Mindful Eating from the Dialectical Perspective

**Handout 2.1  Pros and Cons of Mindful Eating**

<table>
<thead>
<tr>
<th>Mindless Eating</th>
<th>Short-term</th>
<th>Long-term</th>
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<tbody>
<tr>
<td>Pros</td>
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<td>Cons</td>
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<tr>
<th>Mindful Eating</th>
<th>Short-term</th>
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<td>Pros</td>
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<td>Cons</td>
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</table>
Handout 2.2 Diary Card and Instructions

**Diary Card**

<table>
<thead>
<tr>
<th>Name</th>
<th>How often did you fill out this diary card?</th>
<th>Daily</th>
<th>4–6x</th>
<th>2–3x</th>
<th>Once</th>
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<thead>
<tr>
<th>Day and date</th>
<th>Restriction</th>
<th>Binge eating</th>
<th>Urge to purge</th>
<th>Self-induced vomiting</th>
<th>Laxatives</th>
<th>Diuretics</th>
<th>Fasting</th>
<th>Exercise</th>
<th>Mindless eating</th>
<th>Apparently irrelevant behavior</th>
<th>Capulating</th>
<th>Food craving</th>
<th>Food preoccupation</th>
<th>Anger</th>
<th>Sadness</th>
<th>Shame</th>
<th>Pride</th>
<th>Happiness</th>
<th>Joy</th>
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</table>

**Urge to quit therapy (0–5): Before group session:____ After group session: ____**

2 Describe exercise: 

1 Describe apparently irrelevant behavior:

Notes—Mon: 

Notes—Tues: 

Notes—Wed: 

Notes—Thurs: 

Notes—Fri: 

Notes—Sat: 

Notes—Sun: 

Notes—Mon: 

Notes—Tues: 

Notes—Wed: 

Notes—Thurs: 

Notes—Fri: 

Notes—Sat:
Notes—Sun:
How often did you fill this side out? ___ Daily   ___ 4–6×   ___ 2–3×   ___ Once

**DBT Skills Used**

<table>
<thead>
<tr>
<th></th>
<th>0) Not thought about or used</th>
<th>1) Thought about, not used, didn’t want to</th>
<th>2) Thought about, not used, wanted to</th>
<th>3) Tried, but could not use them</th>
<th>4) Tried, could use them, but did not help</th>
<th>5) Tried, could use them, helped</th>
<th>6) Didn’t try, used them, didn’t help</th>
<th>7) Didn’t try, used them, helped</th>
</tr>
</thead>
<tbody>
<tr>
<td>Core Mindfulness</td>
<td>Accurately</td>
<td>Observing</td>
<td>Reporting</td>
<td>Participating</td>
<td>Reflecting</td>
<td>Evaluating</td>
<td>Making Choices</td>
<td>Applying mindfulness</td>
</tr>
<tr>
<td>Emotion Regulation</td>
<td>Accumulating Positive Experience in the short term: Doing pleasurable things that you can do now.</td>
<td>Accumulating Positive Experiences in the long term: Making choices that match morals and values.</td>
<td>Building Mastery: Trying to do one hard or challenging thing a day to make yourself feel confident and in control.</td>
<td>Coping Ahead: Rehearsing a plan ahead of time so you are more prepared to cope skillfully with emotional situations.</td>
<td>PLEASE: Reducing vulnerability to Emotion Mind: Treating Physical Illness, Balancing Eating, Avoiding drugs and alcohol, Balancing Sleep, Balancing Exercise.</td>
<td>Opposite to Emotion Action: Changing emotions by acting in the opposite way, e.g., approaching rather than avoiding.</td>
<td>Pros and cons: Thinking about the +/- aspects of tolerating the distress and the +/- aspects of not tolerating the distress.</td>
<td>Distract with ACCEPTS: Activities, Contributing, Comparisons, Opposite Emotion, Pushing away, Other Thoughts, Strong Sensations.</td>
</tr>
<tr>
<td>Distress Tolerance</td>
<td>Self-Soothe with the five senses: Enjoying sights, sounds, smells, tastes and touch. Being mindful of soothing sensations.</td>
<td>IMPROVE the moment: Imagery, Meaning, Prayer, Relaxation, One Thing in the Moment, Vacation and Encouragement.</td>
<td>Diaphragmatic breathing: Belly breathing, recommended pace of six breaths/minute.</td>
<td>Half-Smile: If you cannot change your feelings, change your face.</td>
<td>Alternate Rebellion: Acting in ways that feel rebellious but have no potential negative consequences.</td>
<td>Radical Acceptance: Choosing to recognize and accept reality for freedom from suffering (not approval) from deep within.</td>
<td>Turning the Mind: Choosing over and over again to accept even though Emotion Mind wants to reject reality.</td>
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<tr>
<td><strong>Willingness:</strong></td>
<td>Choosing to do what is needed in each situation.</td>
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<td><strong>Burning bridges:</strong></td>
<td>Letting go of options for turning back.</td>
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| Skill use level |   |   |   |
Instructions for Completing Your Diary Card

Completing your diary card on a daily basis is an essential component of treatment. *Mindful* completion of the diary card (i.e., paying attention *without* judging) increases awareness of what is going on for you. Therefore, completing the diary card is a skillful behavior. You will derive the greatest benefit if you complete the diary card on a daily basis. We suggest you complete it at the end of each day or the beginning of the day for the previous day, but if another time is more convenient for you, that is fine. Here is how you complete the card:

**How often did you fill out this diary card?:** Place a check mark to indicate how frequently you filled in the diary card during the past week.

**Day and date:** Write in the calendar date (month/day/year) under each day of the week.

**Urge to restrict:** 0 = no urge; 5 = the most intense. Please rate the most intense of the day.

**Restriction:** Write the number of times you restricted each day. Restriction is dieting or otherwise limiting your food intake based on categorizations of food and/or food’s nutritional content, e.g., fat, calories, carbohydrates, when consumption would otherwise be appropriate. This is not the same as choosing foods based on taste preference, values, cost, or balanced eating. This is also not refraining from overeating or binge eating. Rather, this is refraining from balanced eating and/or denying certain foods because of judgments about them and/or the consequences of eating them.

**Urge to binge eat:** 0 = no urge; 5 = the most intense. Please rate the most intense of the day.

**Binge eating:** Write the number of times you binged each day. A binge refers to eating an objectively large amount of food with a feeling of loss of control (i.e., feeling you cannot stop). Record the food consumed during each binge on a **Binge Record Sheet**.

**Urge to purge:** 0 = no urge; 5 = the most intense. Please rate the most intense of the day.

**Self-induced vomiting (SIV):** Write the number of times you made yourself throw up to purge each day.

**Laxatives:** Write the number of times you used laxatives to purge each day and the number of laxatives you took each time. For example, if you took laxatives three times in one day and took two pills the first time, three the second, and four the third, record this as 3/2, 3, 4.

**Diuretics:** Write the number of times you used diuretics to purge each day and the number of diuretics you took each time. For example, if you took diuretics three times in one day and took two pills the first time, three the second, and four the third, record this as 3/2, 3, 4.

**Exercise:** Write how long you exercised each day and what you did.
Fasting: Write how long you fasted to purge each day. Fasting is skipping a meal or going for an extended period of time (e.g., eight waking hours) without eating for the purpose of influencing your weight or shape or counteracting the effects of eating.

Mindless eating: Write the number of mindless eating episodes that you had each day. Mindless eating is eating while not paying attention to what you are eating. A typical example of mindless eating would be sitting in front of the TV and eating a bag of microwave popcorn without any awareness of the eating (i.e. somehow, the popcorn was gone and you were only vaguely aware of having eaten it). If you count an eating episode as a binge, do not count it again as mindless eating and vice versa.

Apparently irrelevant behaviors (AIB): Circle either “yes” or “no” depending on whether you did or did not have any AIBs that day. If you did, briefly describe the AIB in the place provided or on another sheet of paper. An AIB refers to behaviors that, upon first glance, do not seem relevant to eating disordered behavior but which actually are important in the behavior chain leading to these behaviors. You may convince yourself that the behavior does not matter or really will not affect your goal to stop eating disordered behavior when, in fact, the behavior matters a great deal. A typical AIB might be buying several boxes of your favorite Girl Scout cookies because you wanted to help out a neighbor’s daughter (when you could buy the cookies and donate them to the neighbor).

Capitulating: 0 = no urge; 5 = the most intense. Please rate the most intense of the day. The key characteristics to consider when making your rating are intensity (strength of the capitulating) and duration (how long it lasted). Capitulating refers to giving up on your goals to stop binge eating and to skillfully cope with emotions. Instead, you capitulate or surrender to binge eating, acting as if there is no other option or way to cope than with food.

Food craving: 0=no urge; 5= the most intense. Please rate the most intense of the day. Food craving refers to an intense desire for a particular food or taste. The experience often involves sensations such as your mouth watering for the taste of chocolate. For example, you may desire a particular ice cream so much that other sweets do not seem capable of quenching the desire.

Food preoccupation: 0 = no urge; 5 = the most intense. Please rate the most intense of the day. Food preoccupation refers to your thoughts or attention being absorbed or focused on food. For example, your thoughts of a dinner party and the presence of your favorite foods may absorb your attention so much that you have trouble concentrating at work.

Emotion columns: 0 = no urge; 5 = the most intense. Please rate the most intense of the day.

