

# **DISSOCIATIVE IDENTITY DISORDER HANDOUTS**

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## The DID Role/Roll Call Sheet Exercise

This tip is designed for people who have identified that they have Dissociative Identity Disorder and want to get to know their alters better. This tip will assist you with 1) gathering basic information about your alters, 2) identifying each alter's functions, and 3) determining the strengths and weaknesses of each alter. Knowing your alters will help you to 1) increase internal communication among your alters, 2) increase cooperation among your alters, and 3) pull from each of your alter's strengths to help you best complete daily tasks.

People with DID can have any number of alters. Their alters may differ in their age, sexual orientation and gender. Typically with DID there are core types of alters that each host (the dominant personality) usually has.

The three major personality types that are typically present for people with DID are:

**The Child or Children:** These alters often hold traumatic memories that occurred to the host at that corresponding age. Child alters usually present according to their developmental stage. When a child alter is "out" the host will act and might even appear more childlike. Some child alters age and while others do not. When these alters do not hold traumatic memory, they may have developed from childhood fantasy. Their identity may have formed on what the host wanted to believe about themselves or their family. These alters are often idealized.

**The Abuser(s):** These alters have characteristics of the host's abuser. These alters develop from internalizing aspects of the abuser or responding to the abuse. While some of their behavior may be destructive or disruptive, they are usually only trying to protect the host but are doing this in an inappropriate way. Sometimes they try to protect the host from feelings of shame, guilt and inadequacy. These parts may encourage or engage in self harm to keep the host from revealing their secrets of abuse.

**The Manager(s):** These alters are often in their teenage or adult years. They often have good insight about the other alters and the host. Typically they care for the child alters. They are similar to "good parents" and are usually mature and caring.

### Creating Your DID Role/Roll Call Sheet

The goal is to familiarize yourself with your own alters. To create your role/roll call sheet you will record various types of information about each of your alters. Below is a list of the information you should record about each of your alters and why this information is important.

**Name:** Typically alters have something they call themselves or what others call them. If one of your alters is nameless, it is important that you prescribe them some kind of label even if it just a descriptor like “baby girl” so that you and the other alters can identify them and communicate about them.

**Gender:** Alters can be the same as the hosts gender or a different gender. Knowing what gender your alter identifies as and how they relate to this gender may reveal themes among your alters about assumed gender roles and feelings about femininity and masculinity. An alter’s gender and their attitudes about their gender may also be related to the traumatic memories that they hold.

**Age:** It is very common for people to have alters younger and older than their current age. An age or age range could be an indicator of the time period that the alter holds traumatic memories from. The age or age range could also be more representative of their role.

**Role/Function:** Each alter typically has a role or function which corresponds in some way with their gender and age. Think about what the alter’s role is in relation to 1) yourself, 2) each individual alter and 3) the system as a whole. When thinking about roles and functions consider both daily tasks like cooking or cleaning, as well as relational tasks like helping younger alters or being the “bad” child.

**Strengths:** Think about what each alter is successful or good at. These could be related to their role or function but not necessarily. Knowing each alters strength can help you to better manage your daily life and cooperation among alters by knowing who to assign what task to.

**Weaknesses:** Consider what each alter struggles with or feels as though they are a “failure” or “bad” at. Weaknesses could be an indicator of what each alter needs to work on therapeutically or could simply be part of their personality.

To begin making your role/roll call sheet, find some blank paper you can record the above information on. For each alter remember to record the following information: name, gender, age, role or function, strengths and weaknesses. Make sure to include yourself, the host personality too. Realize that you will probably not have all the information about all of your alters. Try to think of your roll call sheet as a starting point, which you can add more to as you learn more about yourself and your alters. See example below of a Role Call Sheet:

Katherine: female. 19 years old. Role/Function: The host personality. Strengths: book smart, reading body language, college athlete. Weaknesses: being assertive, listening to my gut feelings, healthy boundaries with men.

Alice: female. Pre-verbal stage. Possibly 1-2 years old? Role/Function: A Child alter. Holds memories of abuse and neglect that occurred to me around that age. Is the “baby” of the

system and need care from the adult alters. Strengths: comforting self with thumb sucking. Weaknesses: communicating need for help.

