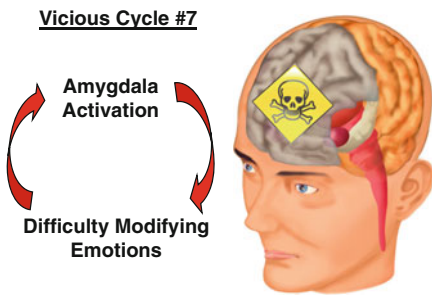


Chapter 16

Module Eight: Modifying Emotions

16.1 Vicious Cycle #7: Amygdala Activation and Difficulty Modifying Emotions

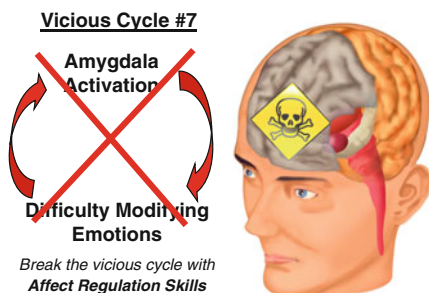


Slide 79: We will now discuss one last vicious cycle and the seventh and final ART Skill we can use to interrupt it. This vicious cycle is in some ways related to the last one that we discussed. To review, when we are under stress, the amygdala begins processes that release stress hormones into our brain. These stress hormones strengthen amygdala functioning, but weaken other areas in the brain including the prefrontal cortex

and the hippocampus. As we discussed before, both the prefrontal cortex and hippocampus play important roles in the analysis of emotions. These regions also play important roles in our ability to systematically find solutions to problems. When we are able to use problem-solving techniques to modify our emotions, we achieve a sense of mastery and control over our emotions.

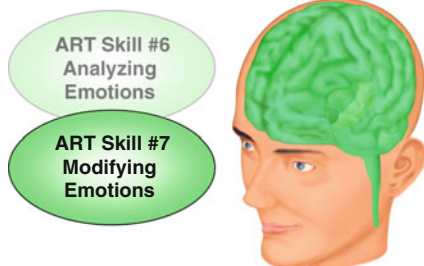
If, however, through weakened prefrontal and hippocampal functioning, we lose our ability to modify our emotions, we are likely to feel out of control. A vicious cycle now develops, since feeling out of control triggers the amygdala to sound the danger alarm even louder. Now even more stress hormones are released, which further weakens prefrontal and hippocampal functioning and increases amygdala activation even more.

16.2 ART Skill #7: Modifying Emotions



Slide 80: We can prevent or break this vicious cycle through the ability to modify our emotions during times of distress. The availability of effective modification skills helps us maintain or regain a sense of mastery and control and thus reduces the stress response in the amygdala.

Breaking the Vicious Cycle



Slide 81: ART Skill #7—Modifying Emotions consists of a series of steps we can take to change our negative emotions. With practice, we can learn to modify our emotions, almost automatically during times of stress.

General Problem Solving Steps

- 1) Approach the problem with a positive attitude
- 2) Describe and analyze the problem
- 3) Set a goal
- 4) Brainstorm ways to achieve the goal & create a plan
- 5) Put the plan into action
- 6) Evaluate the outcome
- 7) Praise yourself for successes



Slide 82: Any type of problem, including persistent negative emotions, can be addressed using a set of general problem-solving steps. Let's go through these general problem-solving steps together. Afterward, we will see how the ART Skills we have learned so far, and the new one (ART Skill #7) we are learning today, help us implement these general problem-solving steps in order to effectively manage our negative emotions.

General Problem-Solving Step #1: Approach the problem with a positive attitude

Developing a positive attitude toward our problems is critical to reduce feelings of shame and inadequacy that can prevent us from dealing openly and effectively with our problems. It is important to understand that it is okay to have problems; we do not need to be ashamed of them. However, we do have a responsibility to ourselves to work through our problems in healthy ways. ART Skills 1–5 (Muscle and Breathing Relaxation, Nonjudgmental Awareness, Acceptance and Tolerance, and

Compassionate Self-Support) all help us develop and maintain a positive attitude toward the “problem” of persistent, challenging emotions.