Urge to quit therapy: 0 = no urge; 5 = the most intense. Please indicate your urge to quit therapy each week before and after your individual or group session or if you are completing this program from a self-guided approach, before and after your weekly review time. It is best to make both of these ratings as soon as possible following that day’s session or review time.
Guide to the Diary Card Emotion Categories

### Anger Words
- anger
- aggravation
- agitation
- annoyance
- bitterness
- contempt
- cruelty
- destructiveness
- anger
- disgust
- dislike
- envy
- exasperation
- ferocity
- frustration
- fury
- grouchiness
- grumpiness
- hate
- hostility
- irritation
- jealousy
- loathing
- mean-spiritedness
- outraged
- rage
- resentment
- revulsion
- scorn
- spite
- torment
- vengefulness

### Sadness Words
- sadness
- aggravation
- agitation
- annoyance
- bitterness
- contempt
- cruelty
- destructiveness
- sadness
- despair
- disappointment
- discontentment
- dismay
- displeasure
- distraught
- gloom
- glumness
- grief
- homesickness
- hopelessness
- hurt
- insecurity
- isolation
- loneliness
- melting
- misery
- neglect
- pity
- rejection
- sorrow
- suffering
- unhappiness
- woe

### Fear Words
- fear
- apprehension
- anxiety
- distress
- jumpiness
- edginess
- fright
- horror
- hysteria
- jumpiness
- nervousness
- overwhelmed
- panic
- shock
- tenseness
- terror
- uneasiness
- worry

### Shame Words
- shame
- contrition
- culpability
- discomposure
- embarrassment
- guilt
- humiliation
- insult
- invalidation
- mortification
- regret
- remorse

### Joy Words
- joy
- amusement
- bliss
- cheerfulness
- contentment
- delight
- eagerness
- ecstasy
- elation
- enjoyment
- enthralment
- enthusiasm
- euphoria
- excitement
- exhilaration
- gaiety
- gladness
- glee
- happiness
- hope
- jolliness
- joviality
- jubilation
- optimism
- pleasure
- pride
- rapture
- relief
- satisfaction
- thrill
- triumph
- zaniness
- zeal
- zest
Handout 2.3  Plan for Diary Card Completion

I will complete my diary card at this time daily: ____________________________________________

I will keep my diary card in this location: ________________________________________________

If I am participating in this program through sessions with a professional, I will follow these steps to ensure that I bring my diary card to session: _______________________________________

__________________________________________________________________________________

__________________________________________________________________________________

__________________________________________________________________________________

If I am completing this program from a self-guided approach, I will check in with myself at this time each week, holding myself accountable for completing the previous week’s diary card at that time if I have not already done so: _____________________________________________

I anticipate these barriers to completing my diary card and will address them in the following ways: ________________________________________________________________

__________________________________________________________________________________

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If I am participating in this program through sessions with a professional, I anticipate these barriers to bringing my diary card to session and will address them in the following ways: __________

__________________________________________________________________________________

__________________________________________________________________________________
If I am completing this program from a self-guided approach, I anticipate these barriers to holding myself accountable weekly to diary card completion and will address them in the following ways:
Binge Record Sheet

Name: __________________________

Date: ____/_____/______

Time: from ________ a.m./p.m. (circle) to ________ a.m./p.m. (circle)

Total number of minutes: ______________

Food consumed:
Be specific! Include brand or restaurant name and quantity. Also include any liquid drank.
(E.g., pint of Ben and Jerry’s Chunky Monkey ice cream; ½ homemade butterscotch pie; box of White Cheddar Cheez-Its; 8 ounces. Kraft mild cheddar cheese; sleeve of Ritz crackers; ½ liter Diet Coke.)

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Handout 2.5 Plan for Binge Record Sheet Completion
I will complete my Binge Record Sheets at this time daily: _______________________________

I will keep my Binge Record Sheet copies in this location: _______________________________

If I am participating in this program through sessions with a professional, I will follow these steps to ensure that I bring my Binge Record Sheets to session: _______________________________

____________________________________________________________________________

____________________________________________________________________________

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____________________________________________________________________________

____________________________________________________________________________

If I am completing this program from a self-guided approach, I will check in with myself at this time each week, holding myself accountable for completing the previous week’s Binge Record Sheets at that time if I have not already done so: _______________________________

I anticipate these barriers to completing my Binge Record Sheets and will address them in the following ways: _______________________________

____________________________________________________________________________

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____________________________________________________________________________

If I am participating in this program through sessions with a professional, I anticipate these barriers to bringing my Binge Record Sheets to session and will address them in the following ways: _______________________________

____________________________________________________________________________
If I am completing this program from a self-guided approach, I anticipate these barriers to holding myself accountable weekly to Binge Record Sheet completion and will address them in the following ways:
Handout 2.6 Plan for Completion of Skills Assignments

I will complete my skills assignments at this time daily: _________________________________

I will keep my book and skills assignments in this location: ________________________

If I am participating in this program through sessions with a professional, I will follow these
steps to ensure that I bring my skills assignments to session: ____________________________

______________________________________________________________________________

______________________________________________________________________________

______________________________________________________________________________

If I am completing this program from a self-guided approach, I will check in with myself at this
time each week, holding myself accountable for completing skills assignments at that time if I
have not already done so: __________________

I anticipate these barriers to completing my skills assignments and will address them in the
following ways: _________________________________________________________________

______________________________________________________________________________

______________________________________________________________________________

______________________________________________________________________________

If I am participating in this program through sessions with a professional, I anticipate these
barriers to bringing my skills assignments to session and will address them in the following
ways: _____________________________________________

______________________________________________________________________________
If I am completing this program from a self-guided approach, I anticipate these barriers to holding myself accountable weekly to skills assignment completion and will address them in the following ways:
Handout 2.7 Behavior Chain and Solution Analysis Worksheets: Instructions

Behavior Chain Analysis of Problem Behavior: Page 1

What Exactly Is the Problem Behavior That I Am Analyzing?
Identify the specific problem behavior, e.g., restricting, binge eating, purging, mindless eating, missing a group session, not calling for coaching and then acting on an urge, not doing homework, not fully completing the diary card.

What Things in Myself and My Environment Made Me Vulnerable?
Start day: ________________________
Describe vulnerability factors happening before the prompting event. What factors or events made you more vulnerable to a problematic chain? Describe:
1. Factors in you, e.g., physical illness, hunger, sleep deprivation, emotions (anger, fear, etc.), behaviors (inactivity, procrastination, etc.).
2. Factors in the environment, e.g., tempting foods, increased demands at home or work.

What Prompting Event Started Me on the Chain to My Problem Behavior?
Start day: ________________________
Describe in detail the specific prompting event that started the chain reaction, even if it does not seem like that the event “caused” the problem behavior. What happened first or started the problem behavior? Describe:
1. Factors in you: What you were doing, thinking, imagining, and feeling.
2. Factors in the environment: Exactly what was happening.
Use this sheet to fill in, step by step, what happened. Include what you were feeling (emotions and bodily sensations) and thinking, along with what happened. Include enough detail that someone could recreate the experience precisely as if from a script. First, fill in the chain of experience on the left side of the paper, then continue onto the next page. Then, when you are completing your solution analysis, go back and look at each link in the chain and generate any skillful alternatives that may have been helpful to result in a more effective outcome, not leading to eating disordered behavior.

The bubbles on the edge with number signs are meant to simply be a visual for each link in the chain. Most chains will require multiple copies of this middle sheet, so do not be shy! Use as many sheets as you need to adequately capture the details of the event. Remember, we want to be able to recreate what happened just by reading these papers. Also, the more information you include, the more you will generate insight and opportunities for other skillful alternatives.

1. Imagine that your problem behavior is chained to the prompting event.

2. Write out all the links in the chain between the prompting events and the problem behavior. Detail each and every link, using as many sheets as needed. Be very specific—as if you were writing a script for a play or a chapter in a novel.

3. Describe the links in the sequence they occurred. Notice what came first—the sensation, the feeling, or the thought? Then what thought, feeling, action, sensation, or event followed? Then what followed that, etc., etc.?

4. After completing your behavior chain analysis (when you have reached the occurrence of the problem behavior and then completed the box entitled “What were the consequences of my behavior?” on the last page), in your solution analysis, describe in detail what you could have done differently at each link in the chain of events to avoid the problem behavior. Describe the specific skills you could have used to replace the links and avoid the problem behavior.
### Behavior Chain Analysis of Problem Behavior: Last Page

Day: _________________________  Date filled out: ____________________

<table>
<thead>
<tr>
<th><strong>What Were the Consequences of My Behavior?</strong></th>
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<tbody>
<tr>
<td>1. Describe the consequences of the problem behavior.</td>
</tr>
<tr>
<td>2. Specifically, describe the consequences that reinforce the problem behavior, i.e., that make it more likely to happen again, e.g., temporary decreases in emotional intensity, increased sense of power over others.</td>
</tr>
<tr>
<td>3. Describe the consequences:</td>
</tr>
<tr>
<td>a. <strong>In you</strong>: how you felt, what you thought, what you did.</td>
</tr>
<tr>
<td>b. <strong>In the environment</strong>: effects on the environment and others’ reactions.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Ways to Reduce My Vulnerability in the Future</strong></th>
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<tbody>
<tr>
<td>Describe in detail ways you can prevent the chain of events from starting by reducing your vulnerability to the chain, e.g., improving sleep habits, not purchasing large quantities of tempting foods, balancing work with relaxation.</td>
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<table>
<thead>
<tr>
<th><strong>Ways to Prevent the Precipitating Event from Happening Again</strong></th>
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<tbody>
<tr>
<td>Describe in detail things you can do to prevent the prompting event from happening again, e.g., make an agreement with your partner/boyfriend/girlfriend/spouse/roommate to take a time out before an argument escalates and then follow through on the agreement.</td>
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<tr>
<th><strong>Plans to Repair, Correct, and Over-Correct Harm Caused</strong></th>
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<tbody>
<tr>
<td>Describe in detail what you will do to repair what you have damaged with the problem behavior. What will you do to correct, for example, the blow to your self-confidence, or the interference in relationships, that the problem behavior caused? Be sure to use your Wise Mind here!</td>
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<tr>
<th><strong>Reflections to Share</strong></th>
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<tbody>
<tr>
<td>Spend some time observing your thoughts and feelings about this chain of events and problem behavior. Write down those thoughts and feelings that you want to share in group.</td>
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</tbody>
</table>
Handout 2.8 Behavior Chain and Solution Analysis Worksheets: Blank

Behavior Chain Analysis of Problem Behavior: Page 1

What Exactly is the Problem Behavior That I Am Analyzing?