Katie: female, 4-5 years old. Role/Function: A child alter. Contains the memories of sexual abuse that happened to me at that age. Holds feelings of fear and helplessness. Often timid and shy with others including other alters. Strengths: unsure. Weaknesses: hides from others instead of getting help, gets paralyzed in fear.

Kitty: female, 7 years old. Role/Function: A child alter (possibly idealized). Acts as a “people pleaser.” Is a “good girl.” Does not hold traumatic memory. Has a “perfect family.” Strengths: generally very positive, very social, a good helper with chores and taking care of Alice & Katie. Weaknesses: extreme need to please others can lead her to being taken advantage of, does not express emotions or experiences perceived as negative.

Mary: female, 8 years old. Role/Function: A child alter. Holds memories of abuse and neglect that were ongoing even after sexual abuse ended. Holds feelings of rage and angry. Often irritable and upset. Picks on the other child alters. Demands a lot of attention from the other adults in the system. Strengths: Not being in denial about problems. Weaknesses: expressing anger appropriately, relating to others, comforting self.

Matt: male, 15 years old. Role/Function: The Abuser alter. Although different age than the abuser, he is the same gender and encourages other alters and host to engage in self-harm. Often threatens other alters to keep secrets. Usually angry. Strengths: Very smart, is a planner, can be assertive with other men. Weaknesses: inappropriate expression of protectiveness (encouraging self-harm), mean towards the child alters.

Angela: female, 18 years old. Role/Function: The Manager alter. Takes care of the child alters. Mediates problems between other alters. Strengths: Very nurturing, a good communicator, patient, smart, takes care of many daily life tasks. Weaknesses: Unsure.

Norah: female, 26 years old. Role/Function: The Manager alter. Takes on more a protector role. Keeps Matt in line. Tries to keep the scary man away. Usually knows what is going on with all the other alters. Strengths: has an “all knowing” kind of power, emotionally very strong and mature, assertive. Weaknesses: too busy being a protector to be much of anything else.

“Scary Man”: male, adult, specific ages unknown. Role/Function: The Abuser alter. Faceless. Appears as a dark figure. Threatens to harm the other alters and host by stabbing them, including Matt. Seems to desperately want to keep secrets of abuse. Most similar to my actual abuser. Aggressive and mean. Strengths: Unsure. Weaknesses: violent, mean, threatening, distant.

Hints for completing your Role/Roll Call Sheet:

- Keep in mind that this is a starting point. You can add to your role/roll call sheet over time.
- Its okay and normal to not have all the information. Take note of the information you need and work towards gathering this information over time.
- Ask each alter to look at the call sheet. Have them each make any edits or changes to themselves or others.
- If you have friends or family who are aware of your alters ask them for information.
- Take role/roll call every few months. Some alters grow-up and change over time just like any person.

## Meeting Your System

Meeting Your System is designed for people who have Dissociative Identity Disorder and have a basic understanding of their alters. One way to develop this understanding is by completing a DID Role/Role Call Sheet. Once you have a basic understanding of your alters, the next step is to introduce them to each other. It is likely that some alters are aware of all of the others, while others may not know everyone. Getting your alters to know each other is the first step to having your system (all of your parts) work cooperatively with each other.

## Planning the Meeting

In many ways planning a meeting between all of your alters and yourself is like planning any other social event. Use the steps below to help plan the meeting.

- 1) Create a Guest List: Refer to your Role/Role Call Sheet. You will want to invite all of your alters, even the ones you might perceive as “bad.” You still need to know your “bad” alters because they are a part of you. In addition, it is important that everyone be invited so that everyone can have an opportunity to meet one another.
- 2) Pick a Venue: Decide where your system will meet. Consider where your alters currently live and what would be convenient to them. Many systems “live” in the host, in a house. If this is the case, consider building a “meeting room” in the house that will serve as a safe space where every one can meet each other. In the future you can use this room for additional meetings.
- 3) Decide a Date & Time: Consider when a good time for you and everyone would be to meet. To decide this, examine what roles and responsibilities your alters have. Write to each alter asking what day and time would be best for them to meet. Do child alters take naps in the afternoon? If so it might be a good idea to pick a time after their nap so they can be well rested.
- 4) Send Invitations: You need to make sure each of your guests hears about the meeting and knows they are invited. One way might be to write each alter in your journal or meet with them individually. Make sure to specify that the purpose of the meeting is to meet each other. Like any time you plan a social event, make sure to put a positive spin on the event. Describe it as a fun, casual meet and greet. It might be a good idea to have some snacks for people to enjoy. In the invitations make sure to include the ground rules of the meeting: respect the other guests, understand that the “meeting room” is a safe space, and participate in the meeting.
- 5) Wait for RSVPs: Make sure to specify in your invitations when you need to hear back about attending. Make sure the RSVP date is at least a week before the event. This will allow you enough time to talk to alters who may be resistant or fearful about their concerns about attending. Its likely that you will have at least one or two alters who will be hesitant about attending.

