Welcome

Toolbox: Webisode Fifteen

Interpersonal Effectiveness: DEAR MAN

YES
YOUTH EASTSIDE SERVICES

WHAT WE DO

Youth Eastside Services (YES) is the leading behavioral health service provider for children and youth, ages birth to 22, and their families in East King County.

MISSION

Youth Eastside Services (YES) is a lifeline for kids and families coping with challenges such as emotional distress, substance abuse and violence. Through intervention, outreach and prevention, YES builds confidence and personal responsibility, strengthens family relationships, and advocates for a safer community that cares for its youth.

SERVICES

YOUTH & FAMILY
MENTAL HEALTH COUNSELING

SUBSTANCE USE & CO-OCCURRING
DISORDER COUNSELING

COMMUNITY EDUCATION &
PREVENTION PROGRAMS

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CALL US TO INQUIRE ABOUT SERVICES

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REACH OUT TO SOMEONE ELSE

KING COUNTY CRISIS LINE (24/7)

1-866-427-4747 or 206-461-3222

TEEN LINK (6-10pm nightly)

1-866-TEENLINK or 1-866-833-6546 or teenlink.org

CRISIS TEXT LINE (24/7)

Text HOME to 741741

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DELANEY KNOTTNERUS

School Based Behavioral
Health Coordinator
LSWAIC, SUDP, MHP

CAILYN GRIFFITH

Behavioral Health Support
Specialist
LMHCA, SUDPT, MHP

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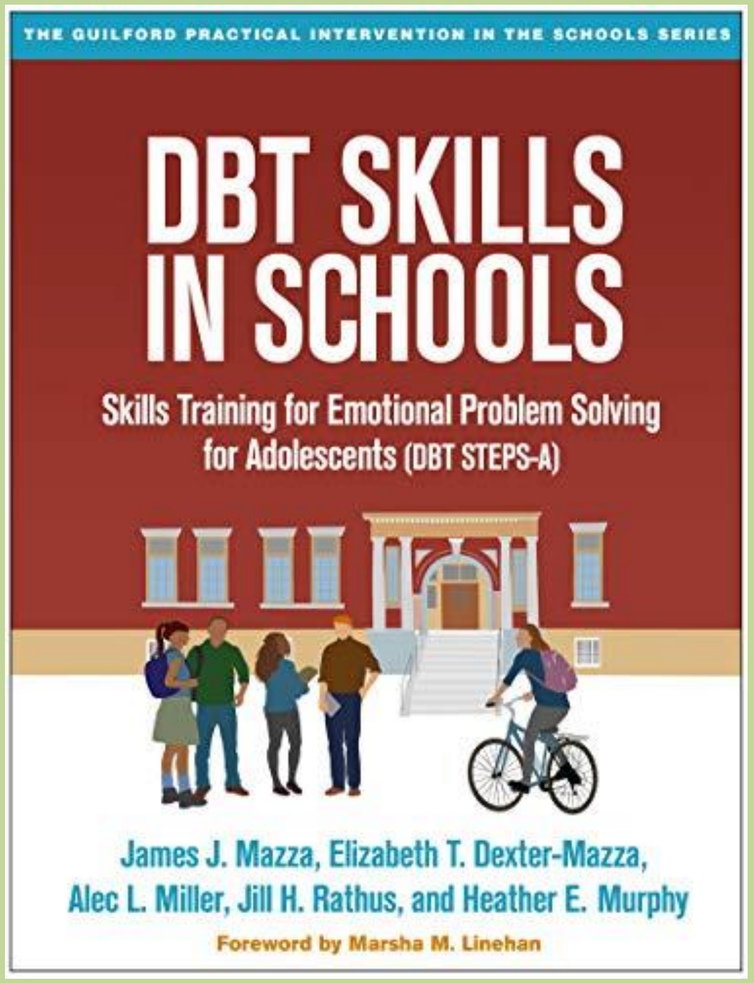
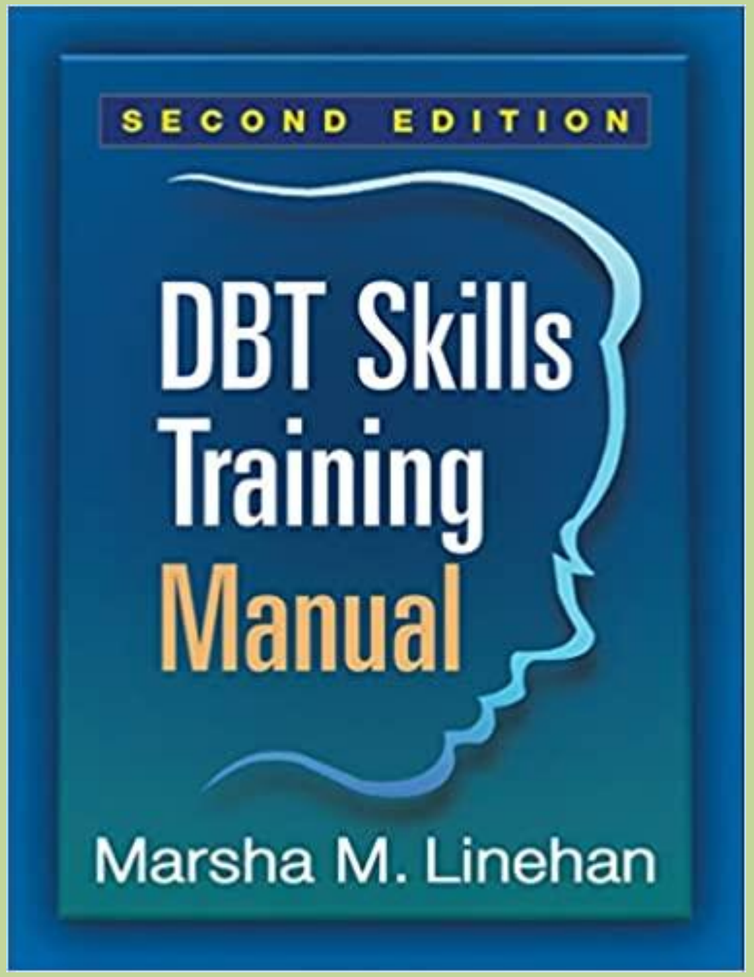
The Materials





