

Assertiveness: GIVE DEAR MAN

Getting help, Saying No, Gentle Confrontation.

Guidelines for Relationship Effectiveness:

(be) GENTLE

(act) INTERESTED

VALIDATE

(use an) EASY MANNER

- 1 (be) Gentle** Be COURTEOUS and temperate in your approach.
- No attacks** No verbal or physical attacks. No hostility, hitting, clenching fists. Express anger through DEAR MAN, after completing GIVE.
- No threats** No “manipulative” statements, no hidden threats. No “I’ll kill myself if you...” Tolerate a no to requests. Stay in the discussion even if it gets painful. Exit gracefully.
- No judging** No moralizing. No “If you were a good person, you would...” No “You should...” “You shouldn’t...”
- 3 (show) Interest** INQUIRE, LISTEN, and be interested in the other person.
- Ask many open-ended questions and listen carefully to the other person’s point of view, to fully understand their concerns and emotions. Don’t interrupt, talk over, etc. Summarize their concerns and emotions and ask if the person thinks you are fully understanding. Be sensitive to the person’s desire to have the discussion at a later time.
- 4 Validate** Validate or ACKNOWLEDGE the other person’s feelings, wants, difficulties, and opinions about the situation. Express compassion out loud: “It is very understandable that you feel ...” or “Many people would feel that way” or “Your reaction makes complete sense, AND...”
- (use an) **Easy manner** Use a little humor. SMILE. Ease the person along. Be light-hearted. Wheedle. Use a “soft sell” over a “hard sell.” Be diplomatic. Maintain a soft, gentle voice.

Other ideas: _____

Guidelines for Objectives Effectiveness: Getting What You Want

A way to remember these skills is to remember the term “**DEAR MAN.**”

DESCRIBE
EXPRESS
ASSERT
REINFORCE

(stay) **MINDFUL**
APPEAR CONFIDENT
NEGOTIATE

2 **Describe**

Describe the current SITUATION and BEHAVIORS you are reacting to.

Tell the person exactly what you observed (facts) that you are reacting to.

5 **Express**

Express your REACTIONS (FEELINGS and OPINIONS).

Assume that your feelings and opinions are not self-evident. Use phrases such as “I want,” “I don’t like it when you...,” or “I feel stressed by...” instead of “I need,” “You should,” or “I can’t.” Explain your position. Express soft emotions like sad, lonely, worried, stressed, guilty, hurt” Generally avoid anger words, including irritated, annoyed, frustrated Avoid expressing negative assumptions about the person’s thoughts and emotions (wants, love, appreciation, judgments, intentions). Instead, first find out during the GIVE phase.

“Those behaviors give me the impression that you...”

“It comes across to me as...”

6 **Assert**

ASK for what you want or SAYING NO clearly.

Assume that others will not figure it out or do what you want unless you ask. Assume that others cannot read your mind. Don’t expect others to know how hard it is for you to ask directly for what you want.

7 **Reinforce**

Reinforce or reward the person ahead of time by explaining CONSEQUENCES.

Tell the person the positive effects of getting what you want or need. Tell him or her (if necessary) the negative effects of your not getting it. Help the person feel good ahead of time for doing or accepting what you want. Express appreciation for after the person does (at least some of) what you ask. Reward improvement rather than perfection.

- (stay) Mindful** Keep your focus ON YOUR OBJECTIVES.
 Maintain your position. Don't be distracted.

- “Broken record”** Keep asking, saying no, or expressing your opinion over and over.

- Ignore** If another person attacks, threatens, or tries to change the subject, ignore the threats, comments, or attempts to divert you. Don't respond to attacks. Ignore distractions. Just keep making your point.

- Appear confident** Appear EFFECTIVE and competent.
 Use a confident voice tone and physical manner; make good eye contact. No stammering, whispering, starting at the floor, retreating, saying “I'm not sure,” etc.

- Negotiate** Be willing to GIVE TO GET. Offer and ask for alternative solutions to the problem. Reduce your request. Maintain no, but offer to do something else or to solve the problem another way. Focus on what will work.

- Turn the tables** Turn the problem over to the other person. Ask for alternative solutions: “What do you think we should do?” “I'm not able to say yes, and you seem to really want me to. What can we do here?” “How can we solve this problem?”

Other ideas: _____

INTERPERSONAL EFFECTIVENESS HANDOUT 10

Guidelines for Relationship Effectiveness: Maintaining Self-Respect

A way to remember these skills is to remember the word “FAST” (DEARMAN, GIVE FAST).

- (be) **FAIR**
- (no) **APOLOGIES**
- STICK TO VALUES**
- (be) **TRUTHFUL**

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

- (no) Apologies** No OVERLY apologetic behavior. No apologizing for being alive, for making a request at all. No apologies for having an opinion, for disagreeing.

- Stick to values** Stick to YOUR OWN values.

Don't sell out your values or integrity for reasons that aren't very important. Be clear on what you believe is the moral or valued way of thinking and acting, and “stick” to your guns.