6) Reach out to the Nervous or Resistant Guests: Like any person, some of your alters may be nervous in social situations. Some of your alters might be scared about meeting new people. Others might resist the idea of meeting everyone if they have previously thought they were the only one living in your body. The idea that there are many of you could be quite shocking. In order to get everyone on board about attending the meeting, take time to meet with these alters individually to discuss their fears. If they are close with another alter who is attending the meeting, have them encourage the resistant alter to attend. Another way to reach out to a resistant or fearful alter is to journal to them. For some people it is easier to write about their fears or concerns rather than discuss them face to face. Make sure to emphasize that in order for the meeting to be successful and productive that ALL alters must attend.

### Having the Meeting

1) Arrive Early to Set Up: All good hosts arrive early to their event to set up. Have snacks, drinks or maybe even some balloons. A welcome sign might be a nice gesture as well. Make sure the meeting room space looks warm and inviting. Remember, you want alters to feel positively about this space so that they use it in the future to meet with one another.

2) Introduce Your Guests To One Another: Use the beginning of your meeting as a time for people to mingle as others arrive. As your guests arrive make sure to introduce them to one another. If you see someone alone, try to pair that alter with another guest. Try and get them talking about something they have in common before you move on.

3) Set Aside Time to do Formal Introductions: About midway through your event, announce that you would like everyone to take a seat so you can welcome everyone. State your name and identify yourself as the host. Thank everyone for coming and making the meeting possible. Share that you hope this meeting will help everyone get to know one another and help you all work more effectively together. Next ask each guest to state their name, age and something unique about themselves.

4) Plan For Regular Meetings: After everyone is formally introduced, explain that you would like to hold daily meetings in which every alter should attend. Make sure to highlight that the purpose of the daily meetings would be for alters to discuss ongoing events and concerns they might have. This meeting time should also be used as a time for the group to problem solve. Have the group decide what time daily works best for meeting. Tell the alters that if they have concerns about the meetings to journal them to you or come and talk to you about them in person. Also explain that once the meetings get established you would like the leader to be a rotating role, so that each alter can experience leading and organizing a daily meeting.

5) End on a Positive Note: After the more serious discussion about daily meetings, allow your guests to casually talk amongst each other. Make sure to say goodbye to each alter as they leave and thank them again for attending.

#### After the Meeting

1) Say Thanks: Send a casual thank you note to each alter either via your journal or in person about how much you appreciate their attending.

2) Check In: Find time to touch base with each alter about how they thought the meeting went. Talk to them about their concerns about having daily meetings.

3) Reassure the Resistant Ones: You will likely need to spend more time with certain alters to get them on board about the idea of a daily meeting. Make sure to listen to their concerns. Validate their feelings about being nervous about starting this new tradition. Use this opportunity again to emphasize the benefits about having a daily meeting.

Moving forward... Understand that it may take some time for everyone to agree to meeting daily. It takes time for a new tradition to be established even if it is a positive tradition. Once everyone has met each other you can encourage other alters to reach out to the resistant alters. After meeting everyone you might also have a better sense of each alter's personality traits, strengths and weaknesses. Record this new information and use it to help your system function more effectively.



# Dissociative Identity Disorder: Mapping Your System

“Mapping Your System” is an exercise designed for people struggling with Dissociative Identity Disorder (DID), formerly known as multiple personality disorder. Mapping your system will help you better understand the relationships between all of your alters. Knowing the relationships between your alters can help you increase internal communication and enable everyone to work together more cooperatively. Understanding these relationships can also help you learn more about each alter’s function or role in the system. If you are working with a therapist, make sure to share your system map with him or her. Your therapist might be able to help you make sense of your map or at least share their interpretation of it.

