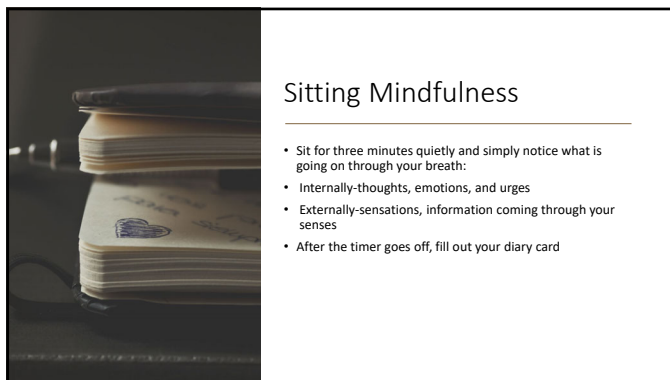


1



2

Today's Agenda	
Time	DBT Consultation to the Client
9:00am-10:30am	Session 1-Sitting Mindfulness Why DBT?/Biosocial Theory Orientation for Skills Orientation
10:30am-10:45am	15-minute Break
10:45am-12:00pm	Session 2-Breath Count Mindfulness Utilizing DBT Skills for Key Diagnoses & Behavioral Skills Interventions
12:00pm-1:15pm	Lunch
1:15pm-2:45pm	Session 3-Urge Mindfulness Group Skills Format/Introduction to Mindfulness
2:45pm-3:00pm	15-minute Break
3:00pm-3:45pm	Session 4-Body Scan Mindfulness Mindfulness Dialectics
3:45pm-4:00pm	Questions/Wrap-up

3

Today's Objectives

1

Understand the biosocial model of Borderline Personality Disorder in the context of a pervasive emotional dysregulation disorder.

2

Understand the impact of trauma on the developing mind

3

Understand how to apply DBT to most adult disorders (e.g. Anxiety, Depression, PTSD, Eating Disorders, etc.)

4

Utilize behavior modification strategies at the earliest stage of dysregulation in a skills group

5

Learn how to run a skills training group via a concurrent skills training or multifamily approach to provide appropriate scaffolding for care providers

6

Learn and practice mindfulness and dialectics skills through practicing experiential activities throughout the day

4

Why DBT?

Therapists find DBT philosophies of acceptance and non judgment to be a natural fit

DBT offers a breadth of interventions, many of which speak to the treatment alliance

DBT is a teachable, learnable, and practical approach

DBT has been shown to result in fewer inpatient days, fewer and less severe parasuicidal behaviors, reduced emergency room visits, and reduced substance abuse relapses. (Read: Insurance-Friendly)

Strong belief and expectancies in DBT may enhance outcomes (through allegiance effects)

5

Principle Vs. Protocol-Driven Treatment

"Therapists should select for each patient the therapy that accords, or can be brought to accord, with the patient's personal characteristics in view of the problem. Also implied is that therapists should seek to learn as many approaches as they find congenial and convincing. Creating a good therapeutic match may involve both educating the patient about the therapist conceptual scheme and, if necessary, modifying the scheme to take into account the concepts the patient brings to therapy" (Frank & Frank, 1991, p.vii).

In other words, learn many approaches, customize to your clients and make effectiveness your primary goal.

6

Is DBT a form of CBT?

- Linehan began work with suicidal and self-injurious clients in the 1980's, using CBT; Linehan used her expertise to adapt CBT based on client needs and preferences
- Linehan's Cognitive-Behavioral Treatment of Borderline Personality Disorder was published in 1993
- Numerous randomized controlled trials (RCTs) established DBT as an empirically-supported treatment (EST), also referred to as an evidence-based treatment (EBT)
- DBT places greater emphasis on behavioral interventions compared to cognitive interventions, and is guided by a different theory than CBT
- DBT is directive and change-oriented