General Problem-Solving Step #2: Describe and analyze the problem

Regardless of the type of problem you want to solve, you first need to understand what the problem is and how it is maintained. With the help of ART Skill #6 (Analysis of Emotions), you can develop a better understanding of a problem involving unwanted emotions. The information gained from the analysis forms the basis for effectively modifying an emotion.

General Problem-Solving Step #3: Set a goal

The next step in the general problem-solving model is to set a goal for resolving the problem. Sometimes we spend so much time trying to get rid of a problem we become completely focused on it. If this focus leads to ruminating on its causes and consequences, we are likely to get stuck in the problem. Instead, at some point it is important to proceed from thinking about the problem to setting a goal for resolving it. This is where our new skill, ART Skill #7—Modifying Emotions, comes into play. ART Skill #7 begins with setting a goal to experience a positive emotion that we would like to feel instead of the one that is causing us problems. We will discuss ART Skill #7 in more detail after we finish reviewing the general problem-solving model.

General Problem-Solving Step #4: Brainstorm ways to achieve the goal and create a plan

After setting a goal for resolving a problem, the next step is to brainstorm various ways to achieve the goal and then to use the most appropriate options to create a plan. When we are in the middle of a problem, it often feels as though we have very few options for getting out of the mess we are in. However, there are usually many options available to us that we have not discovered because we have not intentionally sought them out. Sifting through the options and creating a plan to achieve our goal gives us the best chance of efficiently and effectively resolving our problem. ART Skill #7—Modifying Emotions provides a step-by-step process that can be used to build a thoughtful plan to achieve the goal of modifying a challenging emotion.

General Problem-Solving Step #5: Put the plan into action

Plans in and of themselves do not solve problems. A plan that we have developed must be implemented in order to achieve our goal of resolving a problem. This requires courage and motivation to take the necessary steps to achieve a goal.

General Problem-Solving Step #6: Evaluate the outcome

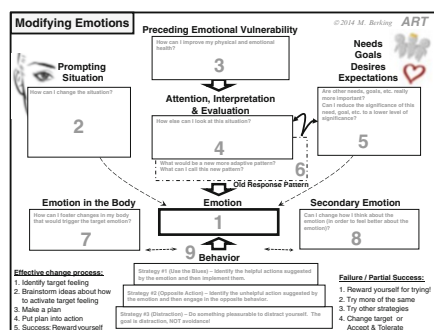
After the plan has been put into action, it should be evaluated to see if it has been successful in achieving the goal. If the goal has in fact been achieved, the plan was successful! If the goal has *not* been achieved, it might be helpful to put more effort into implementing the plan, or maybe the plan needs to be modified to achieve the

desired goal. If neither of these strategies is successful, thoughtful consideration should be directed at deciding whether or not the goal is attainable. If the goal is determined to be unattainable, the goal can be modified. When trying to modify an emotion, sometimes it can be helpful to change the original goal to “acceptance of the current negative emotion” and flexibly switch from using ART Skill #7 (Modifying Emotions) to using ART Skill #4 (Acceptance and Tolerance).

General Problem-Solving Step #7: Praise yourself for successes

The final step in the general problem-solving model is to praise yourself for any and all types of successes that have occurred. While it is important to remember to praise yourself in the final stage of the problem-solving model, you should be looking for successes and praising yourself during all of the steps of the general problem-solving model. The more difficult it is to modify an emotion, the more important it becomes to praise yourself solely for trying.

To summarize, the general problem-solving model can be used to solve any type of problem, and the ART Skills can help us implement the steps of the problem-solving model to resolve persistent, challenging emotions. ART Skill #7—Modifying Emotions can specifically help us work through the final steps of the problem-solving model.



Slide 83: ART Skill #7 utilizes the Modifying Emotions Worksheet (Appendix R) as a guide. *The therapist gives each participant a copy of the Modifying Emotions Worksheet.* The Modifying Emotions Worksheet uses the information learned from the steps in the Analyzing Emotions Worksheet to explore various ways a negative emotion could be modified.

