

### DBT Balances Its Change Orientation with Client-Centered Elements

- Belief in clients' capacity to grow and change
- View of acceptance/self-acceptance as a prerequisite to change
- Empathic understanding of clients' internal frame of reference with non-judgmental, positive regard
- Emphasis on the therapist being authentic and genuine
- Present focus over past and/or future

---

---

---

---

---

---

---

---



### How is DBT Unique?

- DBT shares commonalities with CBT, client-centered, psychodynamic, gestalt, paradoxical, and strategic approaches among others (Heard & Linehan, 1994; Marra, 2005)
- Mindfulness has been around awhile
- Dialectics go back to ancient philosophers
- Dialectically, DBT is both innovative and derivative
- No elements are completely new, but the integration is.

---

---

---

---

---

---

---

---



### Essential Ingredients

- Structured Therapy
- Validation Balanced with Behavioral/CBT Interventions
- Integration of Dialectical Philosophy
- Integration of Mindfulness Practice
- Guidance by Treatment Hierarchy/Stages
- Regular Consultation
- Skills Training

---

---

---

---

---

---

---

---

### Four Essential Functions of DBT

- ① Improve clients' motivation for change (traditionally individual)
- ② Enhance clients' capabilities (traditionally skills group)
- ③ Help clients generalize skills/behaviors to their natural environments (traditionally phone coaching)
- ④ Enhance the motivation and skill of therapists (traditionally consultation)

**These four functions can be (and should be) applied in any and all treatment modes**

---

---

---

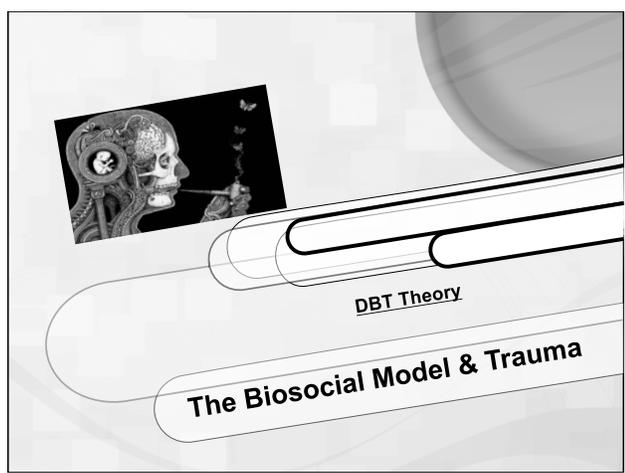
---

---

---

---

---




---

---

---

---

---

---

---

---

### Early Developmental Factors

**Factors**

- Our clients suffer from emotional vulnerabilities
- Chronic and consistent invalidation
- Lack of safety, security, and proximity maintenance

**Sources**

- Attachment issues, loss, trauma
- Care providers
- Environment

---

---

---

---

---

---

---

---

Sources of Traumatic Vulnerabilities

- In utero assaults
- Delivery difficulties
- Health of both parents during conception
- Mental Illness
- Abandonment via adoption
- Divorce
- Prolonged separation from parents and/or siblings
- Frequent moves
- School transitions
- Bullying (Cyber, physical, etc.)
- Learning difficulties
- Identity disturbances
- Racial issues
- Inside threats
- Sexual assaults
- Accidents (falls, vehicle, etc)

---

---

---

---

---

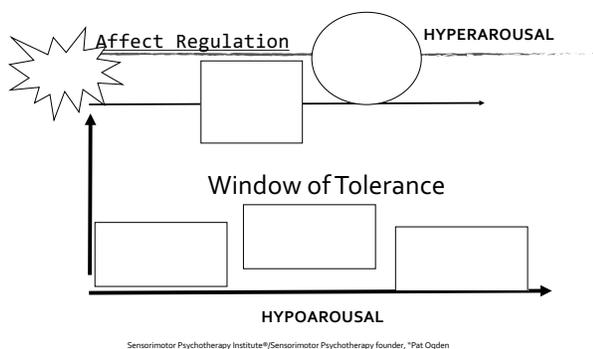
---

---

---

---

---




---

---

---

---

---

---

---

---

---

---

Borderline Personality Disorder

Key Characteristics	Attachment Disturbances
Pattern of impulsivity	Instability in interpersonal relationships
Instability in life	Hypersensitive to abandonment
Unstable self-image and emotions	Pattern of undermining success in relationships