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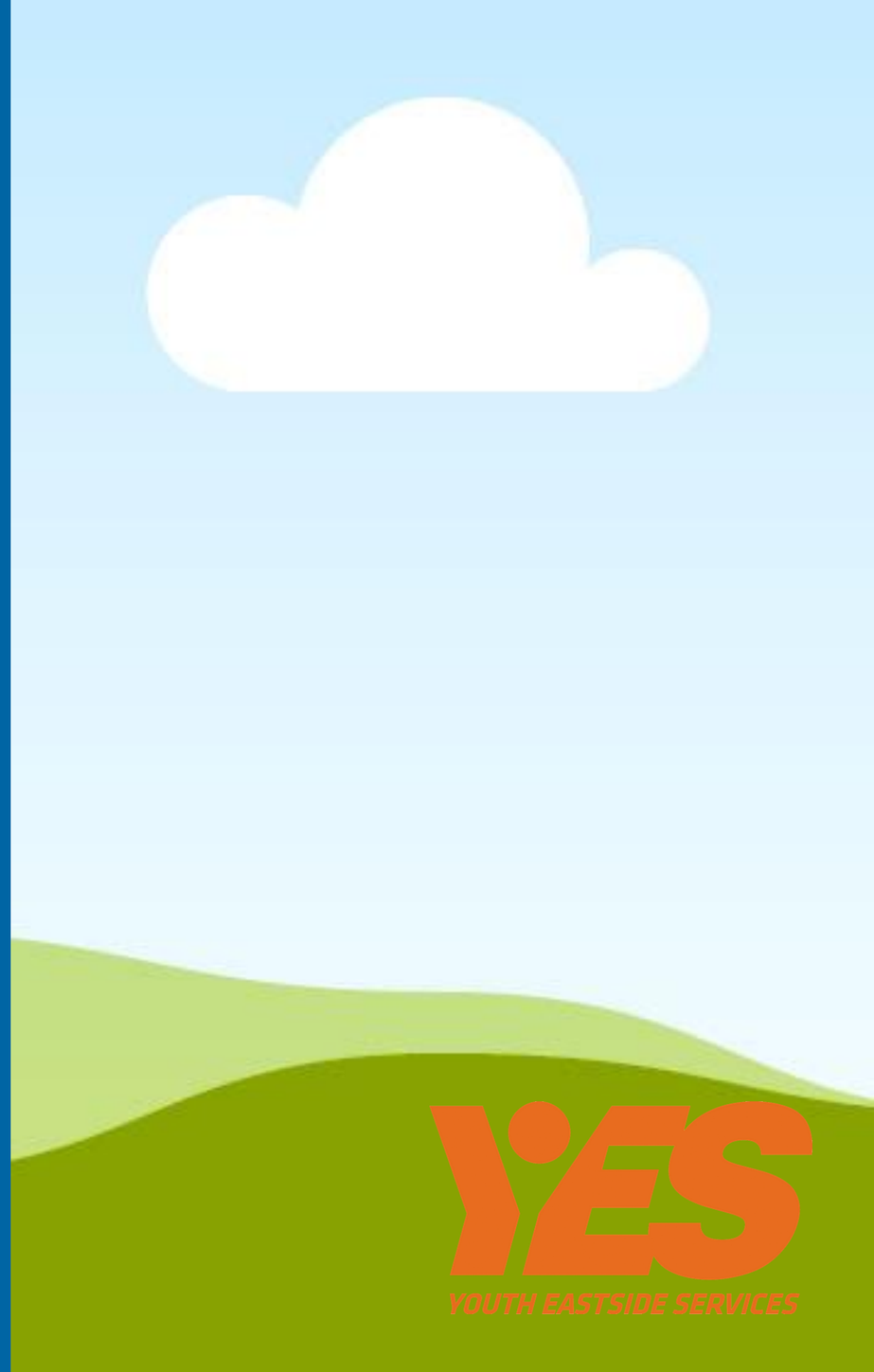
Today's Agenda

- Mindfulness
- Interpersonal Effectiveness Goals
- DEAR MAN
- At Home Practice
- Q&A

Week 15 of 16 Week Series

July 22nd 2021



Your Toolbox:

Mindfulness

- Thinking Dialectically
- Wise Mind
- Observe
- Describe
- Participate
- Nonjudgmentally
- One-Mindfully
- Effectively

Distress Tolerance

- ACCEPTS
- TIPP
- Self-Soothe
- IMPROVE
- Pros & Cons
- Radical Acceptance

Emotion Regulation

- Functions of Emotions
- Describing Emotions
- Check the Facts
- Opposite Action
- ABC PLEASE
- The Wave Skill

Interpersonal Effectiveness

- DEAR MAN

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Mindfulness

Let's Practice

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May I be held in lovingkindness

May I be happy and safe

May I be healthy in body and mind

May I always have enough

May my heart know peace

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Interpersonal Effectiveness Goals

1) Meeting your Objectives

2) Maintaining and Improving your Relationships

3) Maintaining and Increasing your Self-Respect

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Types of 'Objective Effectiveness' Situations

- *Getting others to do what you ask them to*
- *Making your refusals to unwanted requests stick*
- *Resolving interpersonal conflict*
- *Asking for your rights to be respected*
- *Getting your opinion or point of view taken seriously*

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Are there situations in which you have no problem asking for things and other situations where you really struggle?