7

DBT Balances Its Change Orientation with Client-Centered Elements

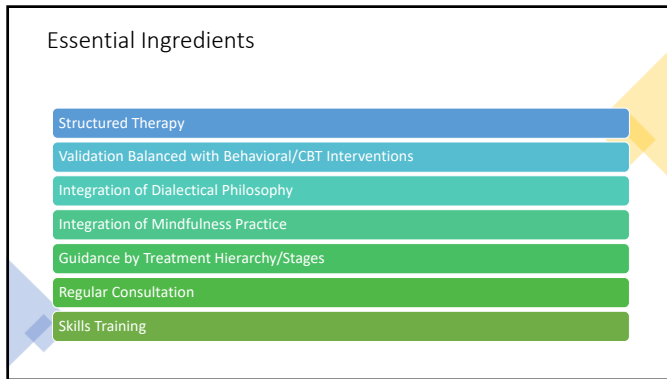


8

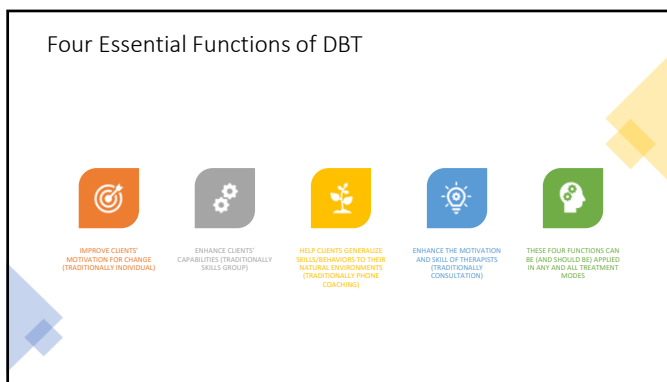
How is DBT Unique?



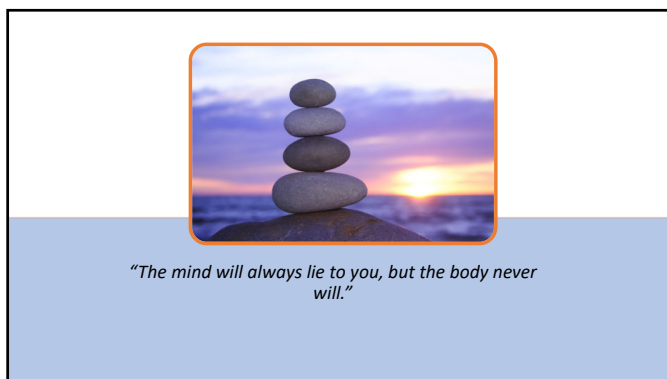
9



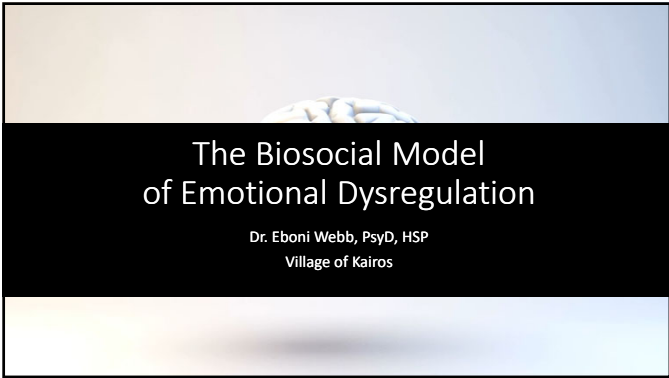
10



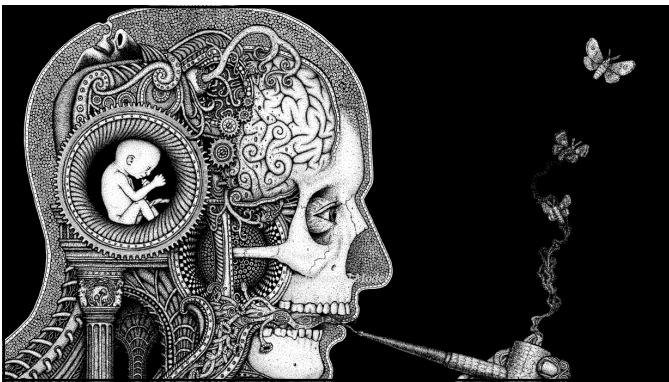
11



12



13




14

<u>Borderline Personality Disorder</u>	
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

