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DBT-A

(DIALECTICAL BEHAVIOR THERAPY - ACCELERATED)
SKILLS TRAINING GROUP

INTERPERSONAL EFFECTIVENESS MODULE (IPE)

IPE 1

Adapted from the work of Marsha Linehan
Pati Anderson, MC, LPC, PLLC 12/06

HOW THIS COURSE CAME ABOUT

WHY DON'T THEY TEACH THIS STUFF IN SCHOOL????

It's the most common question I hear. The material in the Dialectical Behavior Therapy - Accelerated (DBT-A) program is drawn primarily from the work of Marsha M. Linehan, Ph.D. Dr. Linehan developed DBT for the treatment of Borderline Personality Disorder (BPD). In the course of conducting standard DBT and teaching DBT skills training classes, I came to recognize the profound impact the DBT skills and philosophy were having, not only on me but on all of my clients no matter what the issue, problem, or diagnosis. In Dr. Linehan's preface in "Skills Training Manual for Treating BPD" she encourages "the user of this manual [to] feel free to modify, shorten, lengthen, and/or reorganize the modules described." I decided to do exactly that, developing a shortened or "accelerated" version of DBT skills training. Within this program I include all of the skills from the original manual, as well as skills drawn from cognitive-behavior therapy and other sources. Some of the original material remains unchanged. However, throughout each of the modules, I have added clarification, explanations, examples, and additional practice sheets. Additional sources include Christine Padesky, Ph.D., Scott E. Spradlin, M.A., and Brent Menninger. This manual is the property of Pati Anderson, MC,LPC, PLLC 9/06. I give permission to professionals and clients to copy and share the contents for limited personal use in individual settings.

THE GOAL OF THE IPE MODULE is to learn how to apply specific interpersonal problem solving, assertiveness, and social skills to modify aversive environments and to obtain your goals in interpersonal encounters.

Interpersonal Effectiveness Skills are about being able to:

- ♥ Ask for what you want... and get it more often
- ♥ Say no... and make it stick
- ♥ Resolve conflict effectively
- ♥ Feel skillful, no matter what the outcome!

Being able to look at a situation and decide what you want to do about it is crucial for interpersonal effectiveness (mindfulness skills: observing, describing, participating, non-judgmentally, one-mindfully, and effectively)

This module covers basic interpersonal skills that help you get what you want, keep relationships, and maintain your self-respect. It deals with identifying factors that interfere with being effective and factors to consider before asking for something, saying no, or expressing an opinion.

What do YOU want to learn in this module??????

Situations for Interpersonal Effectiveness

Times when it is helpful to have these skills

ATTENDING TO RELATIONSHIPS

- ★ Relationships that are not attended to can create enormous stress and emotional vulnerability
- ★ Don't let hurts and problems build up
- ★ Use relationship skills to head off problems
- ★ End hopeless relationships
- ★ Resolve conflicts before they get overwhelming

BALANCING PRIORITIES VS. DEMANDS

- ★ **Priorities** = things that are important to you
- ★ **Demands** = Things that other people want you to do
- ★ If overwhelmed, reduce or put off low-priority demands
- ★ Ask others for help; say no when necessary
- ★ If not enough to do, try to create some structure and responsibilities; offer to do things

BALANCING THE WANTS TO THE SHOULD

- ★ Look at what you do because you enjoy doing it and "**want**" to do it; and how much you do because it has to be done and you "**should**" do it.
- ★ When wants are out of balance with the shoulds, dysfunctional or impulsive behaviors may result:
 - ♥ Dominated by wants = TROUBLE because responsibilities are not met and commitments are not kept
 - ♥ Dominated by shoulds = depression, frustration, anger
- ★ You can balance your wants and shoulds with good interpersonal skills: getting your opinions taken seriously, getting others to do things, saying no to unwanted requests

BUILDING MASTERY AND SELF-RESPECT

- ★ Interact in a way that makes you feel competent and effective, not helpless and overly dependent
- ★ You build self-respect and mastery when you stand up for yourself, express your own beliefs and opinions, follow your wise mind, and do what you believe is right and moral

There are two types of interpersonal skills that we will learn:

- ★ Asking for things, making requests, initiating discussions, and
- ★ Saying no, resisting pressure, maintaining a position or point of view

IPE PRACTICE SHEET #1
USING THE SKILLS
SITUATIONS FOR INTERPERSONAL EFFECTIVENESS

During the week, observe and describe times that you worked on:

Attending to relationships:

Balancing priorities and demands:

Balancing wants and shoulds:

Building mastery and self-respect:

What kinds of skills did you use? Did you notice?