What Things in Myself and My Environment Made Me Vulnerable?
Start day: _____________________________

What Prompting Event Started Me on the Chain to My Problem Behavior?
Start day: _____________________________
Behavior Chain Analysis of Problem Behavior: Page ___

<table>
<thead>
<tr>
<th>Actual (Not Skillful?)</th>
<th>Skillful Alternatives</th>
</tr>
</thead>
<tbody>
<tr>
<td>#</td>
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<td></td>
</tr>
</tbody>
</table>
Behavior Chain Analysis of Problem Behavior: Last Page

Day: ______________________  Date filled out: _____________________

What Were the Consequences of My Behavior?

Ways to Reduce My Vulnerability in the Future

Ways to Prevent the Precipitating Event from Happening Again

Plans to Repair, Correct, and Overcorrect Harm Caused

Reflections to Share
Handout 2.9 Behavior Chain and Solution Analysis Worksheets: Example with Problem Behavior.

Behavior Chain Analysis of Problem Behavior: Page 1

What Exactly Is the Problem Behavior That I Am Analyzing?

Binge Eating

What Things in Myself and My Environment Made Me Vulnerable?

Start day: ___Saturday______________________________

Stressful week
Up late night before, so tired, 7 hours of sleep instead of 8
2 glasses of wine night before
Need to get groceries, so not many balanced choices in the house
No exercise since Thursday

What Prompting Event Started Me on the Chain to My Problem Behavior?

Start day: __Saturday, evening____________________

Home alone, trying to work, memory thoughts of ex-.
<table>
<thead>
<tr>
<th>#</th>
<th>Actual (Not Skillful?)</th>
<th>Skillful Alternatives</th>
</tr>
</thead>
<tbody>
<tr>
<td># 1</td>
<td>Opened refrigerator, looking for something to eat; hunger, 2/5, sadness 3/5, heavy muscles 2/5</td>
<td>Mindfulness of emotion⇒ reach out to friend</td>
</tr>
<tr>
<td># 2</td>
<td>Saw shelves bare, just fruit in bin; tortillas in drawer, condiments, salad dressings, and beverages in the door; sighed; thought “When am I going to go to the store? I don’t have time.” hunger 4/5, bitter, 4/5, heavy muscles, 3/5</td>
<td>Mindfulness of thought, labeling thought “I don’t have time” as a thought; evaluate evidence for and against Self-validation Self-soothing by self-massage of sore muscles</td>
</tr>
<tr>
<td># 3</td>
<td>Opened freezer; saw frozen meat, vegetables, bread, cheese, and desserts—container of cake, two batches of cookies, and ice cream; sighed; sadness 3/5, heavy muscles, 3/5, thought of ex-out at a bar with other women, hunger 4/5</td>
<td>Mindfulness of emotion⇒ reach out to friend Self-soothing by self-massage of sore muscles</td>
</tr>
<tr>
<td># 4</td>
<td>Pushed away thought; opened cupboard; saw crackers, pasta, and old box of Valentine’s candy; thoughts of ex-giving candy, sadness and anger 4.5/5, shoulder muscles tightened, 4/5, jaw tightened 4/5, hot, 3/5</td>
<td>Mindfulness of thought, labeling as thought Self-validation Opposite to Emotion Action to walk away from cupboard; express anger effectively, play piano angrily</td>
</tr>
<tr>
<td># 5</td>
<td>Capitulated, 5/5; grabbed candy; crying; started eating the candy; sadness and anger 5/5, shaking</td>
<td>Self-validation; Opposite to Emotion Action</td>
</tr>
<tr>
<td># 6</td>
<td>Ate entire box of candy, then sleeve of Ritz crackers, crying, numb 3/5, no thoughts</td>
<td>Throw away the candy!! Opposite to Emotion Action</td>
</tr>
</tbody>
</table>
Behavior Chain Analysis of Problem Behavior: Last Page

Day filled out: __Sunday_____________________

What Were the Consequences of My Behavior?

Felt disgusted with myself; 4/5;
told myself “It's no wonder your ex- left.”;
felt fat; 4/5;
urge to overexercise; 4/5;
urge to go to bed and stay in bed all day the next day; 4/5

Ways to Reduce My Vulnerability in the Future

Address stress more with ABC PLEASE, in particular:
(1) Yoga, also for Self-Soothing and finding Wise Mind; Cope Ahead by finding
class schedules and special events of interest; find a night option for after work;
(2) Get back into music more (3) Be more mindful of drinking while still
vulnerable from the break-up, limit as needed; (4) Cool room at night with fan;
(5) Purchase groceries more in advance for more balanced options.

Ways to Prevent the Precipitating Event from Happening Again

Make plans with friends so not home alone on Saturday nights or treat self to
a more enjoyable night, e.g., go shopping, go to the movies, get a massage—work
can wait and you will probably be more productive at another time anyway,
especially if you permit yourself ample self-care.

Plans to Repair, Correct, and Overcorrect Harm Caused

Radical Acceptance for self-forgiveness; this solution analysis!

Reflections to Share

I need to continue to work on finding more balance and radically accepting
that at least for right now, while I am recovering from this break-up, I may need
to take more time away from work and that is not necessarily ineffective
avoidance.
Handout 2.10 Behavior Chain and Solution Analysis Worksheets: Example of Therapy-Interfering Behavior.

**Behavior Chain Analysis of Problem Behavior: Page 1**

**What Exactly Is the Problem Behavior That I Am Analyzing?**

*Not completing my diary card yesterday*

**What Things in Myself and My Environment Made Me Vulnerable?**

**Start day:** __Yesterday, Monday________

*Didn’t sleep well, got about 6 hours of sleep*

*Did not go on morning run because trying to get more sleep, snoozing alarm*

**What Prompting Event Started Me on the Chain to My Problem Behavior?**

**Start day:** __Sunday________________________

*Stayed up late, replaying weekend in my head, regretting actions*
Behavior Chain Analysis of Problem Behavior: Page 2

Actual (Not Skillful?)  

<table>
<thead>
<tr>
<th>#</th>
<th>Thoughts: “I’m so stupid. Why did I do that?”, shame 4/5, muscles tense 3/5</th>
<th>Skillful Alternatives</th>
</tr>
</thead>
<tbody>
<tr>
<td># 1</td>
<td>Nonjudgmental Stance!; Radical Acceptance</td>
<td></td>
</tr>
<tr>
<td># 2</td>
<td>Try to just notice the thoughts and let them go, shame 3/5, muscles tense 3/5</td>
<td>Journal to describe more effectively</td>
</tr>
<tr>
<td># 3</td>
<td>Watch a movie, thoughts of the weekend, shame 1/5, muscles tense 3/5</td>
<td>Read instead so no stimulating screen</td>
</tr>
<tr>
<td># 4</td>
<td>1 a.m., movie ends, shame 1/5, muscles tired, 3/5, thought, “I need to try to get at least 6 hours of sleep. It’s going to be a long day tomorrow,” set alarm for an hour later than usual, 7 a.m., turned off light</td>
<td>Nonjudgmental Stance; Radical Acceptance</td>
</tr>
<tr>
<td># 5</td>
<td>Alarm goes off, 7 a.m., think “I do not want to get up,” hit snooze, feeling of dread, 1/5, heavy muscles, 3/5</td>
<td>Mindful noticing thought and letting it go</td>
</tr>
<tr>
<td># 6</td>
<td>Snoozed alarm goes off, 7:10 a.m., think “I do not want to get up,” hit snooze, feeling of dread, 1/5, heavy muscles, 3/5</td>
<td>Mindful noticing thought and letting it go</td>
</tr>
<tr>
<td># 7</td>
<td>Snoozed alarm goes off, 7:20 a.m., think “I do not want to get up, but I have to,” used Opposite to Emotion Action to turn off a alarm and get out of bed, feeling of dread, 1/5, heavy muscles, 2/5</td>
<td><strong>Repeat Opposite to Emotion Action!</strong></td>
</tr>
</tbody>
</table>
**Behavior Chain Analysis of Problem Behavior: Page 3**