---

---

---

---

---

---

---

---

---

---















### Concurrent Family Group Format Structure

- One, Two-Hour Session Each Week:
  1. Skills Training
  2. Behavior Modification Training
  3. Family homework assignment
- Role-specific (i.e. spouses, parents of adult dependents, etc.) groups are possible and often necessary.
- Aligns with work done in primary DBT treatment

73

### Evidence-Based Practice in Psychology (EBPP)

APA policy looks to balance:

1. Best Research
2. Clinical Expertise
3. Client Culture, Characteristics, and Preferences
4. Ongoing monitoring and adjustment of therapy through outcome data

The APA policy is a balanced and dialectic view, integrating research and practice based on client needs

### Tracking Client Outcomes

- All providers and programs, standard model included, need to monitor and assess outcomes for all disorders treated
- Use outcomes to guide and improve treatment for individuals as well as programmatically
- Outcomes demonstrate your success to clients and other stakeholders



- Provide a common language for effective behaviors
- Help clients label, remember, and use effective behaviors
- Teach new behaviors to reinforce (one of the most benevolent ways of changing behaviors)
- Provide a "safety net" in therapy...therapists and clients can almost always "fall back" on skills

---

---

---

---

---

---

---

---

---

---

### Linehan on Skills Training...

"There is no a priori reason why one skills training program cannot be substituted for another...In a sense, what I am recommending is that if you do not use the DBT skills training manual as is, you consider writing one of your own or modifying the manual to suit your own purposes" (p. 155)




---

---

---

---

---

---

---

---

---

---

### Skills in Group Settings



- Recommended for high intensity clients (where there will not be enough time to teach skills in individual sessions)
- Length of group/number of hours of skills training is variable based on level of care, client factors, etc..
- Skills are usually taught "classroom" style
- Be sure to make teaching experiential
- Be sure to individualize skills training

---

---

---

---

---

---

---

---

---

---









**Mindfulness/Acceptance Interventions**

- Apply Core Mindfulness Skills
- Have client "sit with" emotion longer than he/she desires (i.e., exposure or desensitization)
- Have client change relationship to emotions and thoughts (not right/wrong or good/bad, but a different awareness based on acceptance and meaning making)

---

---

---

---

---

---

---

---

---

---

**Depression**

- Depression happens when desires are frustrated, making hope difficult and leading to greater passivity.
- Validate the mood, especially given lack of positive experiences (reduces secondary guilt and shame).
- Challenge the ineffective strategies used to deal with the mood.

---

---

---

---

---

---

---

---

---

---

**Depression**

- Increase positive behaviors (coaching, prompting, contracting, etc..)
- Decrease mindfulness of negative experiences
- Build in self-care and emotion regulation skills
- Take dialectic approach to cognitions (explained more later)

---

---

---

---

---

---

---

---

---

---



Personality Disorders

- Non-judgmental, non-pejorative
- Look for the wisdom and truth in how the personality was formed
- Explore how beliefs and dialectic conflicts formed
- Understand that clients are trying to meet needs
- Validate and teach them a more effective way

---

---

---

---

---

---

---

---

Dialectical Skills Strategies

- Highlight the contradictions in client's behavior, approach to therapy or in reality
- Refusing "right and wrong;" different perspectives can both be true and answers can yes and no
- Avoid allowing the group or any leader to step in with logic to solve the dilemma or struggle; allow the client to make the shift (positive aspect of having two co-facilitators)

---

---

---

---

---

---

---

---

Other Dialectical Strategies

- Metaphor and Teaching Stories
- Playing Devil's Advocate
- Extending (aikido self-defense): Can be used with active resistance
- Activating Wise Mind
- Making Lemonade Out of Lemons
- Allowing Natural Change
- Dialectical Abstinence
- Dialectic Assessment: What's Missing?