GOALS/PRIORITIES of Interpersonal Effectiveness

What is your goal or priority in any given interaction?

OBJECTIVES EFFECTIVENESS

Getting What You Want

- ★ When it's your legitimate right
- ★ Getting another to do something for you
- ★ Refusing an unwanted or unreasonable request
- ★ Resolving an interpersonal conflict
- ★ Getting your opinion or point of view taken seriously

Questions to Ask Yourself

- ★ What is it that I want from this interaction?
- ★ What do I have to do to get the results I want? What will work?

RELATIONSHIP EFFECTIVENESS

Getting and/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
- ★ Remembering why the relationship is important to you now and in the future

Questions to Ask Yourself

- ★ How do I want the other person to feel about me after the interaction?
- ★ What do I have to do to get or keep this relationship?

SELF-RESPECT EFFECTIVENESS

Feeling Good About 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 to Ask Yourself

- ★ How do I want to feel about myself after the interaction is over?
- ★ What do I have to do to feel that way about myself? What will work?

IPE PRACTICE SHEET #2

Define and prioritize the goals in the following interpersonal situations:

1. Your landlord keeps your deposit unfairly.

___Objective:

___Relationship:

___Self-respect:

2. Your best friend wants to come over and discuss a problem; you want to go to bed.

___Objective:

___Relationship:

___Self-respect:

3. You want a raise; your boss wants you to "modify the books" (or something else that goes against your morals) in return.

___Objective:

___Relationship:

___Self-respect:

IPE PRACTICE SHEET #3

GOALS AND PRIORITIES IN INTERPERSONAL SITUATIONS

Use this sheet to figure out your goals and priorities in any situation that creates a problem for you, such as ones where: 1) your rights and wishes are not being respected, 2) you want someone to do or change something or give you something, 3) you want or need to say no or resist pressure to do something, 4) you want to get your position or point-of-view taken seriously, and 5) there is conflict with another person. Observe and describe non-judgmentally (be mindful!) in writing as close in time to the situation as possible.

Prompting Event for my problem: Who did what to whom? What led up to what? What is it about this situation that is a problem for me?

My Wants and Desires in this situation:

OBJECTIVES: What specific results do I want? What changes do I want the other person to make?

RELATIONSHIP: How do I want the other person to feel about me after the interaction?

SELF-RESPECT: How do I want to feel about myself after the interaction?

My Goals/Priorities in this situation: Rate 1, 2, or 3 (there may be ties!) **Do they create any problems or difficulties for you?**

___ OBJECTIVES ___ RELATIONSHIP ___ SELF-RESPECT

Skills for OBJECTIVES Effectiveness

Goal/Priority: Getting What You Want

A way to remember these skills is to remember the term "DEARMAN"

DESCRIBE
EXPRESS
ASSERT
REINFORCE/REWARD
(stay) MINDFULL
APPEAR CONFIDENT
NEGOTIATE

Describe - Describe the current situation (if necessary). Tell the person exactly what you want, or what you are reacting to. Stick to the facts.

Express - Express your FEELINGS and OPINIONS about the situation (if necessary). Assume that your feelings and opinions are not self-evident.

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

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

Reinforce/Reward - Reinforce or Reward the person ahead of time by explaining the CONSEQUENCES (positive or negative) if they do or don't do as you ask.

- ★ Make sure the other person knows why they should give you what you are asking for. (If appropriate) tell them the positive outcomes for you, for them, and for your relationship. Use statements like, "It would mean the world to me if you could come for a visit...I would be deeply grateful if you give me what I want...Thank you so much for waiting; how can I help you?...I'm swamped today; you'd really be doing me a big favor if you could..."

