Aggressive Manipulative

Level of comfort 1 2 3 4 5

Assertive response:

15. A decision is made at work, which will strongly affect you in a negative way. You learn that other employees were consulted before the decision was made, but you were not consulted.

Typical response:

Assertive Passive Aggressive Manipulative

Level of comfort 1 2 3 4 5

Assertive response:

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Is it ...

a disruption	or	a distraction?
life threatening	or	irritating?
the end of the world	or	are you disappointed?
you can't	or	you care not to?
a problem	or	a challenge?
an emergency	or	a triviality?
chaos	or	disorder?
always	or	sometimes?
never	or	most of the time?
depression	or	feeling low?
agony	or	discomfort?
my mind is a blank	or	I've forgotten...?
a shower	or	a storm?

**What you label it
does make a difference in how you react to it.**

INTERPERSONAL EFFECTIVENESS HANDOUT 2

Goals of Interpersonal Effectiveness

OBJECTIVES EFFECTIVENESS:

Getting Your Objectives or Goals in a Situation

- Obtaining your legitimate rights
- Getting another to do something
- Refusing an unwanted or unreasonable request
- Resolving an interpersonal conflict
- Getting your opinion or point of view taken seriously

QUESTIONS

1. *What specific results or changes do I want from this interaction?*
2. *What do I have to do to get the results? What will work?*

RELATIONSHIP EFFECTIVENESS:

Getting or Keeping a Good Relationship

- Acting in such a way that the other person keeps liking and respecting you
- Balancing immediate goals with the good of the long-term relationship

QUESTIONS

1. *How do I want the other person to feel about me after the interaction is over?*
2. *What do I have to do to get (or keep) this relationship?*

SELF-RESPECT EFFECTIVENESS:

Keeping or Improving Self-Respect and Liking for Yourself

- Respecting your own values and beliefs; acting in a way that makes you feel moral
- Acting in a way that makes you feel capable and effective

QUESTIONS

1. *How do I want to feel about myself after the interaction is over?*
2. *What do I have to do to feel that way about myself? What will work?*

INTERPERSONAL EFFECTIVENESS HANDOUT 3

Factors Reducing Interpersonal Effectiveness

LACK OF SKILL

You actually DON'T KNOW what to say or how to act. You don't know how you should behave to achieve your objectives. You don't know what will work.

WORRY THOUGHTS

Worry thoughts get in the way of your ability to act effectively. You have the ability, but your worry thoughts interfere with doing or saying what you want.

- WORRIES ABOUT BAD CONSEQUENCES.
"They won't like me," "She will think I am stupid."
- WORRIES ABOUT WHETHER YOU DESERVE TO GET WHAT YOU WANT.
"I am such a bad person I don't deserve this."
- WORRIES ABOUT NOT BEING EFFECTIVE AND CALLING YOURSELF NAMES.
"I won't do it right," "I'll probably fall apart," "I'm so stupid."

EMOTIONS

Your emotions (ANGER, FRUSTRATION, FEAR, GUILT) get in the way of your ability to act effectively. You have the ability, but your emotions make you unable to do or say what you want. Emotions, instead of skill, control what you say and do.

INDECISION

You CAN'T DECIDE what to do or what you really want. You have the ability, but your indecision gets in the way of doing or saying what you want. You are ambivalent about your priorities. You can't figure out how to balance:

- Asking for too much versus not asking for anything.
- Saying no to everything versus giving in to everything.

ENVIRONMENT

Characteristics of the environment make it impossible for even a very skilled person to be effective. SKILLFUL BEHAVIOR DOESN'T WORK.

- Other people are too powerful.
- Other people will be threatened or have some other reason for not liking you if you get what you want.
- Other people won't give you what you need or let you say no without punishing you unless you sacrifice your self-respect, at least a little.

INTERPERSONAL EFFECTIVENESS HOMEWORK SHEET 3

Using Interpersonal Effectiveness Skills

Name _____ Week Starting _____
Fill out this sheet whenever you practice your interpersonal skills and whenever you have an opportunity to practice even if you don't (or almost don't) do anything to practice. Write on back of page if you need more room.

PROMPTING EVENT for my problem: Who did what to whom? What led up to what?

OBJECTIVES IN SITUATION (What results I want):

RELATIONSHIP ISSUE (How I want other person to feel about me):

SELF-RESPECT ISSUE (How I want to feel about myself):

What I **SAID OR DID** in the situation: (Describe and check below.)

DEAR MAN (Getting what I want):

- _____ Described situation?
- _____ Expressed feelings/opinions?
- _____ Asserted?
- _____ Reinforced?

- _____ Mindful?
- _____ Broken record?
- _____ Ignored attacks?
- _____ Appeared confident?
- _____ Negotiated?

GIVE (Keeping the relationship):

- _____ Gentle?
- _____ No threats?
- _____ No attacks?
- _____ No judgments?

- _____ Interested?
- _____ Validated?
- _____ Easy manner?

FAST (Keeping my respect for myself):

- _____ Fair?
- _____ (No) Apologies?