Are there some people you have no problem saying no to, and others you struggle with saying no to?

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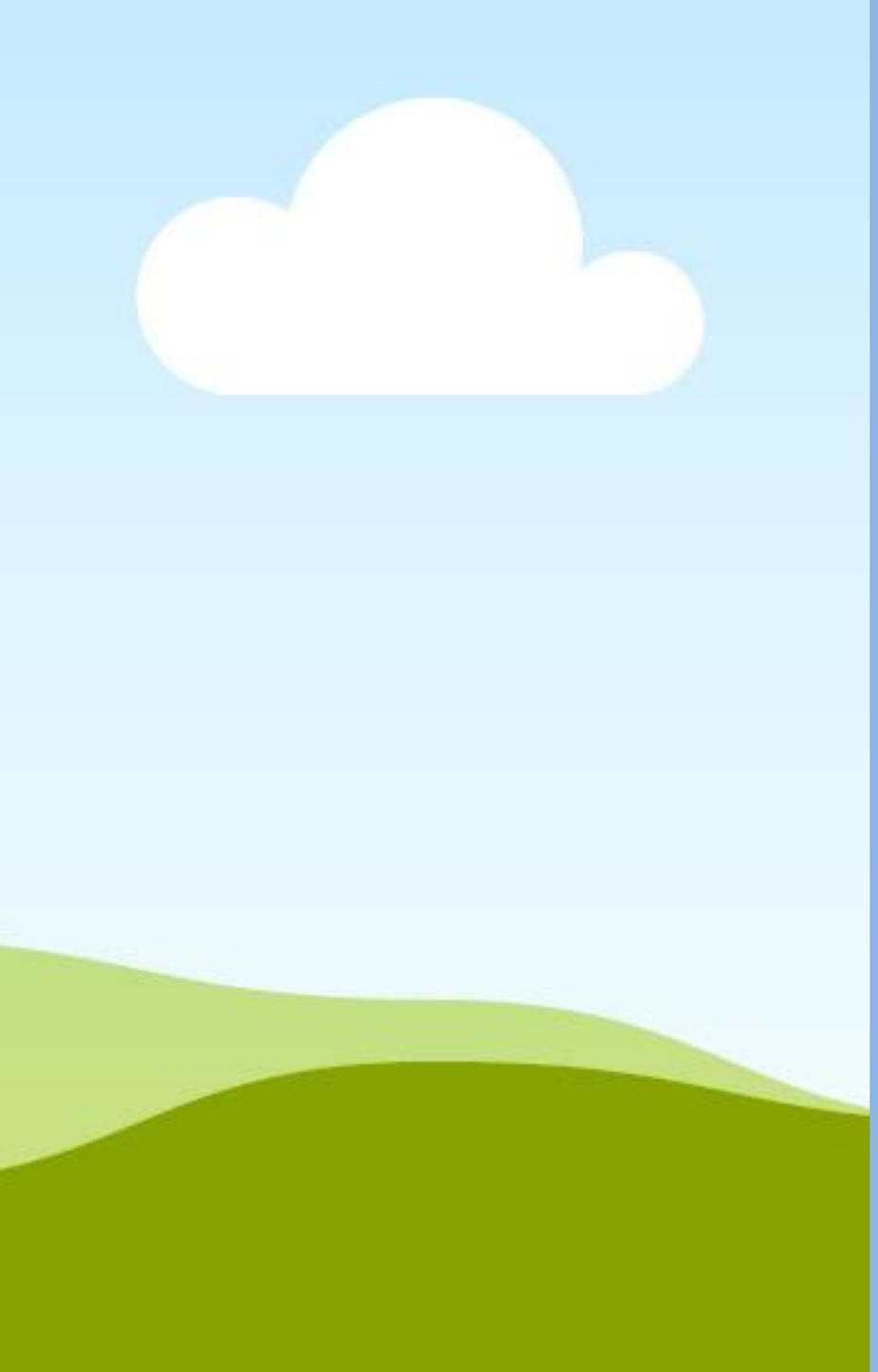

DEAR MAN

This skill is a mnemonic for the skills to use for getting what you want, or when saying no.