- ★ (If appropriate) tell the person the negative effects of your not getting what you ask for: "I won't be able to drive you to the mall until you clean your room...I can't finish that project without your help."
- ★ Sometimes, a combination of positive and negative is effective: "When you talk to me that way, it hurts my feelings, and I don't want to be with you. If we could work on this together, I believe our relationship will improve...I really want to spend the afternoon with you but I won't be able to unless you can meet me half-way."
- ★ Try to make the other person feel good about granting your request, but don't offer the other person something that you can't deliver. Be realistic and genuine. Reward the person afterwards: "Thank you...you've been very kind...I really appreciate...I'll return the favor...What would I do without you!"

(stay) Mindful – Keep your focus on your objective (asking or saying no). Maintain your position; don't get distracted.

- ★ **Broken Record** – Keep asking, saying no, or expressing your opinion over and over and over. Keep your voice calm and even while doing this.
- ★ **Ignore** – If another person attacks, threatens, or tries to change the subject, ignore the threat, comment, or attempt to divert you. Don't respond to attacks. Ignore distractions. Just keep making your point. Practice breathing, opposite action, and radical acceptance.

Appear Confident – Stand up straight and make good eye contact when making a request or saying no. Don't stammer or back off. Think of yourself as confident and competent. People will take you more seriously if you at least appear to take yourself seriously. Tie this in with your practice of self-validation, because your needs and wants are valid.

Negotiate – Be willing to give to get. Offer and ask for alternative solutions to the problem. Reduce your request. Maintain no, but offer to do something else or to solve the problem another way. Focus on what will work. **Turn the tables** by turning the problem over to the other person. Ask for alternative solutions: "What do you think we should do?...How can we solve this problem?"

IPE PRACTICE SHEET #4-USING THE SKILLS

OBJECTIVES EFFECTIVENESS: *Getting What You Want*

DEARMAN SKILLS

Identify an interpersonal situation where getting what you wanted (e.g. asking for something or saying "no") was a priority: _____

For each skill, note 1) whether you used it or not, 2) whether or not it was effective, and 3) what, if anything, you would do differently next time. Remember, you will probably **not** use every skill in every situation!

How did you Describe the situation? _____

How did you Express your feelings and opinions? _____

Did you Assert yourself? How? _____

What did you do to Reinforce or Reward the other person? _____

How were you Mindful (Broken Record? Ignore?): _____

How did you Appear Confident? _____

Did you need to Negotiate? _____

Skills for RELATIONSHIP Effectiveness

Goal/Priority: Getting or Keeping a Good Relationship

A way to remember these skills is to remember the term "**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. Express anger directly.
- ★ **No threats** – No "manipulating" statements, no hidden threats. 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. Be mindful of your body language and facial expression. Don't interrupt, talk over, etc. Be sensitive to the other 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 non-judgmental out loud: "I can understand how you feel, and...; I can see you're busy, and..."

(use an) Easy Manner – Be mellow and relaxed. Let go of tension, anger, rage, and your judgments. Use a "soft sell" instead of a "hard sell." Use a little humor; smile; soothe; be light-hearted; wheedle; schmooze. This is much nicer and more effective than being pushy or verbally aggressive when the relationship is important.

IPE PRACTICE SHEET #5-USING THE SKILLS

RELATIONSHIP EFFECTIVENESS: Getting or Keeping a Good Relationship GIVE SKILLS

Identify an interpersonal situation where maintaining the relationship was a priority: _____

For each skill, note 1) whether you used it or not, 2) whether or not it was effective, and 3) what, if anything, you would do differently next time. Remember, you will probably **not** use every skill in every situation!

How were you Gentle with the person? Any attacks, threats, or judging?

What did you do to let the other person know you were Interested? _____

How were you Validating of the other person's feelings, wants, difficulties, or opinions? _____

Did you use an Easy manner? What did you do? _____

Skills for SELF-RESPECT Effectiveness

Goal/Priority: Feeling Good About Yourself

A way to remember these skills is to remember the term "FAST"

(be) FAIR

(no) APOLOGIES

STICK TO VALUES

(be) TRUTHFUL

(be) Fair – Be fair to YOURSELF and the OTHER person.

(no) Apologies – Apologize when you are wrong, of course, but no OVERLY apologetic behavior. No apologizing for being alive, for making a request at all, for having an opinion, or for disagreeing. Over-apologizing can damage your self-respect because it can reinforce self-invalidation and old judgments about yourself, your effectiveness, and your worth as a person.