- (be) Truthful** DON'T LIE, ACT HELPLESS when you, are not, or EXAGGERATE. Don't make up excuses.

Other ideas: _____

GIVE DEAR MAN Checklist

Name:

Date:

G - (was) **Gentle** and used **Easy Manner**

- was calm and courteous (no attacks or hostility)
- consequences were not conveyed as threats
- did not judge: words such as "good" "should..." "irresponsible"
- used gentle voice and face showed smile or compassionate expression

Described - told the person exactly what you are reacting to

- stuck to observable behaviors and avoided assumptions about the other person
- used I statements to describe past events "What I remember is...Is that correct?"
- confirmed facts not directly observed "My understanding is that...Is that correct?"
- was specific and avoided vague words like "irresponsible", "respect", "annoying"
- avoided extreme words like "never" or "always"

I - (showed) **Interest**, listened, and tried to **Understand**

- inquired, asked open-ended questions about their concerns and primary emotions
- did not interrupt or talk over the other person
- eye contact, nodded, and made encouraging sounds like "mm hm"
- summarized their concerns and emotions
- asked the person if you are fully understanding, and if not, to say more

V - **Validated**

- acknowledged the other person's feelings, wants, difficulties, and opinions
- expressed compassion: "It makes sense that you feel/want ..." or "It is normal to..."

E - **Expressed** - stated your reactions (FEELINGS and OPINIONS).

- used I statements: phrases such as "I want," "I don't like it when you...", or "I feel"
- expressed soft emotions like sad, lonely, afraid, worried, stressed, guilty, hurt
- avoided mentioning anger, including irritated, annoyed, frustrated

A - **Asserted**

- you directly asked for a specific observable behavior or said "no" to their request
- asked for what you wanted instead of a request to reduce a behavior
- avoided vague and judgment phrases like "you should be more respectful"
- did not ask for person to change something internal, such as an attitude

R - **Reinforced**

- explained how giving you what you want will benefit them and you
- explained how your relationship will improve and your desire to do more for them
- asked about reciprocity options: "What can I do in return?"
- explained the negative effects of them not changing their behavior (if necessary)
- expressed appreciation, in advance
- only if needed: gently specify negative consequences for non-compliance

When GIVE DEAR is not enough:

- M** - used "Broken record"
- M** - ignored attacks, threats, or attempts to change the subject
- A** - used a confident voice, made good eye contact
- N** - offered alternative solutions (compromises or quid pro quo offsets) should
- N** - asked for alternative solutions (turned the tables)
"What do you think we can do to reach an agreement or compromise?"

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Anger Management

1. GIVE – Gently seek to understand and validate the other person
 - A. Time out – Only speak when you are calm and gentle. If needed, leave and tell the other person when you are intending to return or when you will complete the conversation.
 - B. Delay saying you are angry, giving feedback, “speaking your mind”, confronting, or retaliating UNTIL you complete Steps C and D. At this point, only describe emotions of curiosity, confusion, “concern”, or worry.
 - C. Check the Facts – Ask questions about their behaviors and the situation, rather than make negative assumptions. “Did you...? Why?” “It is my understanding that you... Is that correct? Am I missing anything?”
 - D. Empathize – understand the core concerns, emotions, and intent of the other person. Ask the person questions about their experience and summarize: “It is my understanding that you... Is that correct? Am I missing anything?”
If the explanation does not make sense to you (or you suspect dishonesty), say “I’m still having trouble understanding... Can you say more about ...?”
Once you understand, end by saying “I understand that you...and that makes sense” (assume what they are saying is true).
If you still do not understand, end by saying “I understand that you...because you ... and I’m sure it make sense in having some understandable causes...
... even though I still don’t understand [and I think it was ineffective]”.
2. DEAR MAN – Ask directly and clearly for what you need (assert), rather than getting passive or angry. If you are denied (and at an impasse), flexibly collaborate to brainstorm possible solutions or compromises. If needed, ask the other person to repair their ineffective behaviors.
3. Opposite Action – Show gentleness, kindness, and empathy in anger situations
4. Repair – After an anger slip, complete the repair steps as soon possible:
Acknowledge, Apologize, Insight, Plan, Redo, Restitution.
Practice a lot, by repairing small anger slips, and even do mini-repairs with unimportant relationships or strangers.
5. Consequences – “Favor lock down” vs. favors, “could shoulder”, written behavior plan

Interpersonal Repair

Describe to the person you harmed your intention to repair by following the five steps below. Ask the other person to follow these steps when they hurt you.