Let’s go through the steps of the worksheet together. To explain the steps, I will use the same hypothetical situation that I used to explain the steps for Analyzing Emotions in the previous module. If you remember, in this situation, my boss told me to increase my sales by 10 %.

The Modifying Emotions Worksheet begins with setting a goal. Setting a goal using the Modifying Emotions Worksheet involves selecting a *target* emotion, which is how the person would rather feel. The target emotion must be realistically possible to achieve. Examples of *unrealistic* target emotions include wanting to feel “completely calm” before an important job interview or “happy” immediately after something unfortunate happens. A realistic target emotion can provide motivation for changing a negative emotion. It also clarifies the question, “What exactly am I working toward?” that guides decisions on how best to achieve the target emotion.

The target emotion may simply be a reduction in the intensity of the present negative emotion. For example, someone who is feeling “extremely anxious” could realistically set a target emotion of “slightly anxious.” Since it is most helpful to form *positive* goals, it is best to combine goals that simply reduce the intensity of a negative emotion with a positive goal of experiencing a positive emotion. For example, the person who is feeling “extremely anxious” could make a target emotion of “less anxiety and more peace.” Other examples include “less tension, more relaxation” and “less fear, more courage.”

Note to the therapist:

The intent here is to engage the approach orientation by adding a positive or approach goal to target emotions that only involve a reduction in negative affect.

The therapist continues speaking to the participants:

If you remember, during the analysis of my emotion in the hypothetical situation, I identified that I felt “anxious.” I may decide that for my target emotion, I would like to decrease the amount of anxiety I feel (i.e., “less anxious”). I may also want to add a goal of experiencing a positive emotion to my original target emotion of “less anxious,” so I could add something like “more calm.” My target emotion, therefore, would be “less anxious, more calm,” which I would write in Box #1 of the worksheet.

In the next step of the Modifying Emotions Worksheet, we think of ways we could change the situation (identified in our analysis as the situation that originally triggered our negative emotion), which would facilitate our current target emotion. For example, using my hypothetical situation, I could write “quit my job” in Box #2. How else could I change the situation in order to become “less anxious, more calm?” What other ideas do you all have?

Next, we think of ways we can improve our physical and emotional health, so we are less likely to experience the negative emotion we identified in our analysis and more likely to experience our target emotion. For example, in Box #3 I could write something like “improve my diet,” “exercise,” or “spend time with friends.”

In the next step, we review from our previous analysis how we appraised the situation at the time, and we consider all of the ways we could appraise the situation differently that would help us achieve our target emotion. For example, in Box #4, I could write, “My boss thinks I am up for the challenge. It would not be hard to increase my sales by 10 %.” I could also write, “My boss is just having a bad day. My job is not really in jeopardy.” These modified appraisals would likely lead me to feel my target emotion of “less anxious, more calm.”

In the following step of the worksheet, we explore ways we can reduce the importance of our needs, goals, desires, and expectations (identified in our analysis) that originally facilitated the negative emotion. One way to do this is to critically examine why we consider the needs, goals, etc. that are related to the negative emotion to be so important. Maybe we have overestimated the importance of these goals. It could be that while it would be disappointing for me to lose my job, it would not actually be as catastrophic as it feels it would be. In Box #5, I could write “maybe losing my job would not be a catastrophe.”

Another way to reduce the importance of our needs, goals, etc., which originally triggered the negative emotion, is to set *new* goals that *can* be attained in the problematic situation. For example, I may choose to set new goals for myself in Box #5, such as “being a good father” or “living an exciting life.” I could attain both of these goals even if I lose my job. In fact, losing my job would actually help me attain these goals. If I am able to refocus on these new goals, the situation becomes less threatening and may be actually viewed as a good opportunity. This reorientation of my goals would foster my target emotion of “less anxious, more calm.”