Stick to Values – Stick to YOUR OWN values. When appropriate, express your opinions on political, religious, and psychological issues. Don't keep quiet just to avoid being judged or sounding dumb. Let others know where you're coming from and don't change your mind on moral or value issues without a very good reason. Be careful not to confuse flexibility with a lack of integrity. You can hold opinions different from others and still respect and be respected in a spirit of true tolerance.

(be) Truthful – Don't lie or act helpless when you are not. Don't exaggerate. Don't make up excuses. Tell others what you need or want. If you distort the truth—e.g. telling a "little white lie" to spare someone's feelings—make sure you do so mindfully and not reactively.

IPE PRACTICE SHEET #6-USING THE SKILLS

SELF-RESPECT EFFECTIVENESS

Feeling Good About Yourself

FAST SKILLS

Identify an interpersonal situation where maintaining your self-respect was a priority: _____

For each skill, note 1) whether you used it or not, 2) whether or not it was effective, and 3) what, if anything, you would do differently next time. Remember, you will probably **not** use every skill in every situation!

Were you Fair to yourself and the other person? _____

Any overly Apologetic Behavior? _____

Did you Stick to your values? How? _____

Were you Truthful? _____

FACTORS REDUCING INTERPERSONAL EFFECTIVENESS

What Gets in the Way of Getting What You Want, Getting/Keeping the Relationship, or Feeling Good About Yourself?

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.

MYTHS and WORRY THOUGHTS You know what to say or do in order to be effective, but worry thoughts and/or habits in the way that you think increase your emotions about the situation and interfere with doing or saying what you want.

- ★ Myth: Everyone must like me. Worry Thought: What if they don't like me?
- ★ Myth: If they say no, it will kill me. Worry Thought: What if they say no?
- ★ Myth: I should be willing to sacrifice my own needs for others. Worry thought: What will they think of me if I don't do this?

EMOTION MIND Your emotions get in the way of your ability to act effectively. You have the ability, but your emotions make it difficult to do or say what you want. Emotions, instead of skill, control what you say and do.

AMBIVALENT PRIORITIES/INDECISION You are unsure about your priorities in the situation (i.e. objective, relationship, or self-respect). You are having a hard time figuring out how to balance:

- ★ asking for too much vs. not asking for anything or
- ★ saying no to everything vs. giving in to everything

You can't decide what to do or what you really want. You have the ability, but your indecision gets in the way of being effective.

ENVIRONMENT Characteristics of the environment make it difficult for even a very skilled person to be effective:

- ★ location
- ★ others are too powerful;
- ★ reactions of others: e.g. other people will be threatened or have some other reason for not liking you if you get what you want; others won't give you what you need or let you say no without punishing you unless you sacrifice your self-respect.

IPE PRACTICE SHEET #8

FACTORS REDUCING INTERPERSONAL EFFECTIVENESS

Complete this sheet during or just after a situation that creates a problem for you such as on where:
1) your rights and wishes are not being respected, 2) you want someone to do or change something or give you something, 3) you want or need to say no or resist pressure to do something, 4) you want to get your position or point-of-view taken seriously, and 5) there is conflict with another person. Observe and describe non-judgmentally (be mindful!) in writing as close in time to the situation as possible.

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

My **Wants** and **Desires** in this situation:

OBJECTIVES: What specific results do I want?

RELATIONSHIP: How do I want the other person to feel about me?

SELF-RESPECT: How do I want to feel about myself after the interaction?

WHAT I SAID OR DID in the situation (describe and check below).

DEARMAN (Getting what I want)

Describe

Express

Assert

Reinforce/Reward

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

FACTORS REDUCING MY EFFECTIVENESS in this situation.

LACK OF SKILL?

MYTHS AND WORRY THOUGHTS?

EMOTIONS INTERFERING?

AMBIVALENT PRIORITIES/INDECISION?

My **Goals/Priorities** in this situation: Rate 1, 2, or 3 (there may be ties!) **Do they create any problems or difficulties for you?**

___OBJECTIVES ___RELATIONSHIP ___SELF-RESPECT

ENVIRONMENTAL FACTORS?