---

---

---

---

---

---

---

---





**Body Scan Mindfulness**

- Sit and breathe
- Begin to scan your body from the top of your head to your feet
- Note any areas of the body that register pain or discomfort
- Try not to attach to the discomfort but notice it and breathe
- Note any areas of the body that do not register pain or discomfort
- Try not to attach to the painless areas but notice it and breathe
- Try to hold both states in your body equally, breathing and just noticing

---

---

---

---

---

---

---

---

---

---

**States of Mind**

---

---

---

---

---

---

---

---

---

---

**Wise Mind**

**Reason  
Mind**

**Emotion  
Mind**

---

---

---

---

---

---

---

---

---

---

**Two Steps to Wise Mind**

- **Step One:** Observe and Describe Non-judgmentally and One-mindfully
- **Step Two:** Participate Effectively




---

---

---

---

---

---

---

---

---

---

**WHAT SKILLS  
WHAT IS MINDFULNESS?**

- **Observe** (watch and become aware)
  - Feelings, thoughts, urges, physical sensations, behaviors, information from senses, etc..
  - Environment...what information is around me?
  - Experience integrated (i.e., life here and now)
- **Describe**
  - Put your experience into words (and vice versa)
  - Words make it clear for you and others
- **Participate**
  - Fully immerse yourself into what you are doing right now.
  - Activate your "Being Mind"
  - Make a mindful choice about what you are doing
  - Practice your skills until they are a part of "you"




---

---

---

---

---

---

---

---

---

---

**HOW SKILLS  
HOW DO I KNOW THAT I AM BEING  
MINDFUL?**

- **Non-judgmentally**
  - Describing without attaching a label or opinion
  - Being open to continued evaluation, based on facts
  - Focus is on "what is," not the "goods," "bads," "shoulds," and "should nots"
- **One-mindfully**
  - Choose, direct, and focus your attention and concentration on one thing
  - Gently let go of distractions, refocusing over and over
- **Effectively**
  - Focus on what the situation or moment requires
  - Remember your goals and do what "works" to meet them
  - Play by the rules
  - Do not "cut of your nose to spite your face"




---

---

---

---

---

---

---

---

---

---

**Observe and Describe ("What" Skills)  
Nonjudgmentally (A "How" Skill)**

No One Has Ever Observed...

- Others' Thoughts
- Others' Intentions
- Others' Emotions
  - Causes
  - Concepts
  - Meaning

---

---

---

---

---

---

---

---

---

---

### Participate (A "What Skill") One-Mindfully & Effectively ("How" Skills)

- Driving
- Homework
- Attending a lecture or workshop
- Letting go of multitasking
- Completing work

---

---

---

---

---

---

---

---

### Mindfulness Practice and Application

- Must practice daily (multiple times)  
Goal: Twice daily, 20 minutes
- Beginning and end of each session helpful
- Address barriers to mindfulness (e.g., judgments, environmental, etc.)
- Make it relevant, interesting, and enjoyable  
Adaptation: Centering Prayer
- Mindfulness is essential to effective skill use...it is a "gateway skill"
- When skills lack effectiveness, often concurrent mindfulness is what is needed




---

---

---

---

---

---

---

---



### Dialectics

Finding the Middle Path  
Supplemental Module

---

---

---

---

---

---

---

---



- Dialectics originated with early philosophers
- No position is absolute; each position has its own wisdom or truth (if only a kernel at times)
- Opposite tensions are interconnected, interrelated, and defined by each other
- The synthesis of opposites, through understanding varying contexts and seeking a workable balance, leads to change
- Change is continual, so dialectics require fluidity

---

---

---

---

---

---

---

---



The Tale of the Chivalrous Toilet  
Dialectics in Action

The Tale of the Chivalrous Toilet  
Dialectics in Action

---

---

---

---

---

---

---

---



- Acceptance and change
- Validation and challenge
- Emotion and reason (Wise Mind)
- Doing one's best and needing to do better
- Active client and active therapist
- Goals of therapy (and/or program) and goals of client
- Integrating research and practice (per EBP)