## Making Your Map

Use a large blank sheet of paper to draw your map on. Always make sure you record the date on the map because it can serve as a record about your system. Each of your alters will be represented by a circle with their name in the middle. The host’s circle should be in the middle of the sheet. The size of the circles should represent how often they occupy the host (not their general influence or importance). Thus the host’s circle should always be the largest. Orient the circles based on who they are close with. The closer the circles, the closer the relationship. The further the circles the more distant the relationship. If you find yourself struggling with trying to figure out the proper circle size, just make your best guess. At a different point in time you can update your map. Keep in mind that you are record the relationships as they are in the present. These relationships are not static and will probably change over time.

**To help you map your system ask yourself, the host, the following questions about each alter:**

- What percentage of time does [alter] come out and occupy the host?
- Who is [alter] closest too?
- Who is [alter] most distant from?
- Who is [alter] aware of?
- Who does [alter] spend the most time with?
- Who does [alter] seek out when he/she needs help?
- Who does [alter] help?
- Do different alters have different opinions about [alter]? Ask to find out.

## Interpreting Your Map

Once you have completed your map, step back and ask yourself how well you believe it represents your system. Over the week make any necessary adjustments or changes to the map. After you feel you have an accurate representation of your system (at least for this moment in time) ask yourself the questions below. Make sure to allow for at least an hour to reflect on each question.

- Are there distinct groups among my alters (as in social cliques)? If so, what do the members of each group have in common with each other? What distinguishes their group from others?
- Who tends to act as the leader? How did this role develop? Is this person respected? Does he or she do a good job? How could his or her job be improved?
- Who is the most knowledgeable of all the other alters? What makes he or she the most knowledgeable?
- Which alters seem to be loners? What does he or she have in common with the other alters?
- What is different about him or her? Why does he or she play this role?

### **Tracking Over Time**

Ideally you should map your system about every four months. This will allow you to track how each alter is evolving. Your goal as the host is to encourage the growth of each person. To do so, it is important to properly assess each alter so that you can support each one in the way that best works for them. It is very important to track changes because they could indicate progress you have made or alert you to problem areas or issues you need to work on. Take your current map and compare it to your previous map. With time and practice the actual mapping of your system will get easier. However, you may find yourself needing more time to reflect on the information you have recorded, especially over time when there is more data to process. To help you reflect on the changes in your maps over time, use the following questions below to determine changes in your system.

- Whose circle is larger? How did this develop? Why are these particular alters coming out more often?
- Whose circle is smaller? How did this come about? Why are these particular alters coming out less?
- Who has moved towards others? Why might they be doing this? What is the impact of this new relationship on the other alters?
- Who has moved away from others? What might be contributing to this distance? What is the impact of the distance? Is this distance something you would want to encourage or discourage?
- How have the groupings changed? When did you begin noticing these changes? Why do you imagine this change occurred?

Remember...While living with DID can be challenging, there are tools, like the system map, to help you make life easier. The system map is just one of several useful strategies to get to know your alters. Other exercises to try include journaling to your alters, setting up a meeting

between all of your alters, creating a timeline and completing a role/roll call sheet. The more you know about your system the more likely you will be able to manage your system. The changes you see over time can also inform you of areas you need to work on, as well as progress you have made.

<https://www.thecenterforgrowth.com/tips/dissociative-identity-disorder-mapping-your-system>

## Journaling with Dissociative Identity Disorder

If you have Dissociative Identity Disorder (DID), journaling is an effective way for you to increase internal communication. Increasing internal communication means increasing your and your alters' knowledge about what each of you is experiencing. This is important because it will help you all work more effectively together. It will enable you to address ongoing issues and concerns. Being able to work more cooperatively with each other will help you to complete daily life tasks more effectively. In addition, journaling to increase internal communication is an important step in working towards integration. The more your alters can be in tune with one another, the less likely they will be to split off or separate themselves from others.

If you are attending therapy for DID, your therapist can also make use of your journal. First it can provide the therapist with a way for them to get to know all of your personalities, especially since some might not come to therapy as frequently. Typically therapy is once or twice a week for an hour and if you have many alters, there is simply not enough time in each session for each alter to get the attention they may need. Secondly, the journal serves as a way for the therapist to make his/her own observations about what you and your alters might need to work on or address. Most importantly, the therapist can also use the journal to talk with your other alters. Even if an alter does not come frequently to therapy the therapist can still work with him/her in some way via the journal.