MYTHS ABOUT INTERPERSONAL EFFECTIVENESS

"MYTHS" are stories that we come to believe, simply because they have been a part of our lives or our thinking for so long. We often don't ever question them. We just assume that they are real. Our thoughts can be like myths, "stories" that are so deep a part of how we live, that we no longer notice them. Myth-thoughts may not be something that we would admit to believing if someone asked us about them, but we believe them in our emotion mind, and in our hearts, anyway.

These myths of thinking may come from our families, friends, or culture; we have myths about almost everything in our lives. Most people have myths about being interpersonally effective that cause them to react in ways that are not always helpful. The key is to know what your own myths are, what usually "triggers" them in your mind, and how you can keep them from controlling your behavior when that behavior would hurt you.

- ★ Each person's myths are unique; however, there are some fairly common myths. Some myths about being interpersonally effective (e.g. asking for what you want; saying no) are listed on the following page. Circle the number of the myths that feel true to you and write down any other myths that come to mind. (You might believe them in reasonable mind, emotion mind, or both. They might even FEEL like wise mind.)
- ★ Once you've identified your own myths, Think: "How does believing this get in the way of my being able to interact with others, i.e. ask for what I want, say no, or resolve conflict?"
- ★ Then, see if you can come up with Strength-Building Self-Statements that can help you fight those myths. Write this statement on the line below the myth. It might be helpful to put them on note cards and carry them with you to use when you find that a myth has arisen that is charging up emotion mind and getting in the way of you being interpersonally effective. (See the page 21 for examples of strength-building self-statements.)

PRACTICE SHEET # 8

MY MYTHS

1. I can't stand it if someone gets upset with me.

2. If they say no, it will kill me.

3. I don't deserve to get what I want or need.

4. If I make a request, this will show that I am a very weak person.

5. I must be really inadequate if I can't fix this myself.

6. I have to know whether a person is going to say yes before I make a request.

7. Making requests is a really pushy thing to do.

8. It doesn't make a difference; I don't really care.

9. Obviously, the problem is just in my head. If I would just think differently I wouldn't have to bother everybody else.

10. This is a catastrophe (is really bad, is terrible, is driving me crazy, will destroy me, is a disaster).

11. Saying no to a request is always a selfish thing to do.

12. I should be willing to sacrifice my own needs for others.

13. _____

14. _____

15. _____

STRENGTH BUILDING SELF-STATEMENTS

1. I can still feel good about myself, even though someone else is annoyed with me. It might be uncomfortable, but I can handle it if someone gets upset with me. I can understand and validate another person and still ask for what I want.
2. The fact that someone says no, doesn't mean I should not have asked in the first place.
3. It is OK to want or need something from someone else. Standing up for myself over "small" things can be just as important as "big" things are to others. I can insist on my rights and still be a good person.
4. I have a choice to ask someone for what I want or need.
5. If I don't get what I want, it doesn't mean I didn't go about it in a skillful way.
6. I may want to please people I care about, but I don't have to please them all the time.
7. I sometimes have a right to assert myself, even though I may inconvenience others. The fact that other people might not be assertive doesn't mean that I shouldn't be.
8. I DO care and it matters to me. I have a right to my feelings.
9. I have a right to my beliefs. There is no law that says that other people's opinions are more valid than mine.
10. This is difficult, AND I can figure out how to deal with it.
11. The fact that I say no to someone does not make me a selfish person. I am under no obligation to say yes to people simply because they ask a favor of me. If I refuse to do a favor for people, that doesn't mean I don't like them. They will probably understand that, too. If I say no to people, and they get angry, that does not mean that I should have said yes.
12. Giving, giving, giving is not the be-all of life. I am an important person in this world too.

Can you think of other Strength Building Self-Statements?

13. _____
14. _____
15. _____
16. _____
17. _____

OPTIONS FOR INTENSITY WHEN ASKING OR SAYING NO AND FACTORS TO CONSIDER IN DECIDING

If you are always at maximum intensity, people will stop listening to you.
If you are always at minimum intensity, people won't know what you want.

HIGH INTENSITY: TRY TO CHANGE THE SITUATION

ASK	SAY NO
Ask firmly, insist.....6.....	Refuse firmly, don't give in.
Ask firmly, resist no.....5.....	Refuse firmly, resist giving in.
Ask firmly, take no.....4.....	Refuse firmly, but reconsider.
Ask tentatively, take no.....3.....	Express unwillingness.
Hint openly, take no.....2.....	Express unwillingness, but say yes
Hint indirectly.....1.....	Express hesitancy, say yes.
Don't ask, don't hint.....0.....	Do what other wants without being asked.