- _____ Stuck to values?
- _____ Truthful?

INTENSITY OF MY RESPONSE (0-6): _____ **INTENSITY I WANTED** (0-6): _____

(cont.)

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INTERPERSONAL EFFECTIVENESS HANDOUT 4

Myths about Interpersonal Effectiveness

1. I can't stand it if someone gets upset with me.
CHALLENGE: _____
2. If they say no, it will kill me.
CHALLENGE: _____
3. I don't deserve to get what I want or need.
CHALLENGE: _____
4. If I make a request, this will show that I am a very weak person.
CHALLENGE: _____
5. I must be really inadequate if I can't fix this myself.
CHALLENGE: _____
6. I have to know whether a person is going to say yes before I make a request.
CHALLENGE: _____
7. Making requests is a really pushy (bad, self-centered, selfish, un-christian) thing to do.
CHALLENGE: _____
8. It doesn't make any difference; I don't care really.
CHALLENGE: _____
9. Obviously, the problem is just in my head. If I would just think differently I wouldn't have to bother everybody else.
CHALLENGE: _____
10. This is a catastrophe (is really bad, is terrible, is driving me crazy, will destroy me, is a disaster).
CHALLENGE: _____
11. Saying no to a request is always a selfish thing to do.
CHALLENGE: _____
12. I should be willing to sacrifice my own needs for others.
CHALLENGE: _____
13. _____
CHALLENGE: _____
14. _____
CHALLENGE: _____

CLASS 15

INTERPERSONAL EFFECTIVENESS HANDOUT 8

Guidelines for Objectives Effectiveness: Getting What You Want

A way to remember these skills is to remember the term "**DEAR MAN.**"

DESCRIBE
EXPRESS
ASSERT
REINFORCE

(stay) **MINDFUL**
APPEAR CONFIDENT
NEGOTIATE

Describe

Describe the current SITUATION (if necessary).

Tell the person exactly what you are reacting to. Stick to the facts.

Express

Express your FEELINGS and OPINIONS about the situation.

Assume that your feelings and opinions are not self-evident. Give a brief rationale. Use phrases such as "I want," "I don't want," instead of "I need," "You should," or "I can't."

Assert

Assert yourself by ASKING for what you want or SAYING NO clearly.

Assume that others will not figure it out or do what you want unless you ask. Assume that others cannot read your mind. Don't expect others to know how hard it is for you to ask directly for what you want.

Reinforce

Reinforce or reward the person ahead of time by explaining CONSEQUENCES.

Tell the person the positive effects of getting what you want or need. Tell him or her (if necessary) the negative effects of your not getting it. Help the person feel good ahead of time for doing or accepting what you want. Reward him or her afterwards.

(cont.)

CLASS 16

INTERPERSONAL EFFECTIVENESS HANDOUT 9

Guidelines for Relationship Effectiveness: Keeping the Relationship

A way to remember these skills is to remember the word "GIVE" (DEAR MAN, GIVE):

(be) GENTLE
(act) INTERESTED
VALIDATE
(use an) EASY MANNER

(be) Gentle

Be COURTEOUS and temperate in your approach.

No attacks

No verbal or physical attacks. No hitting, clenching fists. Express anger directly.

No threats

No "manipulative" statements, no hidden threats. No "I'll kill myself if you. . . ." Tolerate a no to requests. Stay in the discussion even if it gets painful. Exit gracefully.

No judging

No moralizing. No "If you were a good person, you would. . . ." No "You should. . . ." "You shouldn't. . . ."

(act) Interested

LISTEN and be interested in the other person.

Listen to the other person's point of view, opinion, reasons for saying no, or reasons for making a request of you. Don't interrupt, talk over, etc. Be sensitive to the person's desire to have the discussion at a later time. Be patient.

Validate

Validate or ACKNOWLEDGE the other person's feelings, wants, difficulties, and opinions about the situation. Be nonjudgmental out loud: "I can understand how you feel, but . . ."; "I realize this is hard for you, but . . ."; "I see that you are busy, and. . . ."

(use an) Easy manner

Use a little humor. SMILE. Ease the person along. Be light-hearted. Wheedle. Use a "soft sell" over a "hard sell." Be political.

Other ideas: _____

CLASS 17

INTERPERSONAL EFFECTIVENESS HANDOUT 10

Guidelines for Self-Respect Effectiveness: Keeping Your Respect for Yourself

A way to remember these skills is to remember the word "**FAST**" (**DEAR MAN, GIVE FAST**).

(be) FAIR

(no) APOLOGIES

STICK TO VALUES

(be) TRUTHFUL

(be) Fair

Be fair to YOURSELF and to the OTHER person.

(no) Apologies

No OVERLY apologetic behavior. No apologizing for being alive, for making a request at all. No apologies for having an opinion, for disagreeing.

Stick to values Stick to YOUR OWN values.

Don't sell out your values or integrity for reasons that aren't very important. Be clear on what you believe is the moral or valued way of thinking and acting, and "stick" to your guns.

(be) Truthful

DON'T LIE, ACT HELPLESS when you are not, or EXAGGERATE. Don't make up excuses.

