



STOP Skill



S_{top}

Do not just react. Stop! Freeze! Do not move a muscle! Your emotions may try to make you act without thinking. Stay in control!

T_{ake a step back}

Take a step back from the situation. Take a break. Let go. Take a deep breath. Do not let your feelings make you act impulsively.

O_{bserve}

Notice what is going on inside and outside you. What is the situation? What are your thoughts and feelings? What are others saying or doing?

P_{roceed mindfully}

Act with awareness. In deciding what to do, consider your thoughts and feelings, the situation, and other people's thoughts and feelings. Think about your goals. Ask Wise Mind: Which actions will make it better or worse?

Note. Adapted from an unpublished worksheet by Francheska Perepletchikova and Seth Axelrod, with their permission.

DISTRESS TOLERANCE HANDOUT 7



(Distress Tolerance Worksheets 5–5b)

Distracting

A way to remember these skills is the phrase “**Wise Mind ACCEPTS.**”

With Activities:

- | | |
|--|--|
| <input type="checkbox"/> Focus attention on a task you need to get done. | <input type="checkbox"/> Go out for a meal or eat a favorite food. |
| <input type="checkbox"/> Rent movies; watch TV. | <input type="checkbox"/> Call or go out with a friend. |
| <input type="checkbox"/> Clean a room in your house. | <input type="checkbox"/> Listen to your iPod; download music. |
| <input type="checkbox"/> Find an event to go to. | <input type="checkbox"/> Build something. |
| <input type="checkbox"/> Play computer games. | <input type="checkbox"/> Spend time with your children. |
| <input type="checkbox"/> Go walking. Exercise. | <input type="checkbox"/> Play cards. |
| <input type="checkbox"/> Surf the Internet. Write e-mails. | <input type="checkbox"/> Read magazines, books, comics. |
| <input type="checkbox"/> Play sports. | <input type="checkbox"/> Do crossword puzzles or Sudoku. |
| | <input type="checkbox"/> Other: _____ |

With Contributing:

- | | |
|---|---|
| <input type="checkbox"/> Find volunteer work to do. | <input type="checkbox"/> Call or send an instant message encouraging someone or just saying hi. |
| <input type="checkbox"/> Help a friend or family member. | <input type="checkbox"/> Make something nice for someone else. |
| <input type="checkbox"/> Surprise someone with something nice (a card, a favor, a hug). | <input type="checkbox"/> Do something thoughtful. |
| <input type="checkbox"/> Give away things you don't need. | <input type="checkbox"/> Other: _____ |

With Comparisons:

- | | |
|---|---|
| <input type="checkbox"/> Compare how you are feeling now to a time when you felt different. | <input type="checkbox"/> Compare yourself to those less fortunate. |
| <input type="checkbox"/> Think about people coping the same as you or less well than you. | <input type="checkbox"/> Watch reality shows about others' troubles; read about disasters, others' suffering. |
| | <input type="checkbox"/> Other: _____ |

With different Emotions:

- | | |
|--|---|
| <input type="checkbox"/> Read emotional books or stories, old letters. | <i>Ideas:</i> Scary movies, joke books, comedies, funny records, religious music, soothing music or music that fires you up, going to a store and reading funny greeting cards. |
| <input type="checkbox"/> Watch emotional TV shows; go to emotional movies. | |
| <input type="checkbox"/> Listen to emotional music. (Be sure the event creates different emotions.) | |
| | <input type="checkbox"/> Other: _____ |

With Pushing away:

- | | |
|--|--|
| <input type="checkbox"/> Push the situation away by leaving it for a while. | <input type="checkbox"/> Notice ruminating: Yell “No!” |
| <input type="checkbox"/> Leave the situation mentally. | <input type="checkbox"/> Refuse to think about the painful situations. |
| <input type="checkbox"/> Build an imaginary wall between yourself and the situation. | <input type="checkbox"/> Put the pain on a shelf. Box it up and put it away for a while. |
| <input type="checkbox"/> Block thoughts and images from your mind. | <input type="checkbox"/> Deny the problem for the moment. |
| | <input type="checkbox"/> Other: _____ |