15

**Types of
Dysregulation**


Emotional
Interpersonal
Self
Behavioral
Cognitive



IQ drops 17 points in a state of emotional dysregulation

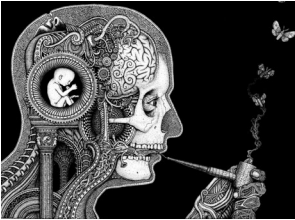
16

Overview



- Clients suffer from emotional vulnerabilities
- Emotional vulnerabilities can come from many sources (e.g., attachment issues, loss, trauma), but is often assumed to be biological
- Chronic and consistent invalidation exacerbates emotional vulnerabilities
- An ongoing, reciprocal relationship exists between emotional vulnerabilities and environments

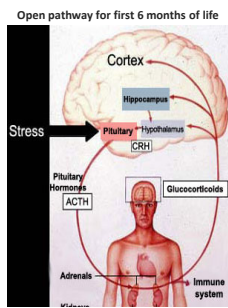
17



- Emotional vulnerabilities are characterized by:
 - Emotional sensitivity
 - Emotional reactivity
 - Slow return to emotional baseline
- Over time emotions get sensitized, leading to a "kindling" effect
- This emotionality (and associated invalidation) is associated with many problems (disorders)
- Emotionality leads to escape and avoidance that leads to chronicity

18

Hypothalamic Pituitary Adrenal Axis



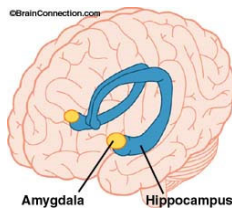
Excessive Cortisol

Effects

- Neurotoxic to the Hypothalamus
- Neuron Death
- Clogging of the corpus callosum connecting the left and right hemispheres
- Suppression of the immune system

19

Amygdala: Fight, Flight, and Freeze

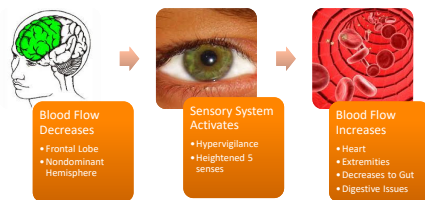


Features

- Reactionary
- Triggers Sensory System (Smell and Touch are the most direct pathways)
- Controls autonomic responses

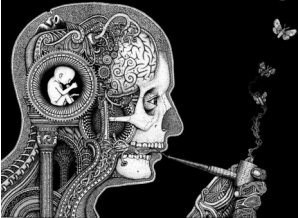
20

What Happens During a Stress Response?



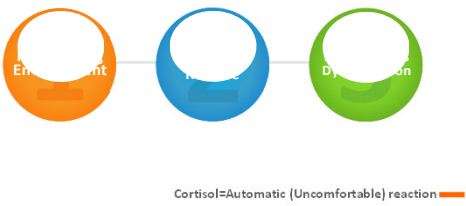
21

- Abuse and neglect
- Open rejection of thoughts, feelings, and behaviors
- Making "normal" responses "abnormal"
- Failing to communicate how experience "makes sense"
- Expecting behaviors that one cannot perform (e.g., due to developmental level, emotionality, or behavioral deficits)



22

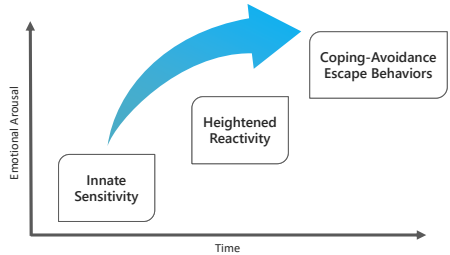
Dysregulation: Learned Behavior




Cortisol=Automatic (Uncomfortable) reaction

23

Emotional Dysregulation



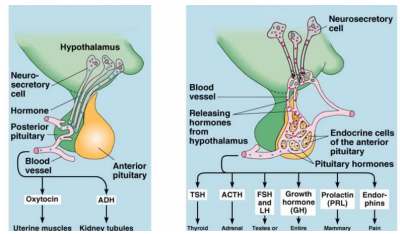
24



Stress Management

Our Body's Natural Defense

25




Oxytocin

Hormonal Counter to Cortisol
Architect of Regulation


26

How Problematic Self-Regulation is Learned


Oxytocin=Responsive release (calming)
Problem Behaviors=reinforced as a method to regulate emotions