<table>
<thead>
<tr>
<th># 8</th>
<th>Go to the bathroom, feeling of dread, 1/5, tired, 3/5, heavy muscles, 2/5</th>
<th>Cheerleading, maybe with music especially!</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>Actual (Not Skillful?)</strong></td>
<td><strong>Skillful Alternatives</strong></td>
</tr>
<tr>
<td># 9</td>
<td>Wash my hands; look in the mirror, checking thighs, think “Ugh, you are getting so flabby,” disgust, 1/5, tense shoulders, 3/5</td>
<td>Mindful noticing thought and letting it go</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Comparisons</td>
</tr>
<tr>
<td># 10</td>
<td>Look at the time, 7:25 a.m., debate if I have time to run, anxiety, 3/5, tense shoulders 3/5</td>
<td>Pros and cons</td>
</tr>
<tr>
<td># 11</td>
<td>Decide I don’t have time to run and I need to get in the shower, anxiety, 3/5, disappointment, 3/5, tense shoulders, 3/5</td>
<td>Radical Acceptance</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Comparisons; reminding myself that I ran 2 days ago and for a while I wasn’t running at</td>
</tr>
<tr>
<td># 12</td>
<td>Go to the kitchen; make coffee; choose my favorite kind; hold mug; take first sip; feeling grateful, 3/5, tense shoulders 2/5</td>
<td><strong>Do this again—Self-Soothing and mindfulness</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Maybe also self-soothe by rubbing shoulders</td>
</tr>
<tr>
<td># 13</td>
<td>Look at the time, 7:35 a.m., think “Oh, shoot, I don’t have time to eat breakfast. I’m going to have to eat a granola bar in the car,” anxiety 3/5, frustration 3/5, tense shoulders, 3/5</td>
<td>Radical Acceptance</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Effectiveness</td>
</tr>
<tr>
<td># 14</td>
<td>Undress quickly for the shower, notice naked body, think, “Ugh, I’m so fat,” disgust, 2/5, try to notice the thought and let it go and get into the</td>
<td>Mindful noticing thought and letting it go</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Behavior Chain Analysis of Problem Behavior: Page _4_

**Actual (Not Skillful?)**

**Skillful Alternatives**

15. In the shower, try to focus on the water, bath wash, shampoo, and conditioner One-Mindfully. Disgust 1/5, sadness 1/5, anxiety 2/5, tired 2/5, heavy muscles, 2/5.

   **Do this again—One-Mindfully!**
   
   Mindful noticing emotion and letting it go.

16. Get out of the shower, see flabby legs, try to just notice the thoughts and let them go, disgust 1/5, tired 2/5, heavy muscles, 2/5.

   **Do this again—Mindful noticing thought and letting it go.**

17. Look at the time, 7:55 a.m., think “I’m gonna be late,” anxiety, 4/5, tense shoulders 4/5.

   **Do this again—Mindful noticing thought and letting it go.**

   Cheerleading, maybe with music especially!

18. Go to my closet, stare at my clothes, considering what to wear, anxiety, 4/5, tense shoulders, 4/5.

   Cheerleading, maybe with music especially!

19. Think “I need to do laundry,” pick out dress I like, anxiety 2/5, tense shoulders, 2/5.

   Effectiveness; **Do this again—Self-Soothing with dress I like.**

20. Look at the time, 8:02 a.m., think “Hurry up,” anxiety, 4/5, tense shoulders, 4/5.

   Cheerleading, maybe with music especially!


   **Do this again, One-Mindfully.**

22. Do my hair and make-up quickly, think “Ugh, it is so hot in here,” turn on fan, anxiety 3/5.

   **Turn on fan again but sooner for Self-Soothing.**
### Behavior Chain Analysis of Problem Behavior: Page 5

<table>
<thead>
<tr>
<th>Actual (Not Skillful?)</th>
<th>Skillful Alternatives</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grab shoes, lunch, and bags and get into car, start driving to work, think “I’m going to be late again,” anxiety 3/5, tense shoulders, 3/5</td>
<td>Effectiveness; Radical Acceptance</td>
</tr>
<tr>
<td>Turn on the radio, start channel surfing, trying to find a decent song; anxiety and irritability, 3/5, tense shoulders, 3/5</td>
<td>Radical Acceptance</td>
</tr>
<tr>
<td>Find a song I decide will work, relief 3/5, anxiety 2/5, tense shoulders, 2/5</td>
<td>Participate with song, singing along</td>
</tr>
<tr>
<td>Think back over the morning; realize I did not complete my diary card, think “I did it again,” disappointment, 3/5, frustration, 3/5</td>
<td>Radical Acceptance</td>
</tr>
</tbody>
</table>
Behavior Chain Analysis of Problem Behavior: Last Page

Day filled out: ___ Tuesday ________________

What Were the Consequences of My Behavior?

Disappointment, 3/5; frustration, 3/5; this behavior chain!

Ways to Reduce My Vulnerability in the Future

Radical Acceptance, Opposite to Emotion Action, and cheerleading, especially with music, to get out of bed for run;
Cope Ahead night before by putting running clothes and shoes by bed;
read instead of watching a movie to get sleepy, to fall asleep earlier.

Ways to Prevent the Precipitating Event from Happening Again

Complete behavior chain and solution analysis of event triggering shame

Plans to Repair, Correct, and Overcorrect Harm Caused

This behavior chain and solution analysis!
completing diary card the next day for the day missed

Reflections to Share

I need to continue working on finding balance in work and pleasant events, not making everything more complicated by behaviors that provide only short-term relief but then generate shame. I need to work on sitting with boredom, restlessness, and sadness instead of staying so busy and engaging in short-term coping, instead keeping in mind as a greater priority long-term goals and values.
Handout 2.11  Behavior Chain and Solution Analysis Worksheets: Example of Skillful Behavior Focus.

Behavior Chain Analysis of Problem Behavior: Page 1

What Exactly Is the Problem Behavior That I Am Analyzing?

Not acting on urges to binge eat

What Things in Myself and My Environment Made Me Vulnerable?

Start day: __Wednesday___________________________

Stressful week
Not enough sleep the night before, 7 hours instead of 8, and restless/interrupted
No morning snack
Drank more caffeine than usual, chai tea latte in addition to usual coffee

What Prompting Event Started Me on the Chain to My Problem Behavior?

Start day: __Wednesday___________________________

Lunch with friend; ordered pizza and size was massive, like two feet in diameter, a foot wide; ate half; took rest in to-go box back to work
Behavior Chain Analysis of Problem Behavior

**Actual (Not Skillful?)**
- Got into my car to drive back to the office to continue the work day; sadness, 3/5, because no plans to see friend again until probably a month; thought “I’m still hungry,” urge to binge by finishing pizza: 3/5; no bodily sensations noted
- Thought “It’s really not that much anyway, the crust is so thin,” urge to binge by finishing pizza: 3/5; no awareness of emotions or bodily sensations
- Think “I’ll just finish this one half a slice,” anxiety 2/5, tense muscles, 2/5
- Open pizza box, smell pizza smell, think “Mmm,” happiness, 3/5, anxiety, 1/5, tense muscles 1/5
- Think, “O.K., back to work,” urge to keep eating/binge, 1/5, contentment, 2/5, relaxed muscles

**Skillful Alternatives**
- Mindfulness of current emotion → text friend to thank her for lunch and let know looking forward to next time meet up; text other friends to make plans in the meantime
- Consider whether hunger is actually sadness
- Mindfulness of thought; label as thought from Emotion Mind; remember Wise Mind
- Mindfulness of bodily sensations, body scan
- I think this was fine—just be sure being honest
- I think this was fine—just be sure being honest
- I think this was fine—just be sure being honest
- I think this was fine—just be sure being honest
Day filled out: __Sunday_____________________

What Were the Consequences of My Behavior?

Pride, 3/5, Contentment, 3/5, Gratitude, 3/5;
leftover pizza enjoyed the next day for lunch!

Ways to Reduce My Vulnerability in the Future

Continue working on balance—commit to physical activity at least 3 times/week;
radically accept fatigue if less than 8 hours of sleep to prevent overcaffeinating

Ways to Prevent the Precipitating Event from Happening Again

Ask how big pizza is in terms of dimensions (we asked about number of slices
and clearly got an underestimate!); suggest splitting pizza with friend (I
thought about this but dismissed it because I secretly wanted the whole pizza to
myself!)

Plans to Repair, Correct, and Overcorrect Harm Caused

No need to repair—I resisted the urge to binge eat and mindfully found a
middle ground.

Reflections to Share

Thought: I wonder if I was also vulnerable because the pizza reminded me of my
ex-, so my sadness may have been compounded. Overall, I am proud of myself for
finding a middle ground with not harshly restricting and also not plowing
through the rest of the pizza!
Handout 2.12 Plan for Completion of Behavior Chain and Solution Analysis Worksheets

I will complete my behavior chain and solution analysis worksheets at this time weekly: ________
____________________________________________________________________________________

I will keep my behavior chain and solution analysis worksheets in this location: __________
____________________________________________________________________________________

If I am participating in this program through sessions with a professional, I will follow these steps to ensure that I bring my behavior chain and solution analysis worksheets to session: ________
____________________________________________________________________________________
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____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________

If I am completing this program from a self-guided approach, I will check in with myself at this time each week, holding myself accountable for completing the previous week’s behavior chain and solution analysis worksheets at that time if I have not already done so: ________________
____________________________________________________________________________________
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I anticipate these barriers to completing my behavior chain and solution analysis worksheets and will address them in the following ways: ________________________________________________
____________________________________________________________________________________
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If I am participating in this program through sessions with a professional, I anticipate these barriers to bringing my behavior chain and solution analysis worksheets to session and will address them in the following ways: ________________________________________________
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If I am completing this program from a self-guided approach, I anticipate these barriers to holding myself accountable weekly to behavior chain and solution analysis completion and will address them in the following ways: ________________________________________________
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Handout 2.13  Commitment Contracts for Group-Based Mindful Eating Program

Mindful Eating Group Participant Contract

Group Member Agreements
1. I agree to commit to abstinence from eating disordered behaviors and to work on other problematic eating behaviors, such as mindless eating.

