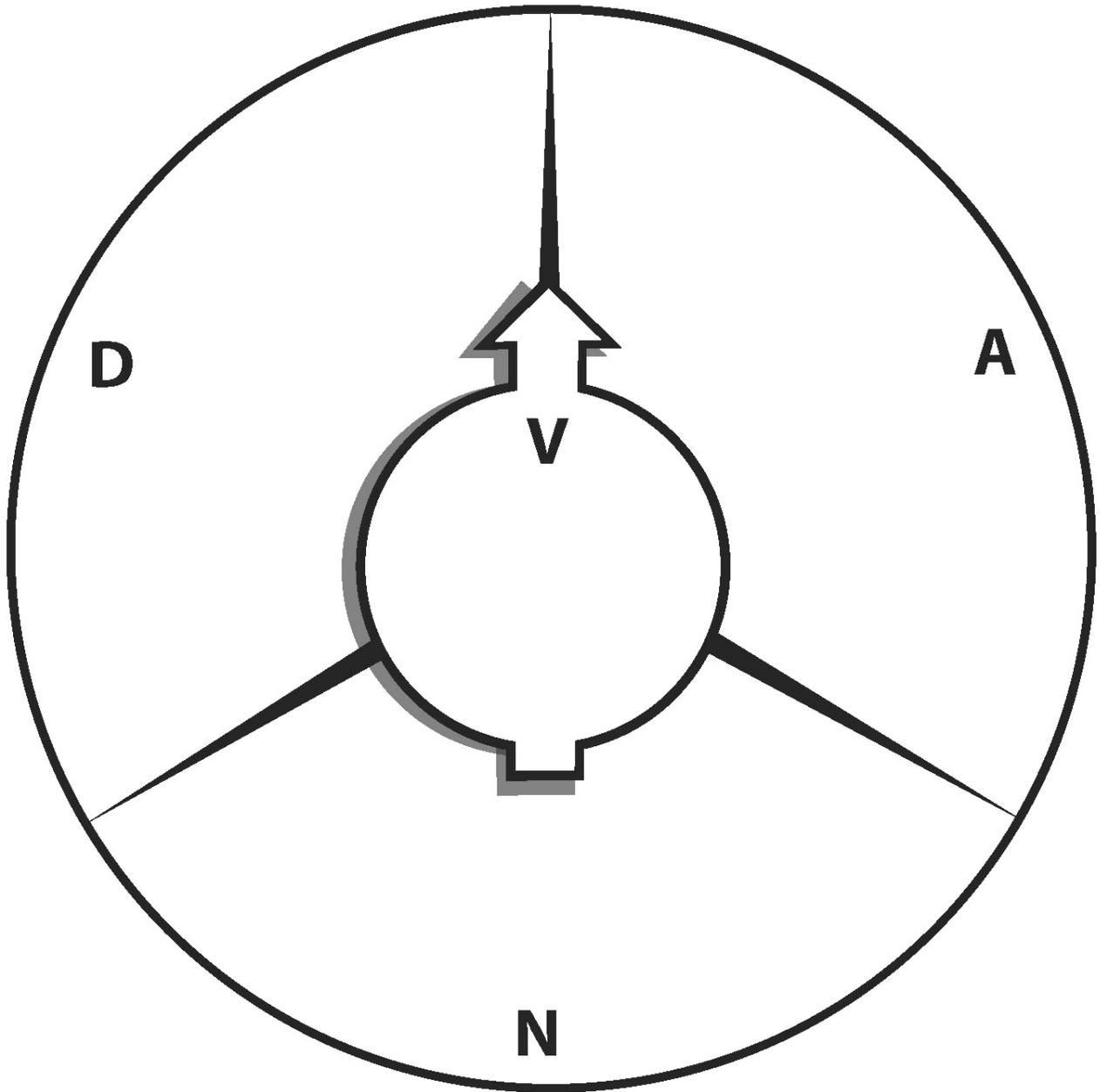


DNA-V CASE CONCEPTUALIZATION WORKSHEET

Current situation and presenting issue

Social and historical environment



Self-view

Social view

CONVERSATION CARDS

| | |
|--|--|
| What do you think is your main purpose in life? | Which do you prefer, blending in or standing out? |
| Who is the wisest person you know? | What would you most like to achieve? |
| What does freedom mean to you? | What's the most important thing to you right now? |
| What do you hope for? | Imagine you could achieve anything—what would it be? |
| What makes a good life? | What is it like to learn? |
| What does independence mean to you? | What would you do if you were rich? |
| What makes you strong? | Who has taught you the most in life? |
| Have you dreamed of doing something extraordinary? | What does it mean to find peace? |

| | |
|--|--|
| How do your values differ from those of your family? | Who is the most compassionate person you know? |
| What do you hope people will remember about you? | What would it be like to trust? |
| What does it mean to love? | What does it mean to be seen or heard? |
| What does forgiveness mean to you? | Who would you most like to thank? |
| Have you longed for something? | Have you ever been bullied? |
| Have you felt despair? | Have you ever felt unsafe? |
| What is the hardest thing to accept about yourself? | Have you ever thought of dying? |
| Have you ever been let down? | What makes a friend? |

HOW DID IT GO?

| The situation | What you did | What happened next? | Did it work? Did it make life better in the long run? |
|---------------|--------------|---------------------|---|
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |

THE DNA-V OF YOUR LIFE

1. Feeding the Advisor

Write down five events that have happened in the past few years:

1. _____

2. _____

3. _____

4. _____

5. _____

Ask the advisor to judge which of those memories are good and which are bad.

Get the advisor to make a conclusion about your life based exclusively on these five events.

2. Becoming a Discoverer

Gather evidence about your life. For example, you can look at what you've stored on electronic devices (photos, posts on social media, and so on) or some of the meaningful objects you own. Or you might just take photos of what's important to you. Consider discussing this with someone. When you're ready, jot down some notes about what you discovered and appreciated. Really brainstorm. The more notes, the better.

3. Noticing the Differences Between the Advisor and the Discoverer

Compare what you wrote in the first part of this worksheet to what you wrote in the second. Then take a little time to write about the differences here.

MY VALUED JOURNEY

| Domain | Things I've valued (Events that made me smile, touched me, were fun or meaningful, or made me feel alive) | Favorites ☆☆☆☆☆ = top ☆☆☆ = middle ☆ = okay | Step into the future (What actions can I take to have more of this in the next year? What are some small steps I might try?) |
|--|--|--|---|
| Connecting with others | | | |
| | | | |
| | | | |
| Giving to others and having a positive influence | | | |
| | | | |
| | | | |
| Being active | | | |
| | | | |
| | | | |
| Embracing the moment | | | |
| | | | |
| | | | |
| Challenging myself and learning | | | |
| | | | |
| | | | |
| Caring for myself | | | |
| | | | |
| | | | |
| Other: | | | |
| | | | |
| Other: | | | |
| | | | |

