

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

- 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

- 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

- 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)