In the next step, we check to see if our negative emotion is part of an old response pattern that we labeled during the analysis process. If the negative emotion is in fact part of a response pattern, we can brainstorm new, more positive patterns we could begin instead. For example, if my anxiety was part of an old response pattern to difficult situations in which I typically believe “Bad things are going to happen to me!”, I would try to come up with a new pattern I would rather experience instead that would foster my target emotion. Then I would attempt to label this new pattern. This new pattern may be that when faced with difficult situations I choose to believe “I am a survivor!” I would write the label for this new pattern “I am a survivor!” in Box #6.

In the next step, we review from our previous analysis how our emotion was expressed in our body. We then look at how we can make changes in our body that would likely trigger the target emotion. For example, I could write “muscle and breathing relaxation to induce feeling less anxious, more calm” in Box #7.

In the following step, we review our analysis for the ways we evaluated our negative emotion in unhelpful ways. We then think of ways we could evaluate the negative emotion differently that would foster positive secondary emotions and would facilitate our target emotion. For example, I could remind myself that the anxiety I felt in my situation is a good thing in that it keeps me from overlooking the threat of being fired. Thus, in Box #8 I may choose to write, “My anxiety is helpful, since it alerts me to the risk of losing my job. It encourages me to take steps to ensure this does not happen.” This new evaluation could lead to feeling grateful for my anxiety and help me achieve my target emotion of “less anxious, more calm.”

In the final step of the worksheet, we review, in our previous analysis, the impulses to act that were triggered by our negative emotion. We then brainstorm other behaviors we could implement instead that would likely trigger our target emotion. Strategies to brainstorm helpful behaviors include:

1. **Strategy #1 (Use the Blues):** Identify the *helpful* behavior the emotion suggests and then engage in this behavior (e.g., listening to the urgency in my anxiety, I decide to call a few old business contacts to make some sales deals, which would help me feel “less anxious, more calm”).
2. **Strategy #2 (Opposite Action):** Identify the *unhelpful* behavior the emotion suggests and then do the opposite. (e.g., even though my anxiety prompts me to rush around my office I will intentionally slow down and take my time in order to “reduce my anxiety and experience more calm”). This strategy is a key component of dialectical behavior therapy (Linehan, 1993).
3. **Strategy #3 (Distraction):** Do something pleasurable to distract yourself (e.g., I decided to take a walk outside). Remember that the intent of doing something

pleasurable is distraction, NOT avoidance! Distraction is an effective emotion regulation technique that intentionally directs attention away from a negative emotion while still *being willing* to experience the negative emotion if necessary. On the other hand, avoidance is used when a negative emotion is feared and there is an *unwillingness* to experience it. While distraction can reduce a negative emotion, avoidance paradoxically intensifies and maintains it.

Having explored these three behavioral strategies to achieve my target emotion, I would write down a few options in Box #9.

Ideally, we have brainstormed multiple options for each of the steps on the Modifying Emotions Worksheet. We then select the idea or ideas from each step that have the highest chance of success at achieving our target emotion by circling these options on the worksheet. Finally, we number the options on the worksheet in the order in which we intend to carry them out.

By selecting the brainstorming options that have the highest chance of success and determining the order for implementing the options, we have created our very own personalized emotion modification plan. However, the process is not quite finished. The plan must be implemented, and after the plan has been put into place, it should be evaluated.

The plan is evaluated by determining the degree to which the target emotion has been achieved. If the target emotion has in fact been achieved, the plan was successful. In this case, we should appreciate all of our hard work! If the goal was NOT achieved or only partially achieved, it is important to remember not to give up. The following steps can help deal constructively with setbacks:

General Problem Solving Steps – Slide 84: Insufficient Progress

- 1) Reward yourself for trying
- 2) Keep working your same plan
- 3) Make adjustments to the plan
- 4) Modify the target emotion – maybe make “acceptance & tolerance” the goal

1. Reward yourself for trying!
2. Keep working the same plan with increased intensity.
3. Modify the plan; try other strategies.
4. Modify the target emotion. Maybe make “Acceptance and Tolerance” (ART Skill #4) the goal.