DEAR – What You Do

- *Describe*
- *Express*
- *Assert*
- *Reinforce*

MAN – How You Do It

- *(be) Mindful*
- *Appear Confident*
- *Negotiate*

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D: DESCRIBE E: EXPRESS A: ASSERT R: REINFORCE

Describe the situation (if necessary)
Stick to the Facts
Avoid Judgmental Statements

Example 1: You do not like your math teacher, and you are frustrated with the grade they gave you on the exam
Describe: "My paper says that I got a C- on the test"

Example 2: You are at the fair, and your friends are all going on the rollercoaster. You are afraid of rollercoasters.
Describe: "Thanks for asking me to go on the rollercoaster with you"

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D: DESCRIBE **E: EXPRESS** A: ASSERT R: REINFORCE

Express your feelings and opinions
"I" statements ("I feel...", "I would like...")
Avoid "You should" statements

Example 1: Express your feelings about the results of the exam
Express: "I am frustrated with my grade because I studied for 4 days for that test. I looked it over and I think some of my answers are correct"

Example 2: Express your feelings about rollercoasters
Express: "Rollercoasters are not any fun for me, and they actually really freak me out"

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D: DESCRIBE **E: EXPRESS** **A: ASSERT** R: REINFORCE

Ask for what you want or say no clearly.
Be concise and direct.

Example 1: Ask your teacher to go through the test with you
Assert: "Will you please go through the problems I got wrong with me, so I can understand why my answers are not correct?"

Example 2: Tell your friends you do not want to ride the rollercoaster
Assert: "I appreciate the invite, but I don't want to go on the rollercoaster"

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D: DESCRIBE **E: EXPRESS** A: ASSERT **R: REINFORCE**

Reinforce or Reward the other person(s) ahead of time by explaining the positive mutual outcome

Example 1: Explain why going through the exam would be helpful for you both
Reinforce: "Going through the exam with me will be really helpful so I have a better understanding on the material"

Example 2: Explain you will still feel positively about the day if you don't go, and you can do something else while you are waiting
Reinforce: "Thanks for your understanding, I can hold your things while you go on, and/or I can go scope out the next ride for us"

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M: (Be) Mindful A: Appear Confident N: Negotiate

Stay mindful, keep your focus on your objectives

1. **Hold your ground:** Keep asking, saying no, or expressing your opinion. You don't have to come up with a new way of saying it each time. You can continue to repeat the DEAR over and over. Keep in mind your values, as well as your objective and goal.

2. **Ignoring:** If the other person attacks, threatens, or tries to change the subject, simply ignore the threats, comments, or attempts to divert you.

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M: (Be) Mindful **A: Appear Confident** N: Negotiate

Looking at the other person(s) when talking
Use a confident voice tone

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M: (Be) Mindful A: Appear Confident **N: Negotiate**

Be willing to give to get
Offer and ask for alternative solutions to the problem
Know <u>when</u> *to negotiate*

Example 1: "I understand you are really busy, and I really need to go over my exam with you. What do you suggest we do, so I can get some feedback on my exam?"

Example 2: "I know you want to go on the rollercoaster, and I don't want to. I am fine waiting for you while you go on it. If you don't like that idea, what do you suggest we do? I am not going on the rollercoaster, and I still want you to have a good time. "

At Home Practice:

Pick a situation during the week in which you used your DEAR MAN skills

1. Describe: what happened, who did what, what was the problem?

2. What did you want from the other person?

3. Write exactly how you used each component of DEAR MAN.

4. What was the result of using DEAR MAN?

Questions?
Comments?

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