### Tips for Journaling for people with a Dissociative Identity Disorder (DID)

1) Write Daily: As the host personality, make sure to write daily. Ultimately you are in charge and it is important for you to set a good example. Even if you feel that there is nothing exciting or of interest to report, document the facts of the day. This will help get you into the habit of journaling. Also, it might be important to note what comes up for you when you're bored versus when you're busy or overwhelmed.

2) Alters' Writing Requirements: Encourage your alters to write at least two times per week in the journal. It is important to have each alter write at least twice a week to keep track of what is happening in their life. Remember, each alter has something important to contribute that all the other alters can learn from.

3) Record the Date & Time: Recording the date and time will help you simply keep track of what was happening when. This will help you determine if certain alters write at certain times. This will also enable you, the host, to have a better understanding of who is privy to what information.

4) Sign Off: Always leave your name at the end of an entry. This rule should apply to all alters and will help you keep track of who is writing what.

5) Write to An Alter: Both you and your alters should write to each other. Perhaps you have a question that you'd like to ask another alter or want to address something that they have written in an entry. You can also challenge an alter, but be sure to communicate what your intent is in challenging them. Are you trying to help them see a harmful pattern they have? Are you trying to inspire them to accomplish a goal you know they are capable of? In addition, if an alter is not meeting expectations of the system, or they are "slaking off", call them out on their behavior.

6) Encourage Everyone to Read: You and all of your alters should be reading everyone else's entries to learn about each other. You might be able to help each other more than you are aware of!

#### Rules for Communication in the Journal for people with a Dissociative Identity Disorder (DID)

The journal is meant to be a safe space. There must be some ground rules for yourself, and each alter to feel safe enough to write in the journal. Post these rules in the front of your journal and have each alter sign to indicate that they have read and understand the rules.

1. Be respectful of others. Each of you has your own values and opinions that have been informed by your life experiences. These differences are important and should be respected.
2. Offer constructive feedback. Criticism and verbal attacks have no place in the journal. If you need or want to offer feedback, it needs to be done in a respectful and constructive way.
3. Be supportive and empathetic. It's important to demonstrate your support and empathy. Make sure to convey this when writing to another alter.
4. No advice giving. Definitive statements like, "You should..." or "You must..." are not helpful. Offer suggestions instead of advice. These statements could begin with, "I wonder what it would be like for you to..." or "When I was in that situation I found it helpful to..."

#### What to Write for people with a Dissociative Identity Disorder

Journal entries should always include the three following things: date, time, and the author. Besides that journal entries can address a range of topics. Encourage yourself and your alters to write about their daily life tasks, concerns or worries they might be experiencing, upcoming challenges, positive life events and negative life events. Ask each other to talk about what makes them feel angry, anxious, sad, mad jealous, happy, excited, etc. Talk about any memories, flashbacks or nightmares that you might have or are currently experiencing. Discuss any conflicts you might be experiencing with another alter, the host or another person in your

life. It will also be helpful for you to write about your experiences of switching. If you are going to therapy, journaling is an excellent way to reflect on your sessions. Your therapist can also leave specific reflection questions for yourself or your alters.

### Learning From Your Journal for people with a Dissociative Identity Disorder

Your journal can provide you with a wealth of information about yourself and your alters. Before looking for patterns make sure that you have been journaling for at least one month. Ask yourself the following questions below to learn more from your journal. As you continue to write in your journal make sure to return to these questions every three to four months. We all change, including alters, and it is important to be able to track these changes over time. Doing an inventory of your journal using the questions below will help you be more aware of these changes. Make sure to allow yourself at least two hours each time you do an inventory. The questions will require you to go through your old entries and reflect on how you, each alter and the system is doing as a whole.

1) Who writes the most (besides the host personality)?

- a) When does this alter typically write?
- b) What are the themes of the content?
- c) What is this alter's role or function in the system?
- d) How aware is this alter that they journal the most?

2) Who writes the least?

- a) When does this alter usually journal?
- b) What does this alter typically write about?
- c) What is this alter's role or function in the system?
- d) How aware is this alter that they journal the least?

3) Who writes the most about traumatic memories?

- a) What is the content?
- b) Are these particular to the alter or are they your (the host's) real memories from a period in your life?