---

---

---

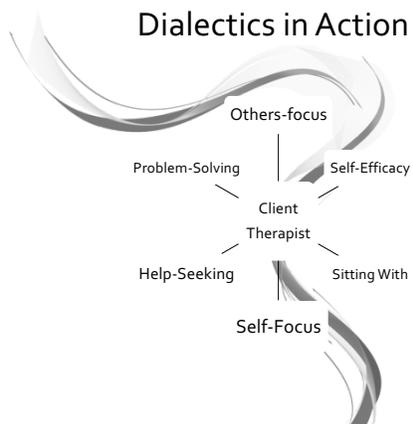
---

---

---

---

---




---

---

---

---

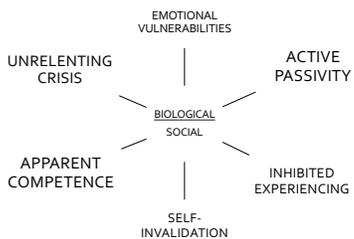
---

---

---

---

### Dialectical Dilemmas




---

---

---

---

---

---

---

---

### What to Look For

- |                         |  |
|-------------------------|--|
| Self-Invalidation       | <ul style="list-style-type: none"> <li>• Self-hate/criticism</li> <li>• Perfectionism</li> </ul>                         |
| Emotional Vulnerability | <ul style="list-style-type: none"> <li>• Anger, Bitterness Towards Others</li> <li>• Fragility, Vulnerability</li> </ul> |
| Inhibited Experiencing  | <ul style="list-style-type: none"> <li>• Active avoidance</li> <li>• Passive avoidance, dissociation</li> </ul>          |

---

---

---

---

---

---

---

---

How to Help

Self-Invalidation

- Modeling failure
- Communicating validation

Emotional Vulnerability

- Model self-care
- Create a safe home environment

Inhibited Experiencing

- Model Emotions
- Display authentic reactions without exaggeration

---

---

---

---

---

---

---

---

What to Look For

Unrelenting Crises

- Uncontrollable Events
- Crisis-Generating Behavior

Active Passivity

- Willfulness, Demandingness
- Helplessness

Apparent Competence

- Disconnect between verbal and non-verbal behavior
- Contextual Competence (mood/situational)

---

---

---

---

---

---

---

---

How to Help

Unrelenting Crises

- Control the Controllable in the Home/Therapeutic Environment
- Practice/Model Delayed Gratification

Active Passivity

- Cheerlead
- Encourage problem-solving
- Set Personal Limits

Apparent Competence

- Highlight effective behaviors observed
- Lose the assumption of how the loved one "should" behave in all contexts based upon one.

---

---

---

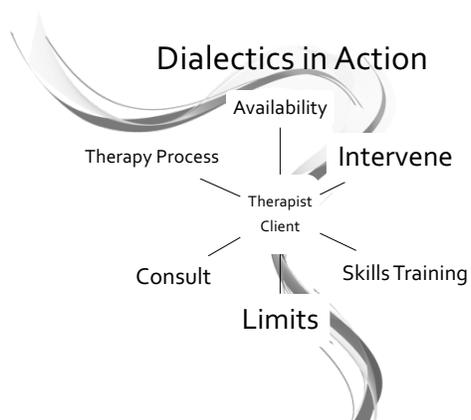
---

---

---

---

---



---

---

---

---

---

---

---

---

**Ways Clients Can Practice Dialectics**

- Balance of "old" self with "new" self
- Balance of "want-to's" with "have-to's"
- Balance of your wants/needs with others' wants/needs
- Activating Wise Mind
- Considering alternative viewpoints and opinions
- Weighing pros and cons
- Choosing "middle path" behaviors
- Engaging willingness to shift from "stuck"

---

---

---

---

---

---

---

---

**SEE YOU NEXT WEEK!**

---

---

---

---

---

---

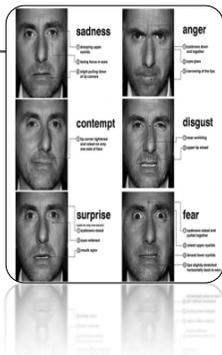
---

---



### Emotion Regulation

- Proactive skills
- Short and long term skills
- Understand how emotions work
- Reduce emotional vulnerability
- Increase events to create positive emotions
- Step out of ineffective mood congruent behaviors
- Develop and maintain emotional balance




---

---

---

---

---

---

---

---

### The Physiology of Emotions

Prompting Event	Urges	Action
VF	Sensation	Expression
I	Body	Emotion Name

---

---

---

---

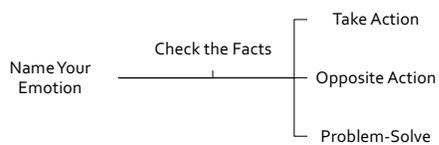
---

---

---

---

### Emotion Regulation Decision Tree




---

---

---

---

---

---

---

---

## Naming to Tame

Emotion Name	Action Urge
Anger	Fight, Attack, Confront
Disgust	Repel, Separate from
Envy	Obtain what is not ours, Obsess
Fear	Avoid, Escape
Guilt	Apologize, Make Amends
Happy	Maintain
Jealousy	Protect, Possess
Love	Connect
Sadness	Isolate, Withdraw
Shame	Hide, Conform

---

---

---

---

---

---

---

---

---

---

## Check The Facts

- Check the intensity of our emotions, not the validity
- Intensity impacts both our emotional experience and how our thoughts are organized
- We check the facts to determine whether we are going to act on our emotional urges or act opposite to them.
- We are not looking for an opposite emotion as it does not exist.

---

---

---

---

---

---

---

---

---

---

## Opposite-to-Emotion Action

- Break ineffective emotional cycles by acting opposite to behaviors that are mood congruent
- Opposite action may also create a different emotion
- Often a “gateway” skill
- Examples include activity when depressed, approaching when anxious, and being kind when angry

---

---

---

---

---

---

---

---

---

---



**Build Positive Experience**

- Must be planned/scheduled
- Must include mindfulness skills
- Address distractions that interfere with BPEs
- Address judgments that interfere with BPEs (e.g., not deserving, etc.)
- Address concerns about expectations

---

---

---

---

---

---

---

---

**Build Positive Experience**

- Short term  
Do pleasant things that are possible now
- Long term  
Invest in relationships (Attend to Relationships-A2R)  
Invest in your goals  
Build a satisfying life  
Take one step at a time

---

---

---

---

---

---

---

---

**Build Mastery**



- Engage in activities of daily living
- Accomplish tasks that need to be done
- Take steps toward a challenging goal
- Build a sense of control, confidence, and competence
- Give yourself credit!

---

---

---

---

---

---

---

---





Dealing with Distress Before...




---

---

---

---

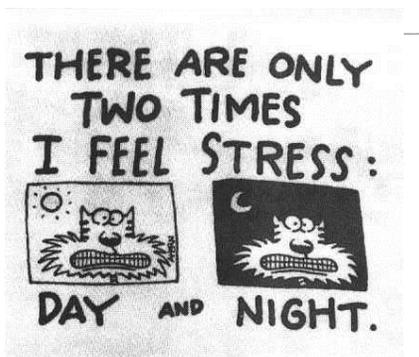
---

---

---

---

Practicing Daily Distress Tolerance




---

---

---

---

---

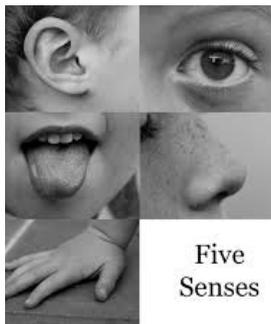
---

---

---

Self-Soothe

Mindful engagement of the senses to comfort:



Five Senses

- Vision
- Hearing
- Smell
- Taste
- Touch

---

---

---

---

---

---

---

---

**Distract: Wise Mind ACCEPTS**

- A Activities
- C Contributing
- C Comparisons
- E Emotions
- P Pushing away
- T Thoughts
- S Sensations




---

---

---

---

---

---

---

---

---

---

**IMPROVE the Moment**

- Imagery
- Meaning
- Prayer
- Relaxation
- One thing at a time
- Vacation (mini)
- Encouragement




---

---

---

---

---

---

---

---

---

---

**Pros and Cons**

- List positive consequences
- List negative consequences
- Weigh short-term vs. long-term consequences
- Is it worth it?
- Make a decision
- Pros and cons are dialectical and activate Wise Mind

Pros and Cons (P&C) Application Example	
My Bank Chosen Auto Using self injury versus using skills	
<b>Short-Term PROS of Self-Injury</b>	<b>Short-Term CONS of Self-Injury</b>
<i>Needed no feelings!</i> Worked Blood provided me focus	Missed chance to see plan worried about upcoming group Had to hide it
<b>Long-Term PROS of Self-Injury</b>	<b>Long-Term CONS of Self-Injury</b>
None really	Lost trust Lost self respect More scars Shame sets me up
Versus	
<b>Short-Term PROS of Skill Use</b>	<b>Short-Term CONS of Skill Use</b>
No need to be so concerned Feel good if I make it No hassle with blood and stuff NO CHANGE ANALYSIS?	Head and might not work Don't know Maybe more emotional pain
<b>Long-Term PROS of Skill Use</b>	<b>Long-Term CONS of Skill Use</b>
RESPECT! Learn to handle life and get somewhere	More expectations? Pressure, John's Home

My Decision: Skills I guess??

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

## Radical Acceptance

Self-Compassion

### Radical Acceptance

Choices When Life is Painful:



- Change painful situations when you can
- Shift your perspective of the situation
- Radically Accept the situation
- Continue to suffer

---

---

---

---

---

---

---

---

### Choices When Life is Painful:

- **Radical Acceptance**
  - Freedom from suffering requires acceptance of "what is" from within. Letting go of fighting reality ends suffering
  - Acceptance may still mean tolerating pain
  - Acceptance frees psychological and emotional resources to move forward
- **Turning the mind**
  - Continuously recommit to accepting reality...over and over again



### Accepting Reality Skills

---

---

---

---

---

---

---

---

Stages of Acceptance  
(from Kubler-Ross)

- Denial: not wanting to believe its real
  - Anger: feeling that it is unjust and should not have happened or be happening
  - Bargaining: trying to make a deal to escape the reality
  - Depression: having reality set in and feeling the impact
  - Acceptance: acknowledging the reality of "what is"
- No matter where you are, you are in the process

---

---

---

---

---

---

---

---



(vs. Willfulness)

- Willingness is doing what is needed, not sitting on your hands
- Willingness means dealing with reality, not what you wish it would be
- The concept contrasts our Western philosophy of "when there's a will there's a way"
- "Where there is willingness, there is a way" is the message
- What are you willing to do given the situation?

---

---

---

---

---

---

---

---

Acceptance  
Mindfulness

---



---

---

---

---

---

---

---

---

Mindfulness Practice  
Acceptance

- "Everything is as it should be."
- Focus on an object in the room.
  - Breathe.
- As any area of thoughts, emotions, sensations, and/or feelings emerge, silently repeat the phrase above.
  - 3 minutes

---

---

---

---

---

---

---

---

---

---

Self-compassion

Supplemental module

---

---

---

---

---

---

---

---

---

---

Self-Validation Module

• Developed by: Dr. Alan E. Fruzzetti

Goals

- ① Separating *experiences* (e.g., feelings, thoughts, desires, sensations) from things that cannot be observed in the present.
- ② Separating *aspects* of an experience that are valid from those that are not (or may not be) valid in the present moment.
- ③ Being effective

---

---

---

---

---

---

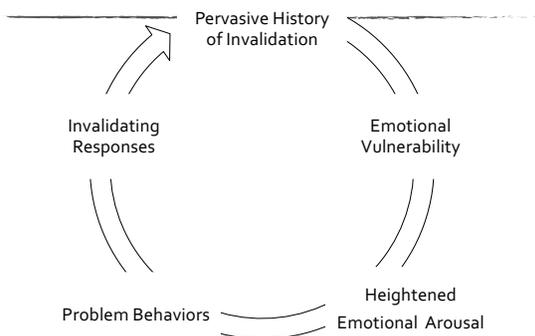
---

---

---

---

### Cycle of Invalidation



---

---

---

---

---

---

---

---

### Self-Validating Statements



---

---

---

---

---

---

---

---



“Acceptance must come from deep within.”

*Marsha Linehan*

---

---

---

---

---

---

---

---

### Self-Compassion Module

- Goal-Decrease emotional suffering
- Developed by: Dr. Kristin Neff
- Module components:
  - ① Self-Compassion Scale
  - ② Using self-compassion skills to decrease emotional suffering
  - ③ Practicing self-soothing compassion
  - ④ Intrapersonal compassion skills (SACRED self)

---

---

---

---

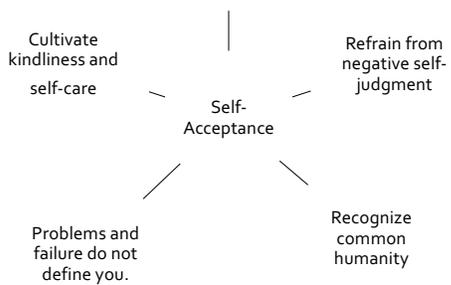
---

---

---

---

### Mindfulness of Pain & Criticism




---

---

---

---

---

---

---

---

SEE YOU NEXT WEEK!

---

---

---

---

---

---

---

---





**Self-Respect Effectiveness**  
**F.A.S.T.**

**Fair:** be fair to self and to others

**Apologies:** no *unnecessary* apologies or apologies for your beliefs, opinions, or for being you

**Stick to your values:** know your values and what is non-negotiable. Resolve value conflicts effectively

**Truthful:** Avoid exaggerations, excuses, and lies. Be accountable to yourself and others

---

---

---

---

---

---

---

---

**BOUNDARY**

**Be aware**

**Observe others**

**Understand limits**

**Negotiate sometimes**

**Differences exist**

**Always**

**Remember your values**

**Your safety first**

---

---

---

---

---

---

---

---

**Boundaries (Limits)**  
**Core Assumptions**

- Clients often don't recognize boundaries
- Ineffective boundaries can create dysfunction in relationships
- Ineffective boundaries can create ineffective responses in therapists
- Clients want to learn about and practice effective boundaries for themselves
- Clients need to learn about and recognize the boundaries of others
- Therapists need to model effective boundaries

---

---

---

---

---

---

---

---





**VALIDATION**

- **Discuss Emotions:** Talk about others' feelings and how they affect them from their perspective (not how it affects you).
- **Attend to Nonverbals:** Notice others' nonverbal communication to give you information about their experience.
- **Turn the Mind:** Validation does not mean that we agree with others. Turning the mind is especially important when it is difficult to relate and during conflicts.
- **Encourage Participation:** Validation can be a difficult process at times, so we need to encourage ourselves and others to be engaged with each other.

---

---

---

---

---

---

---

---

---

---

**Balance of Validation and Change**

- Validation opens clients to change:
  - Lets clients know you understand the nature of their issues and pain
  - Exposure to painful emotions create a qualitative difference in relating to emotions (decreasing ineffective escape and avoidance behaviors)
  - Exposure to painful emotions can create motivation to invest in change




---

---

---

---

---

---

---

---

---

---

**Levels of Validation**  
(Linehan, 1997)

- Being acutely attentive (V1)
- Reflecting verbal communication (V2)
- Describing non-verbal communication (V3)
- Expressing how experience makes sense given history or biology (V4)
- Expressing how experience makes sense in the present moment and context (V5)
- Being in genuine, human contact (V6)




---

---

---

---

---

---

---

---

---

---

VALIDATION PRACTICE

"I went to the coffee shop with my sister and her friends. I was sad because I had just broken up with my boyfriend. I forced my sister to lie to our parents because I saw a guy I used to hook up with and wanted to have sex with him. Now my parents don't trust me. I lost my driving privileges, my cell phone and can't hang out with my friends. I thought I was over my ex but now I'm in so much trouble. I don't want to eat and if my parents would leave me alone, I would find a knife to cut myself."

---

---

---

---

---

---

---

---

VALIDATION PRACTICE

"I went to the store yesterday and I saw these Red Hot candies. I completely lost it and forgot what I went into the store to get. It reminded me of when I was little and my mom wanted to teach me about waiting. I had asked for some of those candies and she said no, but when she tucked me in that night, she forced me to eat a huge bag until my mouth and eyes burned. I thought I was past that, but I am having urges to cut myself again. I get so angry with myself. I keep myself from eating. If I had any pills, I'd take them...you know, just to numb out."

---

---

---

---

---

---

---

---

**Validation as an Exposure Technique**

- Regulates emotions by decreasing their intensity
- Provides gentle, informal exposure to emotions with a sense of self-efficacy
- Allows for a more complete expression of emotions, cueing a fuller adaptive response



---

---

---

---

---

---

---

---



**Objective Effectiveness: DEAR MAN**

- D**escribe the details of the situation
- E**xpress your emotions and thoughts
- A**ssert by asking for what you want (or saying no)
- R**einforce by rewarding, not punishing

- 
- M**indful: Stay focused on the issue
    - Avoid attacks, distractions, and side tracking
    - Broken record: assert again and again and again

- A**ppear confident
  - Talk, walk, and act with confidence (act "as if" if needed)

- N**egotiate
  - Be willing to offer an alternative
  - Be willing to ask for an alternative
  - Turn the tables

---

---

---

---

---

---

---

---

---

---

**Summary**

- 
- Understand that you have and are doing the best you can based upon what you have known.
  - Set realistic expectations for yourself and your loved ones.
    - Mastery is not achieved overnight
  - Validation is acceptance NOT agreement.
  - Rehearse this at the end of every skills training session with the entire family.

---

---

---

---

---

---

---

---

---

---

**Next Steps:  
Continuing Your Development as a DBT  
Therapist**

- 
- Assess your current understanding and skill level
  - Seek ongoing supervision and/or consultation
  - Find other interested therapists to create a consortium
  - Pursue continuing education (preferably from different instructors)
  - Review books, manuals, and research articles
  - Seek out online resources
  - Develop your own skills materials and worksheets (perhaps even a specialized manual for your population)
  - Do periodic program development
  - Professionals are ultimately responsible for their own development!

---

---

---

---

---

---

---

---

---

---

Resources

Marsha Linehan, PhD

[www.behavioraltech.org](http://www.behavioraltech.org)

Self-Validation Module (Alan F. Fruzzetti, PhD)

Associate Professor & Director, DBT Program  
Department of Psychology 298

University of Nevada

Reno, NV 89557-0062

Email: [aef@unr.edu](mailto:aef@unr.edu)

Self-Compassion Module (Kristen Neff, PhD)

<http://www.self-compassion.org>

**The Expanded Dialectical Behavior Therapy Skills Training Manual**

by Dr. Lane Pederson, PsyD, LP, DBTC

Resources Continued...

- Behavioral Tech, LLC-Marsha Linehan's website:  
<http://behavioraltech.org/index.cfm?CFID=54493378&CFTOKEN=48711039>
- Loving Someone with Borderline Personality Disorder: How to Keep Out-of-Control Emotions from Destroying Your Relationship-Shari Manning (2011)

Eboni Webb PsyD, HSP  
kairosmentalhealth@gmail.com  
615-589-1018

The Village of Kairos  
1451 Elm Hill Pike, Suite 250  
Nashville, TN 37210

367 Riverside Drive, Suite 104  
Franklin, TN 37064

**Thank-you for your time!**