LOW INTENSITY: ACCEPT THE SITUATION AS IT IS

FACTORS TO CONSIDER

.....when ASKING for something or saying NO

Priorities

- ♥ OBJECTIVES: Very important?
Increase intensity of ASKING or saying NO
- ♥ RELATIONSHIP: Weak, tenuous, fragile, injured?
Consider reducing intensity of ASKING or saying NO
- ♥ SELF-RESPECT: On the line? Will it be damaged if I ask or say no?
Intensity of ASKING or saying NO should fit your values

Capability

- ♥ Is the other person able to give me what I want?
If YES, raise the intensity of ASKING
- ♥ Do I have what the other person wants?
If NO, raise the intensity of saying NO

Timeliness

- ♥ Is this a good time to ask? Is the other person in the mood to listen? Is this a time when the other person is likely to say yes to my request?
If YES, raise the intensity of ASKING
- ♥ Is this a bad time for me to say no? Should I hold off answering for a while?
If NO, raise the intensity of saying NO

Homework

- ♥ Have I done my homework? Do I know all the facts I need to know to support my request? Am I clear about what I want?
If YES, raise the intensity of ASKING
- ♥ Is the other person's request clear? Do I know what I am agreeing or committing to?
If NO, raise the intensity of saying NO

Authority

- ♥ Am I responsible for directing the person or telling the person what to do? Do I have authority over the person I'm asking to do something?
If YES, raise the intensity of ASKING
- ♥ Does the person have authority over me? (e.g. boss, teacher)? Is what the person asking within his/her authority?
If NO, raise the intensity of saying NO

Rights

- ♥ Is the person required by law or moral code to give me what I want?
If YES, raise the intensity of ASKING
- ♥ Am I required to give the person what he/she wants? Would saying no violate the other person's rights?
If NO, raise the intensity of saying NO

Relationship

- ♥ Is what I want appropriate to the current relationship?
If YES, raise the intensity of ASKING
- ♥ Is what the person asking for appropriate to our current relationship?
If NO, raise the intensity of saying NO

Reciprocity

- ♥ Have I done as much for this person as I am asking them to do for me?
If YES, raise the intensity of ASKING
- ♥ Do I owe the person a favor? Does he/she do a lot for me?
If NO, raise the intensity of saying NO

Long Term vs. Short Term

- ♥ Will being submissive (and not asking) get peace now but create problems in the long run?
If YES, raise the intensity of ASKING
- ♥ Is giving in to get short-term peace more important than the long-term welfare of the relationship? Will I eventually regret or resent saying no?
If NO, raise the intensity of saying NO

Respect

- ♥ Do I usually do things for myself? Am I careful to avoid acting helpless when I'm not?
If YES, raise the intensity of ASKING
- ♥ Will saying no make me feel bad about myself, even when I am thinking about it wisely?
If NO, raise the intensity of saying NO

IPE PRACTICE SHEET #9

INTENSITY AND FACTORS TO CONSIDER WHEN ASKING FOR SOMETHING OR SAYING NO

1. It's Friday afternoon and you have been looking forward to a relaxing evening all week. A friend calls and asks you to baby-sit her two children so she and her husband can go to a movie. You really don't want to, especially since you baby-sat for her earlier in the week. ***What factors would you consider in saying no, and how would you rate your intensity?
2. You bought a new lamp. When you got it home and plugged it in, it did not work (even after trying a new bulb and different outlet). ***What factors would you consider in returning the lamp, and how would you rate your intensity in asking for a refund?
3. When you accepted your current job, you were told that you would receive a raise after 90 days. It has now been 4 months and you still have not received the raise. ***What factors would you consider in asking for the raise, and how would you rate your intensity?
4. Your boss asks you to work late for the third time this week. You have not seen any of your co-workers working extra hours and you had planned to get some things done after work. ***What factors would you consider in saying no, and how would you rate your intensity?
5. Your best friend of 10 years frequently calls you late at night to talk about relationship problems with her spouse. You don't want to hurt her feelings, but you wish she would not call so late. ***What factors

would you consider in asking her to call earlier, and how would you rate your intensity?