General Problem Solving Steps

- 1) Approach the problem with a positive attitude
- 2) Describe and analyze the problem
- 3) Set a goal
- 4) Brainstorm ways to achieve the goal & create a plan
- 5) Put the plan into action
- 6) Evaluate the outcome
- 7) Praise yourself for successes



Slide 85: The final step in the Modifying Emotions Worksheet is to praise yourself for any and all types of successes that have occurred during the modification process. Praising ourselves for successes gives us the encouragement we need to continue to work hard to modify our emotions.

Note to the therapist:

After presenting the steps listed in the Modifying Emotions Worksheet (Appendix R), the participants are given an opportunity to ask questions about the process of modifying emotions in ART Skill #7. The therapist should explain that with practice, they will be able to learn the steps in this process and modify their emotions in real time.

The therapist then invites one of the participants to share a personally challenging emotion that the therapist and participants can use to practice the steps of the Modifying Emotions Worksheet. Using the participant's example, the therapist works collaboratively with all of the participants to work through each step of the worksheet. The therapist records the participants' responses in the boxes that correspond to each step of the worksheet on a large poster-board-size version of the Modifying Emotions Worksheet. If this enlarged copy of the worksheet is laminated, the therapist can use dry-erase markers to record the participants' responses. The laminated worksheet can be erased and reused during future training sessions.

The participants are then asked to use the Modifying Emotions Worksheet to practice modifying one of the important negative emotions they depicted in the drawing they made earlier. They should write the information related to each step in the modification process in the various boxes on the worksheet. After they complete the worksheet, they may discuss it in pairs. The therapist should spend a few minutes working with each pair to provide support and clarify any questions they may have. When the pairs have finished reviewing their worksheets, the therapist may elect either to ask each participant to present their Modifying Emotions Worksheet to the group, or the therapist may choose instead to offer some time for the participants to ask questions and make comments about the worksheet.

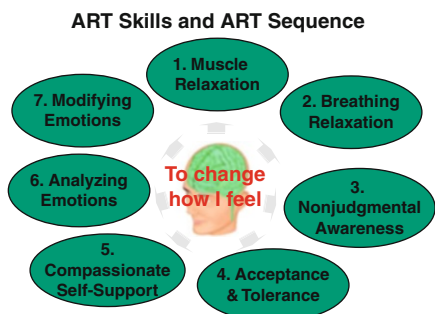
It is common for participants to have difficulty with the modification process, so the therapist should be sure to provide empathy and support as the participants describe problems they are experiencing with this process. The therapist can best assist the participants in these situations by normalizing the difficult nature of this process and by asking empathic questions related to challenges or difficulties they are having. For example, "It sure is hard to look at this situation from another angle. How do you suppose someone else could interpret this situation?" or "How would you advise someone in this same situation who is trying to change how they feel?"

It is common for participants to discount their own brainstorming ideas by saying that the options they came up with for modifying their emotion "would never actually work." The therapist should respond to these participants by gently pointing out their hopeless feelings, providing empathic support, and helping them realize that just because they feel that something is hopeless does not actually mean that it is in fact hopeless. In these instances, participants need to understand that instantly discounting their potentially helpful ideas leaves them with no ideas at all, which is the perfect setup for hopelessness and depression. Sometimes, participants may be more open to consider input from the other participants than from the therapist. In these cases, the therapist can elicit brainstorming ideas from the group.

16.3 ART Sequence with ART Skills #1–7

At this time, ART Skill #7 is integrated into the ART Sequence.

The therapist continues speaking to the participants:



Slide 86: We will now include ART Skill #7 into the ART Sequence.

The therapist may guide the ART Sequence Exercise using the “Exercise Seven” audio that can be downloaded from the ART website, or the therapist may guide the exercise using the following instructions:

We will start the exercise after the sound of the bell.