2. I agree to stay in the group program for the entire 15-session curriculum, attending all sessions and arriving on time and staying for the entire two hours.

3. I agree to abide by the expectations for group members.

4. I agree to work on any problems that interfere with my progress, such as not attending group sessions, not fully completing my diary card, not completing homework, and not completing behavior chain analysis worksheets of incidents.

5. I give consent for data obtained about me through assessment and treatment to be used for the purposes of program evaluation.

__________________________  ____________
Group Member Signature     Date

Mindful Eating Group Leader Contract

Group Leader Agreements
1. I agree to practice mindful eating in my daily life.

2. I agree to attend all group sessions, arriving on time and staying for the entire two hours. If I cannot attend a group session or need to leave early, I agree to let the class know in advance and bring a repair to the next group session.

3. I agree to work on therapy-interfering behavior which may include any behavior which makes the therapy unbalanced such as being too accepting or pushing too hard for change, being too flexible or being too rigid, being too irreverent or behaving in a disrespectful manner.

4. I agree to make every reasonable effort to conduct competent and effective therapy, including obtaining consultation when I need it.

5. I agree to obey the Code of Ethics of my profession, including the guidelines for research.

__________________________  ____________
Group Leader Signature     Date
Expectations for Group Members

1. Group members are not to come to sessions under the influence of drugs or alcohol.

2. Information obtained during group about other group members, including the fact that they attend the group, must remain confidential.

3. Group members who are going to be late or miss a session need to notify the group leader.

4. Group members who miss group are responsible for obtaining and completing the missed homework assignments by the next group meeting attended.

5. Diary cards, Binge Record Sheets, behavior chain and solution analysis worksheets, and homework assignments are due at the beginning of each group session.

6. Group members may not form private relationships outside of skills training sessions.

7. Sexual partners may not be in skills training together.

8. Food brought to group is to be consumed only during break.

9. Food provided by group is to be consumed only during corresponding group practices or break.

10. Group members can miss no more than two group meetings in a row.

11. Group members are to work on willingness.
Mindful Eating Book Participant Contract

Active Reader Agreements

1. I agree to commit to abstinence from eating disordered behaviors and to work on other problematic eating behaviors, such as mindless eating.

2. I agree to stay in the program for the entire curriculum, reading the material fully and completing all assignments and practices.

3. I agree to abide by the expectations for self-guided participants.

4. I agree to work on any problems that interfere with my progress, such as not fully reading material, not fully completing my diary card, not completing assignments and practices, and not completing behavior chain and solution analysis worksheets of incidents.

__________________________  ____________
Book Participant Signature  Date

Mindful Eating Author Contract

Author Agreements

1. I agree to practice mindful eating in my daily life.

2. I agree to work on therapy-interfering behavior which may include any behavior which makes the therapy unbalanced such as being too accepting or pushing too hard for change, being too flexible or being too rigid, being too irreverent or behaving in a disrespectful manner.

3. I agree to make every reasonable effort to conduct competent and effective therapy, including obtaining consultation when I need it.

4. I agree to obey the Code of Ethics of my profession.

__Angela S. Klein, Ph.D.__
Author Signature  Date
Expectations for Self-Guided Participants

1. Participants are not to come to review times under the influence of drugs or alcohol.

2. Diary cards, Binge Record Sheets, behavior chain and solution analysis worksheets, and homework assignments are due at the beginning of each review time.

3. During review times food is to be consumed only during corresponding practices or break.

4. Participants are to work on willingness.
Reflect on your values related to unbalanced, disordered eating and body image judgment. Are these patterns consistent with your values? Are they keeping you in the present moment or are they driven by goals, such as achieving a certain number on the scale or a certain clothing size? If you were truly living by your values, what would you be doing? What would your days look like? Would there be any space for unbalanced, disordered eating and body image judgment? Take some time to consider this. Write about what you uncover.
Handout 4.2 Observe Practice Worksheet

Over the next week, practice the skill of Observe daily, bringing your attention to internal or external experience unrelated to food or body image, and record what you Observe.

Monday: ______________________________________________________________________

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Tuesday: ______________________________________________________________________

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______________________________________________________________________________

______________________________________________________________________________

Wednesday: ____________________________________________________________________

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______________________________________________________________________________

Thursday: _____________________________________________________________________

______________________________________________________________________________
Handout 4.3  Urge Surfing Practice Worksheet: Itches

Spend about five minutes bringing your attention to any itches you observe, doing a body scan— and then observe the urge to scratch the itch— without acting on the urge to scratch, without scratching! What do you notice? After this practice, record some notes here. Did the itch increase in intensity and then dissipate? Did the itches pop around to different spots? Did you find your mind or focus wandering to other points of observation, perhaps as a distraction? Were you able to bring your attention back to the itches? Was this uncomfortable or perhaps curious and interesting? Whatever happened, reflect on it and consider how this may relate to your patterns with eating and in general when it comes to urges and resisting or acting on them. Some of us may be especially adept at resisting urges, which could set us up for cycles of restriction and then disinhibition eventually. For others of us, resisting urges may be more aversive. Whatever your pattern, increased awareness of it will help you move forward in a more mindful, skillful way.

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Handout 4.4 Describe Practice Worksheet

Practice describing your thoughts and judgments. Take a few minutes, daily, over the week ahead, to put into words with Describe what you Observe.

Monday: ________________________________________________________________

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Tuesday: ______________________________________________________________

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Wednesday: ____________________________________________________________

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Thursday: ______________________________________________________________

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_______________________________________________________________________
Handout 4.5 Participate Reflection Worksheet

Do you feel like you have ever been fully present, without self-consciousness, participating? Write down some notes about when you feel this way. Increasing your awareness of the times you already experience this can provide a point of reference for building upon to expand this into your life more fully, whatever you are doing.

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Handout 4.6  Participate Practice Worksheet

Be on the lookout for times you Participate over the next week and seek out these opportunities. Take a few minutes, daily, to note what happens.

Monday: __________________________________________________________

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Tuesday: __________________________________________________________

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______________________________________________________________________________

______________________________________________________________________________

Wednesday: __________________________________________________________

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______________________________________________________________________________

Thursday: __________________________________________________________
Handout 4.7 One-Mindfully Practice Worksheet

To begin practicing One-Mindfully, apply this skill over the week ahead to experiences that do not involve food or body image. Describe what you Observe.

Monday: ________________________________________________________________
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______________________________________________________________

Tuesday: ________________________________________________________________
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______________________________________________________________
______________________________________________________________
______________________________________________________________
______________________________________________________________

Wednesday: ________________________________________________________________
______________________________________________________________
______________________________________________________________
______________________________________________________________
______________________________________________________________
______________________________________________________________
Thursday: _______________________________________________________________

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Friday: _______________________________________________________________

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______________________________________________________________________

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Saturday: ____________________________________________________________

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Sunday: _______________________________________________________________

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Handout 4.8 Effectiveness Reflection Worksheet

With Effectiveness, I invite you to now spend some time reflecting on the material thus far presented in this book, about the evidence for mindful eating and the evidence against restriction. Sit with it. Notice any urges you are feeling to reject these facts and stubbornly persist in the patterns you have established that will keep you stuck. What do you think this is about? Are you in Emotion Mind? What is Emotion Mind saying? Can you access Reasonable Mind to find Wise Mind? Write down your reflections, completing this worksheet or using a supplemental journal or paper.
Handout 5.1 Hungers worksheet

Think about what types of eye hunger, nose hunger, mouth hunger, stomach hunger, cellular hunger, mind hunger, and heart hunger you experience and how you might respond to these hungers most effectively. Observe this over the week. Take some notes.