6. You are home sick. Your roommate, who is not ill, asks you to cook dinner. ***What factors would you consider in saying no, and how would you rate your intensity?

7. A close family member borrowed your truck to transport some new furniture from the store to their house. The gas tank was full when you loaned the truck, but almost empty when it was returned. ***What factors would you consider in asking for your gas money, and how would you rate your intensity?

IPE PRACTICE SHEET #10

USING INTERPERSONAL EFFECTIVENESS SKILLS

Complete this sheet during or just after a situation that creates a problem for you such as on where: 1) your rights and wishes are not being respected, 2) you want someone to do or change something or give you something, 3) you want or need to say no or resist pressure to do something, 4) you want to get your position or point-of-view taken seriously, and 5) there is conflict with another person. Observe and describe non-judgmentally (be mindful!) in writing as close in time to the situation as possible.

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

MY WANTS AND DESIRES in this situation:

OBJECTIVES: What specific results do I want?

RELATIONSHIP: How do I want the other person to feel about me?

SELF-RESPECT: How do I want to feel about myself after the interaction?

WHAT I SAID OR DID in the situation (describe and check below).

DEARMAN (Getting what I want)

<input type="checkbox"/> Describe	<input type="checkbox"/> Mindful
<input type="checkbox"/> Express	<input type="checkbox"/> Broken Record <input type="checkbox"/> Ignored Attacks
<input type="checkbox"/> Assert	<input type="checkbox"/> Appeared Confident
<input type="checkbox"/> Reinforce/Reward	<input type="checkbox"/> Negotiated

GIVE (Keeping the relationship)

<input type="checkbox"/> Gentle	<input type="checkbox"/> Interested
<input type="checkbox"/> No threats	<input type="checkbox"/> Validated
<input type="checkbox"/> No attacks	<input type="checkbox"/> Easy Manner
<input type="checkbox"/> No judgments	

FAST (Keeping my respect for myself)

<input type="checkbox"/> Fair	<input type="checkbox"/> Stuck to values
<input type="checkbox"/> (no) Apologies	<input type="checkbox"/> Truthful

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Adapted from the work of Marsha Linehan
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FACTORS REDUCING MY EFFECTIVENESS in this situation.

LACK OF SKILL?

MYTHS AND WORRY THOUGHTS?

EMOTIONS INTERFERING?

AMBIVALENT PRIORITIES/INDECISION?

My Goals/Priorities in this situation: Rate 1, 2, or 3 (there may be ties!)

Do they create any problems or difficulties for you?

___OBJECTIVES ___RELATIONSHIP ___SELF-RESPECT

ENVIRONMENTAL FACTORS?

INTENSITY OF MY REQUEST/RESPONSE (0-6) ___ INTENSITY I WANTED (0-6) ___

ASK?

(if more YES's than NO's ASK)

- Y N Can person give me what I want?
- Y N Good time to ask?
- Y N Am I prepared?
- Y N Do I have authority over person?
- Y N Do I have a right to what I'm asking?
- Y N Is request appropriate to relationship?
- Y N Am I asking less than I give?
- Y N Is asking important to long term goals?
- Y N Am I acting competent?

___Sum of YES responses

SAY NO?

(if more NO's than YES's, say NO)

- Y N Do I have what person wants?
- Y N Is it a bad time for me to say no?
- Y N Is request clear?
- Y N Is person in authority over me?
- Y N Does saying no violate person's rights?
- Y N Is request appropriate?
- Y N Do I owe person?
- Y N Does no interfere w/long term goals?
- Y N Does wise mind say yes?

___Sum of No responses

HIGH INTENSITY: TRY TO CHANGE THE SITUATION

- Ask firmly, insist.....6.....Refuse firmly, don't give in.
- Ask firmly, resist no.....5.....Refuse firmly, resist giving in.
- Ask firmly, take no.....4.....Refuse firmly, but reconsider.
- Ask tentatively, take no.....3.....Express unwillingness.
- Hint openly, take no.....2.....Express unwillingness, but say yes
- Hint indirectly.....1.....Express hesitancy, say yes.
- Don't ask, don't hint.....0.....Doing without being asked.

LOW INTENSITY: ACCEPT THE SITUATION AS IT IS