Sound of the bell

Find a comfortable position. Close your eyes. Breathe in ... and out. Exhale slowly. Relax your body, and focus your attention on your muscles. Relax the muscles in your hands ... forearms ... upper arms ... face ... neck ... shoulders ... back ... belly ... buttocks ... and legs. (*slight pause*) Focus your attention on your breathing. Breathe in ... and ... out. With each exhale, allow your muscles to relax even more. (*5 s pause*)

Now, shift into the state of nonjudgmental awareness by observing your breath without trying to control it. (*5 s pause*) Simply notice how it feels when you breathe in ... and ... out. (*5 s pause*) Now broaden the focus of your attention. Remember that when you realize you’re getting distracted or that thoughts are crossing your mind, use a word to label your thoughts, such as “planning,” “worrying,” or “remembering,” and gently refocus your attention. Be aware of any sensations in your body, (*5 s pause*) of any sounds you can hear, (*5 s pause*) or any odors you can smell. (*5 s pause*) Notice what you can see even though your eyelids are closed. Maybe you see patterns or maybe you notice lighter and darker areas. (*5 s pause*) Notice what thoughts are coming into your mind, (*5 s pause*) and what needs, goals, desires, or impulses to act are currently in your mind. (*5 s pause*) Notice what emotions or moods you are currently experiencing. (*5 s pause*) Briefly label these feelings. (*5 s pause*) Rate the intensity of your feelings on a scale from 0 to 10, and be aware of the places you feel these emotions in your body. (*10 s pause*)

Now take a moment to develop an Acceptance and Tolerance Statement for a negative emotion that you have become aware of presently or one that has been challenging for you in the past. For example, you might say something to yourself like, “It’s okay that I feel this way. These feelings are an important part of me, and

they are trying to help me by providing me with valuable information. I can tolerate them for now because I know they won't last forever." (1 min pause)

We will now begin to shift our focus onto fostering compassionate self-support. Begin by imagining a situation that was difficult for you in the past or something more recently, some situation in which you experienced negative emotions. Now do your best to visualize that you are observing yourself from above this scene. (5 s pause) What do you see as you are looking down at this scene? (brief pause) Where are you? (brief pause) What is happening that is triggering your negative emotions? (brief pause) Which negative emotions are you experiencing? (brief pause) How are your negative emotions reflected in your body posture, facial expression, tone of voice, etc.? (5 s pause)

Now do your best to let the feeling of compassion toward yourself arise within you ... a strong and warm feeling of empathy for yourself that is accompanied by the desire to help yourself and a desire to end your suffering. (5 s pause) Visualize yourself entering this scene as well, and approach yourself, who is in some way hurting in this scene. (5 s pause) Communicate to yourself that this is a difficult situation. Normalize the negative emotions, and provide reassurance by saying that you are there to support and comfort yourself (not to give advice). (10 s pause) If it seems appropriate, visualize giving yourself a physical gesture of compassion (e.g., laying a hand on your shoulder or giving yourself a hug). (10 s pause) Provide encouragement to yourself. Maybe you could say something like, "You've gone through a lot in the past, and you can get through this too! I'll be with you as you work through this. We will get through this together!" (10 s pause) Give yourself a big, kind, reassuring smile. (5 s pause)

Now, let's practice the skill of analyzing a negative emotion. Maybe you would like to analyze a negative emotion that was triggered in the scene you just visualized. Maybe you would like to analyze a negative emotion from a situation in the past or even one that you are currently experiencing. Select a feeling you want to analyze. (10 s pause) I will guide you through the analysis process by suggesting a series of questions that you can ask yourself. Imagine that you are asking these questions of the part of you that is experiencing challenging emotions. Try to give your attention to each question.

First, what situation prompted this feeling? (10 s pause) Did a particular emotional or physical state leave you vulnerable to this emotional reaction? (10 s pause) What in particular caught your attention about the situation that triggered the emotion? (10 s pause) Also, how did you interpret and evaluate the situation? (10 s pause) Which needs, goals, desires, or expectations were associated with this interpretation and evaluation? In other words, what was at stake in this situation? (10 s pause) Was your interpretation and evaluation related to ways you have commonly responded in the past during similar situations? What label could you give to these old response patterns? (10 s pause) How did you feel about having this emotion? (10 s pause) How and where did you feel this emotion in your body? (10 s pause) Did these body sensations cause the emotion to last longer or feel even more intense? (10 s pause) What impulses to act were triggered by the emotion? (10 s pause) If you have already acted on these impulses, what did you end up doing? (10 s pause)