With other Thoughts:

- | | |
|---|--|
| <input type="checkbox"/> Count to 10; count colors in a painting or poster or out the window; count anything. | <input type="checkbox"/> Work puzzles. |
| <input type="checkbox"/> Repeat words to a song in your mind. | <input type="checkbox"/> Watch TV or read. |
| | <input type="checkbox"/> Other: _____ |

With other Sensations:

- | | |
|---|--|
| <input type="checkbox"/> Squeeze a rubber ball very hard. | <input type="checkbox"/> Go out in the rain or snow. |
| <input type="checkbox"/> Listen to very loud music. | <input type="checkbox"/> Take a hot or cold shower. |
| <input type="checkbox"/> Hold ice in your hand or mouth. | <input type="checkbox"/> Other: _____ |

DISTRESS TOLERANCE WORKSHEET 2

(Distress Tolerance Handout 4)

Practicing the STOP Skill

Due Date: _____ Name: _____ Week Starting: _____

Describe two crisis situations that happened to you. Then describe your use of the STOP skill.

CRISIS EVENT 1: Rate level of distress (0–100) Before: _____ After: _____

Prompting event for my distress (who, what, when, where): What triggered the state of crisis?

Behavior you are trying to stop: _____

- Stop**
- Take a step back**
- Observe**
- Proceed mindfully**

At left, check the steps you used, and describe what you did here:

Describe the outcome of using skills:

Circle a number to indicate how effective the skill was in helping you tolerate the distress and cope with the situation (keeping you from doing something to make the situation worse). Use the following scale:

*I still couldn't stand
the situation, even
for one more minute.*

1

2

*I was able to cope somewhat,
at least for a little while.
It helped somewhat.*

3

4

*I could use skills,
tolerated distress, and
resisted problem urges.*

5

CRISIS EVENT 2: Rate level of distress (0–100) Before: _____ After: _____

Prompting event for my distress (who, what, when, where): What triggered the state of crisis?

Behavior you are trying to stop: _____

- Stop**
- Take a step back**
- Observe**
- Proceed mindfully**

At left, check the steps you used, and describe what you did here:

Describe the outcome of using the skills:

Circle effectiveness of the skill:

*I still couldn't stand
the situation, even
for one more minute.*

1

2

*I was able to cope somewhat,
at least for a little while.
It helped somewhat.*

3

4

*I could use skills,
tolerated distress, and
resisted problem urges.*

5

DISTRESS TOLERANCE WORKSHEET 5

(Distress Tolerance Handout 7)

Distracting with Wise Mind ACCEPTS

Due Date: _____ Name: _____ Week Starting: _____

Describe two crisis situations that happened to you. Then describe your use of the ACCEPTS skills.

CRISIS EVENT 1: Rate level of distress (0–100) Before: _____ After: _____

Prompting event for my distress (who, what, when, where): What triggered the state of crisis?

- A**ctivities
- C**ontributions
- C**omparisons
- E**motions
- P**ushing away
- T**houghts
- S**ensations

At left, check the skills you used, and describe here:

Describe the outcome of using skills:

Circle a number to indicate how effective the skills were in helping you tolerate the distress and cope with the situation (keeping you from doing something to make the situation worse). Use the following scale:

*I still couldn't stand
the situation, even
for one more minute.*

1

2

*I was able to cope somewhat,
at least for a little while.
It helped somewhat.*

3

4

*I could use skills,
tolerated distress, and
resisted problem urges.*

5

CRISIS EVENT 2: Rate level of distress (0–100) Before: _____ After: _____

Prompting event for my distress (who, what, when, where): What triggered the state of crisis?

- A**ctivities
- C**ontributions
- C**omparisons
- E**motions
- P**ushing away
- T**houghts
- S**ensations

At left, check the skills you used, and describe here:

Describe the outcome of using skills:

Circle effectiveness of skills:

*I still couldn't stand
the situation, even
for one more minute.*

1

2

*I was able to cope somewhat,
at least for a little while.
It helped somewhat.*

3

4

*I could use skills,
tolerated distress, and
resisted problem urges.*

5