1. Acknowledge your ineffective behavior, and its impact on the other person. Use the GIVE skill. Ask the other person how the behavior affected them rather than relying on your assumptions, and then summarize and apologize.
2. Show insight about why you did it, focusing more on current causes than historical causes, and don't blame the other person. For example:
 - "I over-reacted because I am very sensitive about that issue"
 - "I felt shame and I still don't know how to cope with that feeling"
 - "I made negative assumptions and didn't find out if they were true"
 - "I didn't express my needs soon enough"
 - "I don't know how else to get you to stop, or how to tolerate when you don't"
 - "I accidentally slipped into judgmental thinking again"
3. Validate the other person if your ineffective behavior was partly due to your negative assumptions, judgments, or negative tone. Show that you believe the other person's understanding of the facts, and their non-negative emotions and intentions. If the other person verifies they negatively reacted to you, express that they are normal reactions or make sense in some way.
4. Describe a compelling plan for effectively reducing the probability of repeating the ineffective behavior in the future. Ask for suggestions from the person who was harmed. In a convincing way, express commitment to the plan. The plan needs to be *better than the last plan that failed*. If the other person also had ineffective behaviors, you can do a GIVE DEAR MAN to ask for different behavior, but only AFTER completing all these repair steps.
5. Take one step NOW to implement the plan. REDO the problematic interaction, and thoroughly describe the improved skills that you show. Ask for feedback from the person who was harmed about the new response that you showed.
6. Do something nice to make up for the harm. Repair the damage. Fix items broken. Do something nice for the person to show that you care, if the damage is that the person felt that you did not care about them. Ask for input from the person who was harmed about how you can most effectively make amends.

Getting Your Teen to Do *Interpersonal Repair*

Learning Repair

- Make sure your teen reviews the Repair handout and checklist in an individual therapy session.
- Show the repair process by YOU repairing an unskillful parent behavior that made your teen upset. Use the Repair Checklist and let your teen see you checking off each item as you complete it.
- If needed, parents can have the teen observe a role-play of a repair that the teen could do for a recent problematic behavior of the teen. One parent pretends to be the teen doing the repair and the other parent shows how they would respond to each piece of the repair.

Starting the Repair

Ask, but do not demand, that a thorough repair be done soon after their aggression, stealing, lying, truancy, or being away from home without permission.

If they only apologize, ask: “Would you like to complete your repair now?”

If they refuse to do a full repair, say:

“That’s your choice. Let me know if you change your mind.”

Until the repair is completed, keep on favor lockdown and cold shoulder.

- immediately cancel planned favors or end a favor underway
- deny the next favor request “I’m not in a giving mood. I’m still hurt”

Doing the Repair

Checklist - Give them the Repair Checklist and ask that they use it when they deliver their repair. Have your copy of the Repair Checklist (feedback) and mark each item as it’s completed.

Gentle - Stop the repair if is not gentle: “I can only receive your repair if you do it in a kind and gentle way. Let me know when you are ready to do it that way. We can do it later if you need more time to prepare yourself.”

Feedback - After they complete their repair, ask “May I show you my feedback?” and “Would you like to try again?” Would you like me to show you an example of what you could say to get full credit?”

Try Again - If repair was inadequate, and they don’t try again: “That’s your choice. Let me know when you want to finish the repair.”

Interpersonal Repair Checklist

When you have harmed someone:

Acknowledge, Understand, and Validate

- N/A Described your behavior as ineffective
- N/A Asked them how your behavior affected them (rather than assuming)
- N/A Accurately described the impact on them
- N/A Gave a sincere gentle apology
- N/A Showed insight about why you acted ineffectively (what you need to work on)
- N/A Asked questions to understand the reasons for their behavior that triggered you and accurately summarized and validated their perspective (empathy).

Plan to Increase Skillful Behaviors

- N/A Described an effective plan to reduce your problem behavior
- N/A The plan included several relevant DBT skills
- N/A The plan included doing GIVE DEAR MAN before expressing or acting on anger
- N/A Asked them for suggestions about how to reduce your ineffective behavior

Practice

- N/A Did a REDO of the problematic interaction to show the more skillful behaviors (e.g., how to more effectively influence them or react to them)
- N/A Asked them for feedback about the effectiveness and thoroughness of the skillful behaviors you showed

Make Amends

- N/A Did something nice to make up for the harm, and fixed/replaced items broken
- N/A Asked them for input about how you can effectively make up for it

Things to avoid

- Appeared to blame them (e.g., stated they caused your ineffective behavior)
- The tone was not gentle enough or sounded judgmental of them
- Asked them to change before you completed all the repair steps

Interpersonal Repair Checklist - Receive

After someone has harmed you, give them feedback on their repair.

Acknowledge, Understand, and Validate

- N/A They described their behavior as ineffective
- N/A Asked you how the behavior affected you rather than relying on assumptions
- N/A They accurately described the impact on you
- N/A Gave a sincere gentle apology
- N/A Showed insight about why they acted ineffectively (what they need to work on)
- N/A Asked you questions to understand your behaviors that provoked them, and then accurately summarized and validated your perspective (empathy).

Plan to Increase Skillful Behaviors

- N/A They described an effective plan to reduce the problem behavior
- N/A The plan included several relevant DBT skills
- N/A The plan included doing GIVE DEAR MAN before expressing or acting on anger
- N/A Asked you for suggestions about how to reduce the ineffective behavior

Practice

- N/A Did a REDO of the problematic interaction to show the more skillful behaviors (e.g., how to more effectively influence you or react to you)
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