- Eye hunger: ________________________________________________________________

- Nose Hunger: ________________________________________________________________
• Mouth Hunger: ________________________________

____________________________________________________
- Stomach Hunger:
- Cellular Hunger: _______________________________________________________
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- Mind Hunger: _______________________________________________________
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• Heart Hunger: ____________________________
Handout 5.2 Emotion Model

Something happens:
Prompting event 1

Thought (sometimes)

Physiological response
e.g., Brain changes (neurochemical)

Behavior
Face and body language (e.g., facial expression, posture, skin color)
Expression with words
Action (doing something)

Something else happens:
Prompting event 2

Aftereffects
Thought (sometimes)

Adapted from Linehan (1993)
Handout 5.3 Deciphering Emotions Worksheet

Monday:
What emotion do I Observe? ______________________________________________________

How do I know?
- What happened (i.e., what event prompted this emotion)? And so what is the emotion
  trying to tell me? _______________________________________________________________
  _____________________________________________________________________________
  _____________________________________________________________________________
  _____________________________________________________________________________
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- What thoughts am I having? ________________________________________________
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- How do I feel in my body? ______
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  _____________________________________________________________________________
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  _____________________________________________________________________________

- What do I want to do (i.e., what are my urges)? _________________________________
  _____________________________________________________________________________
  _____________________________________________________________________________
  _____________________________________________________________________________
  _____________________________________________________________________________
• What do I actually do? _______________________________________________________

• Am I addressing what the emotion is trying to tell me? If not, how can I? __________

Tuesday:
What emotion do I observe? ______________________________________________________

How do I know?
• What happened (i.e., what event prompted this emotion)? And so what is the emotion trying to tell me? ________________________________

• What thoughts am I having? _________________________________________________
- How do I feel in my body? __________________________________________________

- What do I want to do (i.e., what are my urges)? _______________________________

- What do I actually do? _____________________________________________________

- Am I addressing what the emotion is trying to tell me? If not, how can I? _______

Wednesday:
What emotion do I Observe? __________________________________________________

How do I know?
- What happened (i.e., what event prompted this emotion)? And so what is the emotion
  trying to tell me? ___________________________________________________________
• What thoughts am I having? ________________________________________________

• How do I feel in my body? ________________________________________________

• What do I want to do (i.e., what are my urges)? _______________________________

• What do I actually do? _____________________________________________________
• Am I addressing what the emotion is trying to tell me? If not, how can I? __________

Thursday:
What emotion do I observe? ________________________________

How do I know?
• What happened (i.e., what event prompted this emotion)? And so what is the emotion trying to tell me? ________________________________

• What thoughts am I having? ________________________________

• How do I feel in my body? ________________________________
• What do I want to do (i.e., what are my urges)? ________________________________

• What do I actually do? ________________________________

• Am I addressing what the emotion is trying to tell me? If not, how can I? __________

Friday:
What emotion do I Observe? ________________________________

How do I know?
• What happened (i.e., what event prompted this emotion)? And so what is the emotion trying to tell me? __________

__________________________________________
- What thoughts am I having? __________________________________________________________

- How do I feel in my body? _________________________________________________________

- What do I want to do (i.e., what are my urges)? _______________________________________

- What do I actually do? _____________________________________________________________

- Am I addressing what the emotion is trying to tell me? If not, how can I? ________________
Saturday:
What emotion do I observe? ______________________________________________________

How do I know?
• What happened (i.e., what event prompted this emotion)? And so what is the emotion trying to tell me? ______________________________

• What thoughts am I having? ____________________________________________________

• How do I feel in my body? _____________________________________________________

• What do I want to do (i.e., what are my urges)? _________________________________
• What do I actually do?

• Am I addressing what the emotion is trying to tell me? If not, how can I?

Sunday:
What emotion do I observe?

How do I know?
  • What happened (i.e., what event prompted this emotion)? And so what is the emotion trying to tell me?

• What thoughts am I having?
• How do I feel in my body? ________________________________

• What do I want to do (i.e., what are my urges)? ________________________________

• What do I actually do? ________________________________

• Am I addressing what the emotion is trying to tell me? If not, how can I? __________
Handout 5.4 Ideas for Accumulating Short-Term Positive Experiences

Let your mind wander and create a list of inspiration for yourself. This can include experiences that may fall between short-term and long-term, such as taking a vacation. I challenge you to come up with at least 50 ideas—and feel free to keep going! When you notice or discover a new source of joy, jot it down here. In the spirit of Accumulating Positive Experiences, have fun with this! Perhaps thinking about having fun and list-making could be your first items!

1. ______________________________________________________________________

2. ______________________________________________________________________

3. ______________________________________________________________________

4. ______________________________________________________________________

5. ______________________________________________________________________

6. ______________________________________________________________________

7. ______________________________________________________________________

8. ______________________________________________________________________

9. ______________________________________________________________________

10. _____________________________________________________________________

11. _____________________________________________________________________

12. _____________________________________________________________________

13. _____________________________________________________________________

14. _____________________________________________________________________

15. _____________________________________________________________________

16. _____________________________________________________________________

17. _____________________________________________________________________

18. _____________________________________________________________________
Handout 5.5 Reflection for Accumulating Long-Term Positive Experiences

Permit yourself space to reflect on the question of what you would like your life to become. Where do you want your life to be moving? What is important to you? What do you want to achieve? This may include professional, personal, and interpersonal goals. While you may want to set health-related goals, I encourage you to move away from goals related to appearance or eating. Focus on the rest of your life here and what you want to be doing with it beyond appearance and eating. Record your thoughts and return to this as a touchstone as you discern this through your Wise Mind.

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Handout 5.6  Building Mastery Worksheet

Take a moment here to think about how you use the skill of Building Mastery already and how you may build upon this. Jot down some notes.

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Handout 5.7 Cope Ahead Worksheet for Meal Preparation and Grocery Shopping

In general, I will take the following steps for meal preparation: _____________________

______________________________________________________________________________

______________________________________________________________________________

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In the upcoming week I will take the following steps for meal preparation: _________________

______________________________________________________________________________

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In general, I will take the following steps for grocery shopping (including days and times): _____

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In the upcoming week I will take the following steps for grocery shopping (including days and times): ________________________________

______________________________________________________________________________
Cope Ahead Worksheet

Situation: ________________________________________________________________

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What makes this particularly stressful? _________________________________________

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How will I cope with this? _________________________________________________

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After the situation: How well did my Cope Ahead plan work?

What was especially helpful (Be sure to do this again next time!)?

What was not so helpful; why?

What will I plan to do differently next time?
Handout 5.9 Emotion Regulation PLEASE Worksheet

In general, I see the following opportunities for growth with my PLEASE skills:

Physical Illness: _________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
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Eating: ________________ __________________________________________________________
______________________________________________________________________________
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Avoiding Drugs and Alcohol: _________________________ ______________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
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Sleep: ________________________________________________________________________
______________________________________________________________________________
Exercise: ______________________

______________________________

PLEASE Monitoring This Week

Physical Illness
Monday: ______________________

Tuesday: ______________________

Wednesday: ____________________

Thursday: ______________________

Friday: ________________________
<table>
<thead>
<tr>
<th>Day</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuesday</td>
<td></td>
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<tr>
<td>Wednesday</td>
<td></td>
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<td>Thursday</td>
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<tr>
<td>Saturday</td>
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<td>Sunday</td>
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<tr>
<td><strong>Sleep</strong></td>
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<td>Monday</td>
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<td>Tuesday</td>
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<td>Thursday</td>
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<tr>
<td>Friday</td>
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</tr>
</tbody>
</table>
Handout 6.1 Distress Tolerance ACCEPTS Worksheet

Think about how you use this skill of ACCEPTS already and how you may build upon this. Jot down some notes.

- Activities ______________________________________________________
- _____________________________________________________________
- _____________________________________________________________
- _____________________________________________________________
- _____________________________________________________________
- _____________________________________________________________
- _____________________________________________________________

- Comparisons _____________________________________________________
- _____________________________________________________________
- _____________________________________________________________
- _____________________________________________________________
- _____________________________________________________________

- Contributing _____________________________________________________
- _____________________________________________________________
- _____________________________________________________________
• Opposite Emotion

For Sadness: _______________________________________________________________
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For Anger: _________________________________________________________________
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For Anxiety/Fear: ____________________________________________________________
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For Guilt/Shame: _____________________________________________________________
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• Pushing Away

• Other Thoughts

• Strong Sensations

Touch: ________________________________
Taste: ______________________________________________________________

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Smell: ______________________________________________________________

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Sound: ______________________________________________________________

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Sight: _______________________________________________________________

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Movement: __________________________________________________________

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Handout 6.2  Self-Soothing Worksheet

Think about how you use the skill of Self-Soothing already and how you may build upon this. Jot down some notes.

- Sight: ________________________________________________________________
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- Sound: ______________________________________________________________
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- Touch: ______________________________________________________________
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- Smell: ______________________________________________________________
Handout 6.3 Distress Tolerance IMPROVE Worksheet

Think about how you use the skill of IMPROVE already and how you may build upon this. Jot down some notes.

- Imagery: ____________________________________________________________
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- Meaning: ___________________________________________________________
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- Prayer: ____________________________________________________________
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• Relaxation: 

• One Thing in the Moment: 

• Vacation:
ALTERNATE REBELLION

Ideas

1. Throw ice cubes into the bathtub
2. Drive just to drive
3. Shop just to shop
4. Just sit
5. Listen to loud music
6. Stay in your pajamas all day
7. Wear jeans
8. Leave your cell phone at home
9. Say no to someone at work
10. Turn off the TV
11. Wear scrubs
12. Don’t shower
13. Don’t go to a meeting
14. Don’t always agree to volunteer
15. Buy something to wear that you really like that is a bit frivolous
16. Get your hair cut before it’s long enough to give to Locks of Love
17. Ask for what you want
18. Share your true feelings
19. Throw out files of materials without looking
20. Don’t apologize for taking time for a walk
21. Buy and read gossip magazine, e.g., People
22. Write a letter or email to a restaurant
23. Read a book instead of watching a major event on TV with everyone else (e.g., the Oscars, the Superbowl)
24. Read banned books
25. Order non-alcoholic when everyone else orders beer
26. Wear the same clothes more than one day in the same week
27. Watch Pretty Woman
28. Wear white before Memorial Day, after Labor Day
29. Wear built-in bra tanks and camisoles
30. Go barefoot
31. Take your shoes off in the office
32. Wear a t-shirt that makes a statement/supports a cause
33. Don’t blow dry your hair
34. Don’t wear make-up
35. Get rid of old plastic containers
36. Get rid of old make-up
37. Flush expired pills
38. Wear a spoon ring
39. Sing loudly along to the radio or music: Alanis Morissette, “Bitch” by Meredith Brooks, or “I will survive” by Gloria Gaynor...
40. Wear pajamas throughout the day Saturday—then change into different pajamas for the evening
41. Wear your favorite, ratty jeans
42. Don’t wear a belt
43. Wear a t-shirt or tank under a coat sweater for work
44. Wear dress pants to church
45. Get a henna tattoo
46. Wear a hippy skirt
47. Watch your favorite sit coms in the morning on a weekday
48. Don’t immediately clean up, do the dishes, or take the trash out
49. Don’t walk on the sidewalk
50. Walk in the grass
51. Walk in the rain without an umbrella
52. Don’t immediately open email
53. Don’t immediately respond to email
54. Get rid of old receipts, and bill statements
55. Don’t balance your checkbook daily
56. Don’t get the mail daily
57. Don’t check personal email daily
58. Don’t shave your legs daily
59. Don’t paint your nails
60. Paint your nails different colors
61. Don’t wear earrings
62. Wear expressive earrings
63. Don’t reprint, re-do documents with error corrections noted; formatting not exactly perfect
64. Take care of yourself
65. Don’t wear underwear
66. Buy and wear sexy/frivolous underwear
67. Internet shop
68. Waste time
69. Ebay
70. Window shop
71. Throw laundry; other safe items
72. Show up late to meetings without consequences for being late
73. Surf the internet
74. Sleep in
75. Wear sunglasses you like that are not the current trend
Handout 6.5 Alternate Rebellion Worksheet