4) Who writes the most about happy memories?

a) What are the themes of these memories?

b) Do these memories belong to the alter or are they your (the host's) memories from your life?

5) For each emotion below, list which alter is able to express this emotion or feeling through writing:

a) happiness:

b) boredom:

c) playfulness:

d) anger:

e) sadness:

f) frustration:

g) fear:

h) joy:

i) hope:

j) love:

k) sympathy:

l) hate:

m) rage:

n) worry:

o) desire:

p) grief:

q) shame:

6) Who writes the most to other alters?

7) Who writes the least to other alters?

8) Who responds the least when others write to them?

9) Who is most likely to respond when written to?

10) Who is doing well right now?

11) Who is struggling right now?

12) What does each alter do to make it safe for the other alters to co- exist and support growth?

Summary...Journaling can be an excellent way for you to learn about yourself, your alters and your system as a whole. Although it may be time consuming, it is one of the most effective ways to increase internal communication and manage your system.



## Dissociative Identity Disorder: Creating a Timeline

Dissociative Identity Disorder Treatment in Philadelphia: Why make a timeline? Many people with Dissociative Identity Disorder (DID), formerly known as multiple personality disorder, experience trouble remembering portions of their life, as well as day to day occurrences. This loss of time can be attributed to switching alters or even the blocking of traumatic memories. Having a timeline of one's life can help someone with DID piece together the significant events of their life, as well when each alter developed. Knowing which alter developed in reaction to which traumatic event(s) can help you know more about yourself and your system. The more knowledge you have about the host and each alter will increase your ability to manage your DID symptoms.

What To Include on the Timeline:

The DID timeline is made up of two important categories of events. The host's life events make up the first category and will always be listed on the right side of the timeline. As the host, include the following events: births, deaths, marriages, significant accomplishments, traumatic experiences, moves, important educational experiences, significant changes in family dynamics, romantic relationships, medical issues and instances of substance abuse. If there are other important aspects to your life that do not fall in the above list, record them. If you find an event significant, then it should be on your timeline.

The second category is made up of information about your alters and will always be listed on the left side of the timeline. The focus should be on when each alter emerged. You may find this difficult to determine but knowing even a general time frame of when this alter possibly developed is important. One way to find out when each alter developed is to directly ask. However, this may not always be possible and alters might not necessarily know when they developed either. Try journaling to your alters about their development. Ask each alter the following questions to possibly determine when they emerged:

1. What is your earliest memory of being a part of my life?
2. What are some of the important events you remember about your life?
3. What are some important events you remember about my life?
4. Can you describe your earliest happy memory? Sad memory? Angry memory? Also reflect on how you responded to each feeling at that time.

The distinction between "my" and "your" life is important when talking to your alters because it is possible that they are holding events for you that were too traumatic. For example even if you have no memory of being beaten severely by your mother you might remember being in the hospital in first grade for "falling down the stairs." If one of your child alters reports being

beaten by mom around that time, that might be an important connection. An alter might even say something as direct as “I helped you go away when mommy was mad. I let mommy hit me.” Although you might never have a complete memory and might never know “for sure” you might be able to gather enough information to piece some events together. Also keep in mind that some alters may have split at the same time. One time period could have developed several alters.

Questions you should ask yourself about each alter to determine a general time period of when they emerged include:

1. What is my first memory of this alter?
2. Looking back on my life, when did characteristics of this alter begin to appear?
3. When have I received feedback about characteristics of this alter? For instance, did your fifth grade teacher tell your parents you sometimes acted “infantile” during class?
4. Knowing this alter’s role/function and personality, looking back on my life when would this characteristics best serve me?
5. If the alter has disappeared, what was your last memory of this alter?

Key Points for Completing Your Timeline:

1. Start with the month and year of your birth.
2. Include each year even if you do not have any memories from that year.
3. When you can, include the month or day to an important event.
4. For events that are date ranges (like romantic relationships or period of abuse) include the range.
5. It is okay to include a date range for the possible emergence of an alter.

Remember...It is normal and okay if your timeline has gaps. The important task at this point is to get a general idea of how different events in your life influenced how and when your alters developed. As you learn more about yourself and your alters you can and should modify your timeline. Creating a timeline is just one of several activities you can do to better understand yourself and your DID. The more you know, the more likely you will be able to manage your DID.