Other ideas: _____

CLASS 18

Unrelenting standards: You believe that whatever you do is not good enough, and not acceptable to yourself and others. You believe you must strive to meet excessively high standards of behavior and performance to avoid criticism (from yourself and others). You may place excessive emphasis on status, wealth, and power at the expense of relationships, health, and happiness. You may have difficulty slowing down, feel pressured, and be very critical of yourself and others.

Entitlement/Self-Centeredness: You believe you should be able to do, say, or have whatever you want, right now, regardless of whether that hurts others or seems unreasonable to them. You may believe that society owes you. You may have an excessive tendency to assert your power, force your point of view on, or control others. You may be very demanding, are not interested in what others need, and are often not aware of the long-term costs of alienating others.

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Feeling Words

Happy	Choked up	Awkward	Afraid	Indecisive
Brisk	Compassionate	Belligerent	Alarmed	Perplexed
Buoyant	Concerned	Bewildered	Anxious	Pessimistic
Calm	Depressed	Bitter	Appalled	Powerless
Carefree	Disappointed	Boiling	Apprehensive	Questioning
Cheerful	Discontented	Confused	Awed	Skeptical
Comfortable	Discouraged	Cross	Cautious	Unbelieving
Complacent	Dismal	Enraged	Cowardly	Uncertain
Contented	Dreadful	Frustrated	Dependent	Wavering
Ecstatic	Dreary	Fuming	Dismayed	Physical
Enthusiastic	Dull	Furious	Doubtful	Breathless
Excited	Embarrassed	Grumpy	Fearful	Empty
Exhilarated	Flat	Indignant	Fidgety	Feisty
Festive	Gloomy	Inflamed	Frightened	Hollow
Generous	Heavy-hearted	Infuriated	Gutless	Immobilized
Glad	Ill at ease	Irate	Hesitant	Nauseated
Grateful	In the dumps	Irritated	Horrificed	Paralyzed
Hilarious	Low	Offended	Hysterical	Repulsed
Inspired	Melancholy	Out of control	Impatient	Sluggish
Jolly	Moody	Provoked	Insecure	Stretched
Joyous	Mournful	Resentful	Nervous	Strong
Jubilant	Out of sorts	Stubborn	Panicky	Sweaty
Lighthearted	Quiet	Sulky	Petrified	Taut
Merry	Shameful	Sullen	Pressured	Tense
Optimistic	Somber	Wrathful	Scared	Tired
Peaceful	Sorrowful	Fearless	Shaky	Uptight
Playful	Sulky	Bold	Shocked	Weak
Pleased	Sullen	Brave	Suspicious	Wearry
Relaxed	Sympathetic	Confident	Terrified	Miscellaneous
Restful	Unhappy	Courageous	Threatened	Bored
Satisfied	Useless	Daring	Timid	Cooperative
Serene	Worthless	Determined	Tragic	Cruel
Sparkling	Hurt	Encouraged	Wishy-washy	Distant
Spirited	Aching	Hardy	Worried	Envious
Surprised	Afflicted	Heroic	Interested	Humble
Thrilled	Cold	Impulsive	Absorbed	Hypocritical
Vivacious	Crushed	Independent	Concerned	Jealous
Eager	Despair	Loyal	Creative	Mixed-up
Anxious	Distressed	Proud	Curious	Phony
Ardent	Heartbroken	Reassured	Engrossed	Preoccupied
Avid	Injured	Secure	Excited	Two-faced
Desirous	Isolated	Affectionate	Fascinated	
Earnest	Lonely	Alive	Inquisitive	
Enthusiastic	Offended	Appealing	Intrigued	
Excited	Pained	Belonging	Sincere	
Intent	Pathetic	Close	Doubtful	
Keen	Suffering	Loving	Defeated	
Proud	Tortured	Passionate	Distrustful	
Zealous	Upset	Seductive	Dubious	
Sad	Worried	Sexy	Evasive	
Ashamed	Angry	Tender	Helpless	
Blah	Annoyed	Warm	Hesitant	

THE P.T.A. SYSTEM

PAUSE

1. Tell yourself: Take time out.
2. Tell yourself: Put your mental health first.
3. Tell yourself: Don't get frightened over being upset.
4. Tell yourself: Relax.

THINK

1. Tell yourself: Don't take it personally.
2. Tell yourself: Don't jump to conclusions.
3. Tell yourself: Don't be too hard on yourself.
4. Tell yourself: Don't be too hard on others.
5. Tell yourself: Don't make a mountain out of a molehill.
6. Tell yourself: Try to see some humor in the situation.
7. Tell yourself: Take it one step at a time.
8. Tell yourself: I can handle the situation.

ACT

1. Ask yourself: What do I want to accomplish?
2. Ask yourself: What are all of my alternatives?
3. Ask yourself: What are the pluses and minuses of each alternative?
4. Ask yourself: What alternative should I choose?
Then do it!



CLASS 19

CLASS 20

CLASS 21

CLASS 22

CLASS 23

CLASS 24