Reviewing the list of Alternate Rebellion ideas and brainstorming beyond the list, think about how you use this skill already and how you may build upon this. Jot down some notes.

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Handout 6.6 Radical Acceptance reflection Worksheet

Take a moment and think about what you are fighting against accepting. How is this serving you? Is it time to let go and accept? What would it mean if you were to radically accept what you are fighting against? How do these concepts apply to your relationship with your body and food? Record your reflections here.

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Context matters. Creating a kind environment can relax you to more mindfully enjoy your food. The very same food consumed in different settings can be experienced in vastly different ways. Indeed, there is a whole art behind restaurant décor and ambiance, as well as the plating of food. Think about it. How do you feel when you are eating in the different ways outlined above? Do you feel more anxious or zoned out in some than others? What contexts foster a more soothing atmosphere? Write some notes here.

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Handout 7.2  Context Monitoring Worksheet

Think about the role of context in how you feel around eating over the next week. Use your mindfulness skills to Observe and Describe what you notice and seek out environments that you think will be soothing. Record your observations here.

Monday: ____________________________________________________________
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Tuesday: ____________________________________________________________
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Wednesday: _________________________________________________________
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Thursday: ___________________________________________________________
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Rules can take many forms. Think about what your rules are around food. Examples could include not eating after a certain time of day, not eating unless hungry, or not eating certain types of food, such as food with particular content. List them here.

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Handout 7.4 Rules Monitoring Worksheet

Over the course of this week, use your mindfulness skills to bring your attention to your rules around food and practice labeling them as thoughts, then return to the present moment you are in, to base what you eat on the actual context rather than any of the rules in your head. Write some notes here about this experience.

Monday: __________________________________________________________

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Tuesday: __________________________________________________________________

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Thursday: __________________________________________________________________

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### Handout 7.5  Forbidden Foods List Worksheet

<table>
<thead>
<tr>
<th>General category</th>
<th>Subcategories</th>
<th>Further specifics</th>
<th>Further specifics, if needed</th>
<th>Forbiddenness (0–100)</th>
</tr>
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<tr>
<td>General category</td>
<td>Subcategories</td>
<td>Further specifics</td>
<td>Further specifics, if needed</td>
<td>Forbiddenness (0–100)</td>
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<tr>
<td>------------------</td>
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<td>------------------</td>
<td>-----------------------------</td>
<td>-------------------</td>
</tr>
<tr>
<td>Sweets</td>
<td>Cookies</td>
<td>Brownies</td>
<td>Baked from box</td>
<td>90</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Massive brownie at a café</td>
<td>72</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Brownie a la mode</td>
<td>80</td>
</tr>
<tr>
<td></td>
<td>Iced, cut-out cookies</td>
<td></td>
<td>Bakery section plastic container, holiday decorated</td>
<td>70</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>At Christmas cookie party</td>
<td>89</td>
</tr>
<tr>
<td></td>
<td>Pre-packaged</td>
<td></td>
<td>Oreos</td>
<td>65</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Nestle Tollhouse Soft-bake chocolate chip</td>
<td>48</td>
</tr>
<tr>
<td>Cake</td>
<td>Bakery section slices</td>
<td></td>
<td></td>
<td>47</td>
</tr>
<tr>
<td></td>
<td>Decorated layer cake</td>
<td></td>
<td></td>
<td>54</td>
</tr>
<tr>
<td>Ice Cream</td>
<td>Ben &amp; Jerry's</td>
<td></td>
<td></td>
<td>79</td>
</tr>
<tr>
<td></td>
<td>Half gallons</td>
<td></td>
<td>Chocolate chip cookie dough</td>
<td>87</td>
</tr>
<tr>
<td>Pie</td>
<td>Mom's butterscotch pie</td>
<td></td>
<td></td>
<td>74</td>
</tr>
<tr>
<td></td>
<td>Mom's apple pie</td>
<td></td>
<td></td>
<td>75</td>
</tr>
<tr>
<td>Donuts</td>
<td>Cream-filled</td>
<td></td>
<td></td>
<td>77</td>
</tr>
<tr>
<td></td>
<td>Donut holes</td>
<td></td>
<td></td>
<td>52</td>
</tr>
<tr>
<td></td>
<td>Chocolate-glazed</td>
<td></td>
<td></td>
<td>82</td>
</tr>
<tr>
<td>Candy</td>
<td>Holiday candy</td>
<td></td>
<td>e.g., Halloween, Easter, Valentine's, Christmas</td>
<td>92</td>
</tr>
<tr>
<td></td>
<td>Candy bars</td>
<td></td>
<td>Nutty</td>
<td>98</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Caramel</td>
<td>69</td>
</tr>
<tr>
<td>Crunchy snacks</td>
<td>Potato chips</td>
<td>Store-bought bag</td>
<td>Reduced Fat</td>
<td>15</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Regular, kettle cooked</td>
<td>94</td>
</tr>
<tr>
<td>Popcorn</td>
<td>Movie theater, butter</td>
<td></td>
<td></td>
<td>56</td>
</tr>
<tr>
<td></td>
<td>Microwave popcorn</td>
<td></td>
<td></td>
<td>35</td>
</tr>
<tr>
<td>Crackers</td>
<td>Ritz</td>
<td></td>
<td></td>
<td>37</td>
</tr>
<tr>
<td>Handout 7.6  Forbidden Foods List: Example, Continued</td>
<td></td>
<td></td>
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<tr>
<td>---------------------------------------------</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Tortilla chips</strong></td>
<td>At Mexican restaurant</td>
<td><strong>38</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Store-bought bag</td>
<td><strong>28</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Nachos at game</td>
<td><strong>64</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Carbs</strong></td>
<td><strong>Pasta</strong></td>
<td>Pasta with red sauce</td>
<td><strong>25</strong></td>
<td></td>
</tr>
<tr>
<td>Pasta with alfredo</td>
<td><strong>49</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pasta with pesto</td>
<td><strong>55</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Potatoes</strong></td>
<td>French fries, fast food</td>
<td>Baked potato</td>
<td>With butter</td>
<td><strong>58</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>With cheese sauce</td>
<td><strong>78</strong></td>
</tr>
<tr>
<td><strong>Pizza</strong></td>
<td>Homemade</td>
<td>Cheese</td>
<td><strong>53</strong></td>
<td></td>
</tr>
<tr>
<td>Pepperoni</td>
<td><strong>85</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sausage</td>
<td><strong>93</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pizza Hut</td>
<td>Cheese</td>
<td><strong>86</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pepperoni</td>
<td><strong>88</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sausage</td>
<td><strong>99</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Specialty</td>
<td>Cheese</td>
<td><strong>76</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pepperoni</td>
<td><strong>91</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sausage</td>
<td><strong>95</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Cheese</strong></td>
<td>Hard cheese</td>
<td>Sliced</td>
<td><strong>68</strong></td>
<td></td>
</tr>
<tr>
<td>Soft cheese</td>
<td>Goat cheese</td>
<td><strong>45</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Brie</td>
<td><strong>66</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cheese spreads</td>
<td><strong>62</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Eggs</strong></td>
<td><strong>100</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Pork</strong></td>
<td>Bacon</td>
<td><strong>50</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ham</td>
<td><strong>32</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Barbeque</td>
<td><strong>63</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Bratwurst</td>
<td><strong>97</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Handout 8.1 Eating Mindfulness Practice Record

Describe what you Observe with your mindful eating practices, including inspiration drawn from Chapter 8. Use a new record sheet for each practice.

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Handout 9.1 Barriers to Mindful Eating: Problem Solving Worksheet

**Emotions**
Take some time and reflect on what emotions might be coming up for you, interfering with moving forward, past your patterns, instead repeating your ultimately ineffective patterns. Look at your diary card emotion ratings and how these connect to what you have been doing with eating on the corresponding days. Write some notes about what is coming up for you with this here, including how you will then apply Opposite to Emotion Action to move past these barriers.