What are the short-term and long-term advantages of this emotion? *(10 s pause)*

What are the short-term and long-term disadvantages of this emotion? *(10 s pause)*

Take some time now to review and reflect on what you have discovered in the analysis process. *(30 s pause)*

As soon as you have gained a more thorough understanding of this particular feeling, you can go one step further and encourage the part of you that is experiencing difficult emotions to practice actively modifying the problematic emotion. To modify the emotion, encourage the part of you that is experiencing the challenging emotion to follow the steps listed on the modifying emotions worksheet we reviewed together. Visualize the worksheet *(5 s pause)* and begin this process by first asking yourself how you actually want to feel in this situation. What is your “target emotion?” *(10 s pause)*

I will now guide you through a series of questions you can ask yourself in order to brainstorm ways you could achieve your target emotion. First, how could I change the situation in order to achieve my target emotion? *(10 s pause)* How could I improve my physical and emotional health in order to foster my target emotion? *(10 s pause)* Are there other ways I could look at this situation that would facilitate my target emotion? *(10 s pause)* In order to encourage my target emotion, could I consider the possibility that other needs, goals, etc. are really more important than the ones I currently have that are related to my situation? *(10 s pause)* Could I reduce the significance of my threatened need, goal, etc. to a lower level of significance in order to foster my target emotion? *(10 s pause)* Which old response patterns could be modified that would encourage my target emotion? *(10 s pause)* What label could I use for these new response patterns? *(10 s pause)* Could I change how I feel about my emotion in order to foster my target emotion? *(10 s pause)* How could I facilitate changes in my body that would trigger the target emotion? *(10 s pause)* What behavior could I engage in that would cue the target emotion? *(10 s pause)*

Considering all of the ideas you thought of to achieve your target emotion, which ideas have the highest chance of successfully cueing your target emotion? *(10 s pause)* In your mind, make a specific plan of how, when, and where you will put these ideas into action. *(15 s pause)* Now, imagine yourself implementing the plan. Do your best to visualize yourself putting your plan into action. Imagine every single step of your plan. *(20 s pause)* Now check if maybe you can already feel your target emotion appearing even a little bit. *(5 s pause)* If so, be aware of your success, and praise yourself. Give yourself a pat on the back. It is okay to feel proud of yourself. Remind yourself that it is important to praise yourself for any progress you have made ... or, if you did not make any progress, to praise yourself for the effort you spent trying. *(5 s pause)*

If you do not get closer to your target emotion, remember that you have three options. First, try the same plan with even more dedication than before. If this does not work, choose other strategies and try a different plan. If this still does not work, you can always modify your target emotion and increase your level of acceptance and tolerance.

As we prepare to end this exercise, briefly focus on any positive emotion you may have experienced while working through the emotion modification process. Do

your best to become aware of even the smallest positive emotion that you may have experienced. When you have found such an emotion, gently encourage the feeling of joy to arise. Appreciate your positive feeling. Remind yourself to appreciate positive feelings such as these and to use the energy from these feelings to overcome difficulties and challenges in life. (*10 s pause*) Ask yourself to consider which of your strengths and abilities contributed to these positive feelings. Maybe it was your courage to try something new that led to these positive feelings. (*10 s pause*)

Now bring this exercise to an end by saying goodbye to yourself. Maybe there is something you want to say to yourself before you go. If so, feel free to do so now. (*5 s pause*) Now, at your own pace, slowly begin bringing your attention to your body again. Bring your attention to your breathing. Notice how the breath flows in and out. (*brief pause*) Now bring your attention back from this exercise and into the present moment. Stretch your body ... open your eyes ... and return back to the present and into this room.

Sound of the bell

As usual, a debriefing occurs at the end of the exercise.

Reference

Linehan, M. M. (1993). *Cognitive-behavioral treatment of borderline personality disorder*. New York: Guilford.