STRENGTH SPOTTING CARD SORT

| | | |
|--|--|--|
| <p>Appreciating beauty</p> <p>I appreciate art, music, painting, dance, or other expressions of beauty.</p> | <p>Capacity for love</p> <p>I can express and receive love.</p> | <p>Teamwork</p> <p>I'm good at working with a group.</p> |
| <p>Capacity for friendship</p> <p>I can be a good friend to others.</p> | <p>Curiosity</p> <p>I find the world a very interesting place and like to be involved in new things.</p> | <p>Being fair</p> <p>I admit when I'm wrong and try to treat all people equally.</p> |
| <p>Forgiving</p> <p>I don't try to get even. I accept that my friends and loved ones will be imperfect.</p> | <p>Being grateful</p> <p>I express gratitude and I'm thankful.</p> | <p>Hope</p> <p>I believe I can achieve my goals.</p> |
| <p>Humor</p> <p>I use humor to brighten others' day. I try to add humor to whatever I do.</p> | <p>Persistence</p> <p>I keep doing what I think is important even when things get difficult or I fail.</p> | <p>Honesty</p> <p>I tell people what I care about, keep promises, and don't lie.</p> |
| <p>Careful judgment</p> <p>I think things through and make decisions after I have all the facts.</p> | <p>Kindness</p> <p>I help friends, go out of my way to cheer others up, and love to make others happy.</p> | <p>Leadership</p> <p>I'm able to take charge and help a group work well together.</p> |
| <p>Love of learning</p> <p>I love to learn and grow.</p> | <p>Humility</p> <p>I don't act as if I'm special, don't brag, and am humble about good things that have happened to me.</p> | <p>Creativity</p> <p>I like to come up with new ideas and new ways of doing things.</p> |

| | | |
|---|--|--|
| <p style="text-align: center;">Wisdom</p> <p>I don't lose sight of what's really important in life.</p> | <p style="text-align: center;">Carefulness</p> <p>I avoid unnecessary risks and think before I speak.</p> | <p style="text-align: center;">Self-control</p> <p>I'm highly disciplined and able to stick to my goals despite temptations to abandon them.</p> |
| <p style="text-align: center;">Social intelligence</p> <p>I can fit into different situations, and I'm good at sensing what others are feeling.</p> | <p style="text-align: center;">Spirituality</p> <p>I believe in a universal power or God, and I keep my faith even during hard times.</p> | <p style="text-align: center;">Courage</p> <p>I'm able to do what I think is important, even when I feel fear, uncertainty, or intimidation.</p> |
| <p style="text-align: center;">Enthusiasm</p> <p>I love what I do and can't wait to get started on projects.</p> | <p style="text-align: center;">Perspective taking</p> <p>I see things from different viewpoints, and I can take other peoples' perspective.</p> | <p style="text-align: center;">Discovery</p> <p>I love to try new things and explore possibilities.</p> |
| <p style="text-align: center;">Noticing inside</p> <p>I'm usually aware of what I'm feeling and thinking.</p> | <p style="text-align: center;">Noticing outside</p> <p>I notice what's going on outside me and the consequences of my actions on others.</p> | <p style="text-align: center;">Self-kindness</p> <p>When I don't live up to my expectations, I'm able to forgive myself and recommit to my goals.</p> |
| <p style="text-align: center;">Willingness</p> <p>I choose to do what I care about even when I have difficult feelings, such as sadness, anger, insecurity, or low motivation.</p> | <p style="text-align: center;">Inner Balance</p> <p>Difficult thoughts and feelings don't push me around. I can have self-doubt and fear and still work toward success.</p> | <p style="text-align: center;">Workability focus</p> <p>I focus on doing what works—acting in a way that makes my life better.</p> |

CARING FOR MYSELF

Getting physical

Accepting myself

Giving thanks

Seeing possibilities

Asking for help

Feeling pleasure

Finding peace

Understanding

CONNECTING WITH OTHERS

Trusting

Being loving

Being truthful

Admiring

Connecting

Appreciating others

Belonging

Being compassionate

CHALLENGING MYSELF

Dancing with joy

Imagining

Daring to dream

Creating

Seeking freedom

Achieving

Seeking knowledge

Embracing the moment

VALUING IN THE PRESENCE OF DIFFICULTY

Forgiving

Seeking wisdom

Letting it be

Struggling

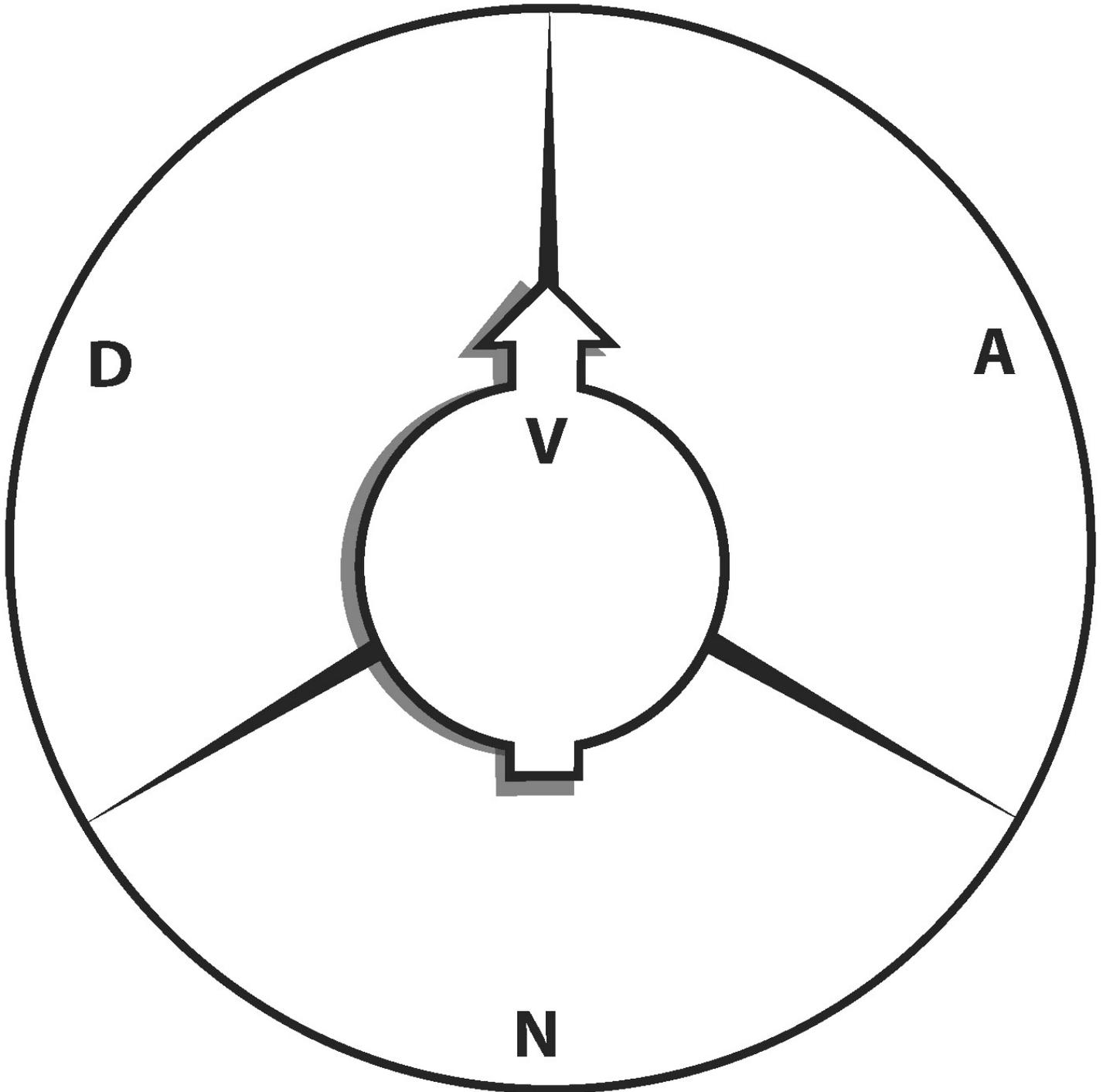
Staying with uncertainty

Feeling secure

Saying good-bye

Feeling different

THE DNA-V WALK OF LIFE



IS CHANGE POSSIBLE?

Here's a quick, thirty-second quiz. Read the following statements, then rate the extent to which you agree with each using a scale of 1 to 6, where 1 means "strongly agree" and 6 means "strongly disagree":

_____ *People don't change.*

_____ *I can't improve my intelligence that much.*

_____ *If I'm bad at something, it probably means I'll never be good at it.*

_____ *I can't develop talent at something. I either have it or don't have it.*

Score: If you tended to answer 4 or higher, your answers reflect a flexible self-view. If you tended to answer 3 or lower, your answers reflect a fixed self-view.

With a fixed self-view, you're stuck in the advisor's rules, which make it seem as if you can't change or improve. With a flexible self-view, you have rules that help you to grow, and you're able to let go of rigid rules when they aren't useful. Having a fixed self-view keeps you stuck inside your advisor space, whereas having a flexible self-view allows you to use all of your DNA skills.

STEPPING FROM A FIXED SELF-VIEW TO A FLEXIBLE SELF-VIEW

Think about something that's important to you but you often find hard to do. Choose an activity that you believe you aren't good enough at—math, English, science, a certain sport, being a friend, dancing, or whatever fits for you.

Getting to Know Your Fixed Self-View

Using the activity you identified above, complete the following sentence:

I believe I'm not good enough at: _____

When you attempt this activity, and the going gets tough, what do you tell yourself about it? Let your advisor come up with criticisms, such as "not smart enough," "too slow," "too unskilled," "not interesting enough," "too weak," or "too undisciplined." Let the advisor hit you with its best shot: "useless," "lazy," "stupid," or other name-calling.

Now assume that you're totally stuck in just the negative aspects of the advisor, and whatever your advisor says will define how you act for the rest of your life. Complete the following statement for several of the advisor's messages:

When my advisor says _____,

for the rest of my life I must _____.

When my advisor says _____,

for the rest of my life I must _____.

Now repeat the negative advisor messages to yourself and really try to believe it. As you do this, step into noticer space and scan your body for sensations and feelings. What sensations show up in your body? What emotions show up?

Exploring a Discoverer's Way

Now imagine that you have great discoverer skills and can easily shift to using them—that you can step into and out of your advisor space easily. How might you approach this activity now, if anything was possible? What new things might you try to become better at your valued activity?

Then, broadening from those activities, what would you be doing if you assumed you could explore, discover, and try new things for the rest of your life?

Are you willing to take a leap of faith and assume that you can explore and change, even if it's only a small step? If yes, well done! You've taken a powerful discoverer step. If no, that's okay. Just keep in mind that you get to choose. You have the power to change if you're willing to unhook from self-limiting beliefs and step into discoverer space.

WHO ARE YOU?

Instructions: This is a five-minute timed task. Please write whatever comes to mind for each statement. There are no right or wrong answers. Just notice how you complete each sentence.

| You | Connect yourself to | The content (words) | |
|-----|---------------------------|---------------------|----------|
| | | Answer 1 | Answer 2 |
| I | am | | |
| I | am not | | |
| I | am a | | |
| I | value | | |
| I | love | | |
| I | hate | | |
| I | believe it's important to | | |
| I | am unable to | | |
| I | am able to | | |
| I | am lovable because | | |
| I | am unlovable because | | |
| I | am good because | | |
| I | am bad because | | |
| I | am strong because | | |
| I | am weak because | | |

STRENGTHENING MY SELF-VIEW

flexible - view -- flexible - view -- flexible - view -- flexible

flexible - view -- flexible - view -- flexible

flexible - view -- flexible - view -- flexible - view -- flexible

Positive self-concepts

Negative self-concepts

Roles in life

SELF-COMPASSION QUIZ

Rate the extent to which you agree with each of the statements below, using a scale of 1 to 5 in which 1 means "never," 2 means "rarely," 3 means "sometimes," 4 means "often," and 5 means "always."

_____ *Do you accept that you'll often fail to live up to your ideals?*

_____ *Do you accept that when you fail to live up to your ideals, you'll often experience self-criticism and discomfort?*

_____ *Are you willing to mindfully make space for self-criticism and discomfort and allow them to come and go like bad weather?*

_____ *Do you value treating yourself with kindness?*

_____ *Do you use kindness to motivate yourself when you experience setbacks?*

If you were able to answer 4 (often) or 5 (always) to all of these questions, you're skillful in the use of self-compassion. However, many people respond to at least a few of these questions with numbers below 4. That's okay. This quiz isn't another excuse to beat yourself up. Just use it as a gentle way to increase your awareness of the aspects of self-compassion that are difficult for you.

BECOMING A FRIEND TO YOURSELF

Your Mistakes

Think of a time you made a mistake, failed, or did something you considered to be wrong. Briefly state what the mistake was here:

Now get in touch with how you responded to the mistake and answer these questions:

Did your advisor criticize you?

Yes _____ Somewhat _____ No _____

Did you call yourself names like stupid, lazy, or weak?

Yes _____ Somewhat _____ No _____

Did you blame yourself?

Yes _____ Somewhat _____ No _____

Were you hard on yourself for a long time, like more than a day or two?

Yes _____ Somewhat _____ No _____

A Friend's Mistakes

Now think of a time when a close friend made a mistake, failed, or did something you considered to be wrong. Choose a mistake that didn't hurt you or impact you negatively. (You might choose something like failing a test or being fired from a job.) Briefly state what the mistake was here:

Now get in touch with how you responded to your friend's mistake—what you said or thought about your friend.

Did you criticize your friend?

Yes _____ Somewhat _____ No _____

Did you call your friend names like stupid, lazy, or weak?

Yes _____ Somewhat _____ No _____

Did you blame your friend?

Yes _____ Somewhat _____ No _____

Did you stay angry at your friend for a long time, like more than a day or two?

Yes _____ Somewhat _____ No _____

Comparing Your Ratings

How did you do? If you answered yes to three or more questions about yourself, you're being hard on yourself and may want to give kindness a try. How did you rate your friend? When you compare your ratings, is there a difference? Is it easier for you to be kind to a friend than it is to yourself?

One way to practice self-kindness is by taking the perspective of a friend. In other words, treat yourself as you'd treat a friend who made a similar mistake. Can you be a friend to yourself? Try stepping into discoverer space and giving self-kindness a try, just to see what happens. You can always go back to self-criticism.

Also, bear in mind that self-kindness isn't self-indulgence. It works to the extent that it helps you overcome setbacks and recommit to your valued path.

CREATING A STRONG GROUP

Who are we? What is our purpose?

What do we care about?

What kind of group do we want to be?

What can we do to remind ourselves of our group purpose? Should we give the group a name, write a mission statement, create a logo, or represent our identity in some other way?

What are the costs and benefits of being in the group?

What are the benefits of working hard in the group?

What are the costs of working together?

If one person works harder than another person, will that person receive greater benefit?

How will we make decisions?

Will the group have a leader? If so, how will a leader or leaders be chosen?

How will decisions be made? Is a majority vote enough, or does everybody have to agree unanimously?

How do we keep track of our progress?

Who's responsible for each action item?

How can we know how much work each person is doing? Can we observe everyone's work or will it sometimes go unseen?

What happens if someone is acting selfishly?

What will we do if someone is being selfish or disruptive?

How will we resolve conflicts?

What consequences will we set for moderately problematic behavior?

What consequences will we set for more severe problematic behavior?

What is our relationship to adults and other groups?

How will we work with our facilitator or other supporting adults?

Are we part of a larger group? If so, how will we work with that larger group to get things done?

How will we work with other groups?

GROUP GOAL SETTING WORKSHEET

Write down a group goal for the next few weeks (or whatever time period is relevant).

Our goal is _____.

We plan to do the goal _____ [ideally, specify the time, date, place, or context for working on the goal].

Who is in charge of coordinating our efforts as we work toward this goal?

Benefits: What would the most positive aspects of achieving our goal look like? How does the goal support our values?

Barriers: What are the most critical barriers to achieving our goal?

What will we do if we encounter critical barriers?

If _____ [barrier] arises,

we will _____ [goal-supporting action].

If _____ [barrier] arises,

we will _____ [goal-supporting action].

WEEKLY ACTS OF KINDNESS

Your acts of kindness for the week:

As you fill out the rest of this sheet, bear in mind that things don't always go as you expect, so you can record both positive and negative experiences here.

Advisor: What thoughts did you have before and after you did kind acts?

Noticer: What feelings showed up as you did kind acts?

Discoverer: What did you discover as you engaged in kind actions?

EXAMPLES OF SKILLED AND UNSKILLED DNA-V BEHAVIOR

| Highly Skilled | Unskilled | Examples of Unskilled Behavior |
|---|--|--|
| Advisor/Inner Voice | | |
| <ul style="list-style-type: none"> • Uses verbal beliefs based on past experience, reasoning, and teaching as guides for effective, valued action • Can notice when the advisor is unhelpful and unhook from it • Understands that emotion control efforts are often problematic | <ul style="list-style-type: none"> • Relies on verbal beliefs based on past experience, reasoning, and teaching even when they are unworkable in terms of value and vitality • Doesn't make use of verbal beliefs that are workable and might serve as a guide for effective action • Uses verbal processes such as rumination, blaming, worry, and fantasy to control emotions in a way that interferes with valued living | <ul style="list-style-type: none"> • Low sense of social worth or self-efficacy interferes with valued action • Has negative evaluations of emotions and is intolerant of emotions • Sees thoughts and feelings as barriers to valued action • Is attached to unhelpful rules • Makes extreme or too-general conclusions about the self, others, or life (e.g., "I'm always screwing up") that don't aid valued action • Experiences excessive worry or rumination |

Noticer

- | | | |
|--|--|---|
| <ul style="list-style-type: none">• Is able to notice and label sensations and feeling states• Is able to allow feelings and sensations to come and go without reacting to them or controlling them• Is able to flexibly direct attention to both the inside and outside world, with purpose and curiosity | <ul style="list-style-type: none">• Is unable to notice and label physical sensations, emotions, or both• Is afraid of physical sensations or feelings• Reacts to internal sensations without pausing or awareness• Seeks to turn his or her attention away from feelings and is unable or unwilling to direct attention to the inside or outside world | <ul style="list-style-type: none">• Tends to somaticize, mistaking psychological distress for symptoms of a medical condition• Disconnects from or hates his or her body• Uses cognitive terms to describe emotions in broad, undifferentiated terms (for example, "I feel bad," instead of "I feel angry")• Is unable to use specific emotion labels when upset• Overreacts or reacts impulsively when upset• Is unable or unwilling to focus on or talk about emotions• Has facial expressions that don't reflect reported emotions or a disconnection between an emotional situation and reported emotions• Is easily distracted and struggles to stay focused• Seems to be on automatic pilot in important situations |
|--|--|---|

Discoverer

- Tests the workability of behavior
- Tries new things in the service of finding what works best
- Identifies and builds values and strengths
- Develops willingness, choosing valued action while making space for difficult emotions or thoughts that arise

- Fails to test workability
- Repeats old behaviors even when they clearly don't work
- Acts impulsively
- Doesn't identify or build values and strengths
- Fails to explore the utility of willingness in different contexts

- Keeps using unworkable strategies and doesn't try new things
- Explores in ways that don't connect to meaning and purpose (for example, unhelpful sensation seeking and risky behavior)
- Refuses to even think about trying something new
- Refuses to engage in experiential learning; tries to solve everything in the "safety of the mind," (for example, through worry, rather than exploring what works in the world)

HIGHER ORDER DNA-V SKILLS THAT PROMOTE SELF AND SOCIAL UNDERSTANDING

| Highly Skilled | Unskilled |
|---|---|
| Self-View | |
| <p>Discoverer</p> <ul style="list-style-type: none"> • Uses perspective taking to see the self as more than the advisor’s self-evaluations and categories • Sees the self as the one who has discoverer, noticer, and advisor behaviors—as more than just the advisor and its evaluations; and sees the self as more than thoughts and feelings—as the container of these inner experiences • Is able to experiment with self-compassion and find contexts where self-compassion helps with valued action | <p>Discoverer</p> <ul style="list-style-type: none"> • Identifies primarily with the advisor (for example, “I am bad” versus “My advisor is saying that I am bad”) • Is unable to see the self as the one who has discoverer, noticer, or advisor behaviors • Is unable to experiment with self-compassion or discover the value of self-compassion |
| <p>Noticer</p> <ul style="list-style-type: none"> • Notices self-evaluations as they come and go | <p>Noticer</p> <ul style="list-style-type: none"> • Fails to notice self-evaluations |
| <p>Advisor</p> <ul style="list-style-type: none"> • Has a growth mind-set, with effective beliefs about having hope and being able to grow, improve, and develop • Recognizes that self-criticism often occurs after failure and that it need not be listened to or believed | <p>Advisor</p> <ul style="list-style-type: none"> • Has a fixed mind-set, with ineffective beliefs about being hopeless and unable to grow, improve, or develop • Over-identifies with self-processes that are shaming, stigmatizing, or abusing |

Social View

Discoverer

- Is able to spot the link between social connections and his or her own vitality and values
- Is able to explore multiple possible viewpoints of a given social situation by standing in another's shoes
- Is able to test assumptions about others through skillful social interaction

Discoverer

- Doesn't search for or find value in social relationships
- Doesn't explore multiple ways of seeing social situations
- Doesn't test assumptions and evaluations about others

Noticer

- Is able to notice others as they are in the present moment, including facial expressions and body language
- Is able to notice the activity of his or her advisor in a given situation, and not react to it
- Is able to hear judgments directed at the self without reacting to them

Noticer

- Fails to see others as they truly are in the physical world and instead relies on preconceived ideas about the person
- Is highly reactive to advisor's social judgments (for example, having the thought that a person is bad and then always seeking to punish the person for this "badness" even when doing so is values-inconsistent)
- Is highly reactive to what other people say

Advisor

- Recognizes that mind reading is imperfect
- Is able to use past learning history to quickly understand and take perspective on others in the present context
- Understands that he or she can choose whether to listen to the advisor's evaluation of a person or engage in discovery by interacting with the person
- Understands his or her role in relationships and accepts responsibility for his or her actions

Advisor

- Thinks mind reading is always accurate
- Relies on past learning history that doesn't provide a good basis for understanding people in the present context
- Believes the advisor's evaluations of others are always accurate
- Blames others and lacks a sense of personal responsibility

MAPPING BEHAVIOR

| DNA-V Components | | | |
|---|---|---|--|
| Current situation + understanding of self and the social world via self-view and social view | Immediate context | Discoverer, noticer, or advisor behavior | Valued and/or nonvalued outcomes |
| Current Context | Antecedents—Immediate | Target Behavior | Consequences |
| <p>1. Environmental conditions that impact the behavior but don't necessarily have a close temporal link to it. Examples might include sleep deprivation, recent family troubles, or stressful life events.</p> <p>2. Historical, interpersonal, intrapersonal, and prior learning factors that precede the behavior.</p> | <p>Where and when does the behavior occur? Who is present? Does something happen just before the target behavior?</p> | <p>What is the behavior we hope to influence?</p> | <p>What events or actions follow the behavior? Look for function. What are the intended outcomes: approaching something rewarding, or avoiding or escaping something aversive?</p> |
| | | | |
| | | | |