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**Environment**
Think about possible environmental barriers to mindful eating for you. What are your patterns? Where do you tend to have urges or engage in unbalanced eating patterns? What might this be
about? What hungers might you really be having? How can you feed those hungers? How can you give your environment a facelift? Record your thoughts here.

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External Demands
Think about your patterns with this. What pressures do you feel from demands and time? How is this interfering with eating in a more mindful way? How can you further plan ahead to navigate this more effectively? Record your thoughts here.

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Other People

It is essential to consider how the people in your life may be supporting or impeding your progress in mindful eating. Have you shared your history and current process with those with whom you have close, intimate relationships, whether they are friends, family, or romantic partners? How did they react? If you have talked to them, so they can understand that you are working on eating in a mindful way and why this is important to you, and their behavior is still not supportive, consider whether it may be best for you to avoid eating with them, at least when you are just beginning your journey in mindful eating. Perhaps also consider whether their lack of support reflects a broader issue that may suggest the relationship needs further repair or may even need to be given up. These are difficult questions. Take some time to reflect on them and record your thoughts here.
Handout 9.2 Letter for Closure to Mindless Eating Patterns

Sometimes to help truly let go of your attachment to a pattern, it can also be helpful to write it a letter, to thank it for all it has done for you, then wish it well, letting it know the reasons it cannot continue to be a part of your life. When a relationship ends, this can help recognize and honor both the helpful and unhelpful roles the companion has served and foster a better sense of closure. Take some time and use the space here to write this out in depth, reflecting on all the memories you have, painful and enjoyable. There are both and that is O.K.—and you can move on, no matter how difficult that feels.
Congratulations! You have reached the final chapter in this program. If you have been applying yourself to the process, taking your time with the practices, and working your way through your mindful eating hierarchy, I trust that you are now well on your way down the path of mindful eating. And yet the path still lies ahead of you. Mindful eating requires continued application, returning your awareness with each meal, each bite. As you prepare to continue on this path after you close the pages of this book, take this opportunity to pause and review the material we have covered. In reflecting on your journey, for each area, consider what you have learned and the next steps for continued growth. Record your thoughts here.

I. Returning to the beginning of our discussion, there is now ample theory and evidence supporting the paradoxical impact of thinking on eating. That is, in particular, the more we create rules about food to guide our eating, the less likely we are to succeed in eating in a certain way. Instead, to effectively nourish ourselves according to certain guidelines, we actually must be nonjudgmentally open to all foods.

Furthermore, mindfulness from a dialectical perspective integrates a critical role for distress tolerance and refocusing from each morsel of food in front of us to the context surrounding us. We can choose to mindfully Observe the waves crashing in front of us as we sit at a table overlooking the ocean or notice the décor of the restaurant where we are dining or listen to our dining partner. This requires the most advanced attunement to both our internal and external experience to inform what is most effective for us in any given moment. To achieve this awareness we must move out of our heads and how we think about food to foster the ability to listen to our bodies and our hearts, to nourish what we actually need.

What I have learned: 

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II. As with any behavior, eating in an unbalanced, disordered way serves a function. As human beings, we do not engage in behavior for no reason, and with unbalanced eating, the attempted function is often coping in response to difficult, painful emotions. However, this behavior provides only short-term relief that often backfires, since it is not fully addressing underlying emotions but rather simply providing a temporary break from them.

To move past these patterns, the research-based approach for mindful eating from the dialectical perspective includes consistent, full engagement with self-monitoring and skills practice. To facilitate this, tools include daily diary cards turned in weekly, Binge Record Sheets, skills assignments, behavior chain and solution analysis, and, for participants working with professionals, coaching calls. Not completing these components is considered therapy-interfering behavior and targeted for resolution through problem solving. Therapy-interfering is the second target in the DBT treatment hierarchy, after life-threatening behavior (which includes self-harm, suicidality, and medically compromising eating-related behavior) and before quality-of-life-interfering behavior (in this case, namely, other eating-related behavior). To adhere to the program requires commitment before moving forward. This commitment is mirrored by facilitators and this author.

What I have learned: ________________________________________________________________

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III. Retracing the development of mindful eating from the dialectical perspective, this approach is grounded in the heritage of behaviorism, cognitive theory and research, and Eastern philosophies of acceptance and detachment. As a Third Wave treatment, it rests upon a foundation of research and wisdom that now includes empirical accounts of neurobiological underpinnings and diverse treatment trials. Current understandings of temperament suggest that disordered eating patterns that are primarily restrictive, such as restricting AN, may slow the pace of progress in mindful eating—and yet from a dialectical perspective, mindful eating remains a powerful pathway for change across the spectrum of eating.
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IV. Core mindfulness skills include the states of mind of Emotion Mind (“I feel”), Reasonable Mind (“I think”), and Wise Mind (“I know”), as well as the What and How skills. The What skills consist of Observe (just noticing), Describe (putting words on what is observed), and Participate (being fully present in the moment, responding intuitively from Wise Mind). Urge Surfing is an important variant of Observe to create space between urges and action. The How skills consist of Nonjudgmental Stance (without evaluation, just the facts), One-Mindfully (being one with your experience, internal or external), and Effectiveness (doing what works).

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Next steps for continued growth: ______________________________________________

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V. With mindfulness we can more clearly discern the driving forces and motivations prompting our hunger and then more effectively nourish our needs. This can be complicated by deficits in interoceptive awareness, the ability to detect and distinguish between internal sensations, such as anxiety versus hunger. Disordered eating and related difficulties with emotion, such as depression and anxiety, promulgate disruptions in this capacity. These can be overcome through mindfulness, with the aid of the Emotion Model as discussed. It is also critical to decrease vulnerability to Emotion Mind through self-care in the areas of ABC PLEASE: Accumulating Positive Experiences, Building Mastery, Coping Ahead, Treating Physical Illness, Balancing Eating, Avoiding Drugs and Alcohol, Balancing Sleep, and Balancing Exercise.

As outlined by Jan Chozen Bays, M.D. (2009), seven main hungers to consider are eye, nose, mouth, stomach, cellular, mind, and heart hunger: What pleases or enlivens your sight? What appeals to your smell? What does your mouth want to experience: crunchy or soft? Is your stomach empty? What nutrients do you need? What are your thoughts telling you about it being time to eat or needing to eat certain foods? And, perhaps the greatest question of all, what does your heart want and need? In answering these questions you may choose to eat or you may find that you ultimately can or need to quench these hungers in ways that have nothing to do with food.

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Next steps for continued growth: __________________________________________________
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VI. From a dialectical perspective, mindfulness moves beyond the plate in front of us to consider how to most effectively focus our attention to manage our emotions, thoughts, and urges. At times this means that we will direct our attention to other objects in our environment or internal experience. With distress tolerance, we are giving ourselves temporary relief from overwhelming crisis, with the willingness to return to that emotion when we are more centered. Distress tolerance tools include redirecting through Activities, Contributing, Comparisons, Opposite Emotion (e.g., watching a funny movie when we are sad), Other Thoughts, Strong Sensations, Self-Soothing, Imagery, Meaning, Prayer, Relaxation (including diaphragmatic breathing paced at six breaths/minute and Half-Smiling), One Thing in the Moment, Vacation, and Encouragement.

Radical Acceptance is also critical. That is, we must embrace reality to be able to move through it and not be paralyzed by fighting against it. Quite simply, as harsh as this may sound, it is what it is. Saying it should be another way and trying to protest or deny it only keeps us stuck in suffering. And of course, reality can be incredibly painful. And yet, we must have the courage to take off any blinders or armor and open ourselves to it, to let it in and let it be so we can let it go.

This process of Radical Acceptance is continuous. Once we radically accept, we quite often will drift back to non-acceptance. We must then turn the mind back to the path of acceptance and willingly move into action with Effectiveness. This can feel insurmountable. And yet, when you reach a true place of Radical Acceptance, it can be unbelievably freeing.
VII. Bringing awareness to the context of our eating can further enhance the process of creating a new relationship to food. Then perhaps the most critical vehicle for overcoming rule-governed behavior around foods judged as unhealthy or forbidden is to work through
approaching those very foods through your individualized forbidden foods hierarchy. In this process it is imperative to pace yourself and honor where you are. Likewise, professionals working with clients on this process need to recognize that it is essential to balance encouragement to move forward with respect for where clients are in their readiness for the next steps. Make sure you or your clients are first and foremost engaging with this task from a stance of kindness and patience. And keep going. I assure you that you can eventually check off every single item on your list. And for you or your clients it will be more empowering than you can imagine.

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VIII. Deconstructing mindful eating offers a multitude of options for practice. In my mindful eating groups, a tradition is to embark on the forbidden foods hierarchy with first mindfully observing, then juicing and drinking, tangelos. Other possibilities for mindfulness of liquids include water, soda, and milkshakes. Isolating mindfulness to smell can also be a fun option with a partner or group, and exploring mechanics can be interesting, including sitting versus standing and experimenting with the use of your hands and utensils.

What I have learned: _____________________________________________________________

Next steps for continued growth: _______________________________________________
IX. Roadblocks to mindful eating can include emotion, the environment, external demands, and interpersonal difficulties; professionals can encounter issues from the closed group structure and diagnostic heterogeneity, in particular when clients with AN are early in weight stabilization. This process may thus feel fraught with difficulty. Yet, these barriers are not insurmountable and with Opposite to Emotion Action, in particular, can be problem solved and overcome. The reward of mindful eating—and, ultimately, mindful living—is well worth it.

What I have learned:

Next steps for continued growth: