

HANDOUT #3

Breakout Group Activity – Craving Crisis Planning

- You will be assigned to **break-out groups**
- **Instructions:**
 - **Think of a real client** with a history of high-risk cravings
 - **As a group, build a personalized Craving Crisis Plan** using Distress Tolerance skills. Your plan should include:
 - 2 distraction-based skills
 - 1 TIP skill
 - 1 acceptance-based strategy
 - An emergency contact or action
- **Tip:** Tailor the plan to the client’s known triggers, preferences, and access

The *STOP* Skill

S	Stop – Immediately stop any impulsive or harmful actions or reactions; hit the "pause" button and interrupt the automatic response to distress.
T	Take a Step Back – Take a physical or mental step back from the situation; this can involve physically moving away from the triggering environment or simply mentally distancing themselves from the intensity of the emotions or situation.
O	Observe – Observe and describe the situation without judgment; notice the facts of the situation, your own emotional and physical responses, and any thoughts or urges that arise.
P	Proceed Mindfully – Proceed with mindfulness and intention; make a deliberate choice about how to respond to the situation rather than reacting impulsively.

SOURCE: Linehan, 2014a

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The *TIPP* Skill

T	Temperature – Using temperature to create a sudden and intense physical sensation can help regulate emotions
I	Intense Exercise – Engaging in short bursts of intense physical activity can release endorphins and provide immediate relief from emotional distress
P	Paced Breathing – Controlled breathing techniques can help regulate emotions by slowing down the heart rate and calming the nervous system
P	Paired Muscle Relaxation – Intentionally tense and then relax different muscle groups in the body to release physical tension

SOURCE: Linehan, 2014a

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The *Pros & Cons* Skill

- ◎ The purpose of this skill is to encourage individuals to:
 - Take a step back
 - Think rationally
 - Make more balanced and reasoned decisions
- ◎ This is especially important in situations where emotions may be running high

	Using Substances	Not Using Substances
Pros	<ul style="list-style-type: none">• Temporary Relief• Enhanced Mood	<ul style="list-style-type: none">• Improved self-esteem• Financial stability
Cons	<ul style="list-style-type: none">• Loss of Control• Withdrawal Symptoms	<ul style="list-style-type: none">• Initial Discomfort• Emotional Challenges

SOURCE: Linehan, 2014a

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The *ACCEPTS* Skill

A	Activities – Engage in an absorbing activity that requires focus.
C	Contributing – Help or support someone else to shift focus outward.
C	Comparisons – Gain perspective by comparing your situation to something more challenging.
E	Emotions – Create a new emotion to counter distress (e.g., watch a comedy, or listen to uplifting music).
P	Push Away – Mentally set aside distress temporarily using imagery (e.g., picturing the ocean) or redirection (e.g., focusing on a lighthearted video).
T	Thoughts – Use mental strategies (e.g., counting, puzzles) to redirect thinking.
S	Sensations – Engage your senses with safe physical sensations to disrupt distress.

SOURCES: Linehan, 2014a

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