Invalidating Environment




Cortisol Release



Problematic Behaviors



Oxytocin Release



Reinforcement of Problem Behaviors

27

Treatment Targets to Increase Oxytocin Without Problem Behaviors

Activities

- Hugs
- Sing in a choir
- Give a back rub/foot rub
- Hold a baby
- Stroke a dog or cat
- Perform a generous act
- Pray
- Make positive eye contact
- Breath work
- Listen without judgment
- Positive touch
- Proximity
- Laugh/Dance

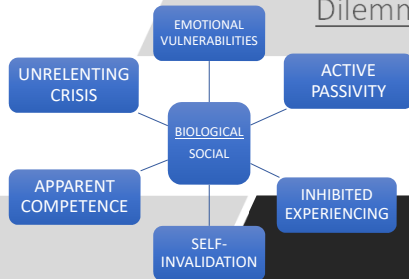
DBT Skills

- Build Positive Experiences
- Self-Soothe
- IMPROVE the Moment
- DISTRACT
- Nonjudgmental Stance
- Mindful Breathing
- GIVE



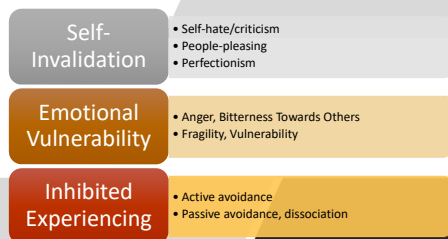
28

Dialectical Dilemmas

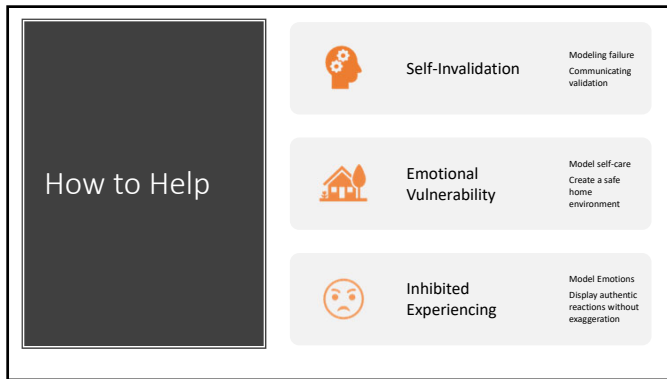


29

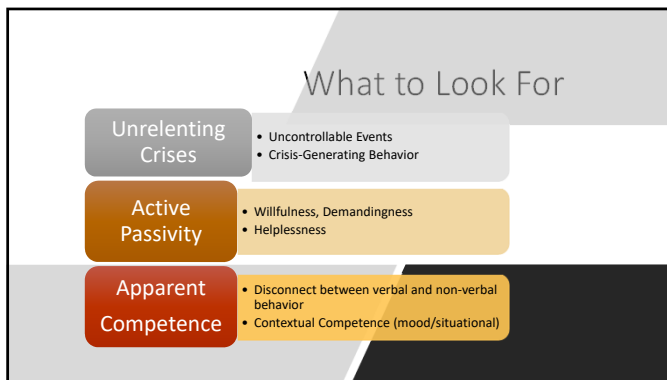
What to Look For



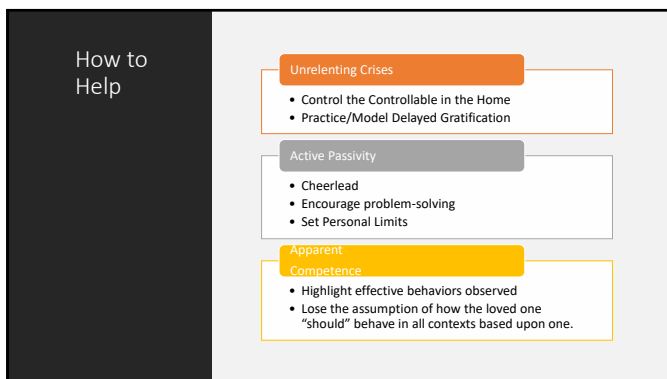
30



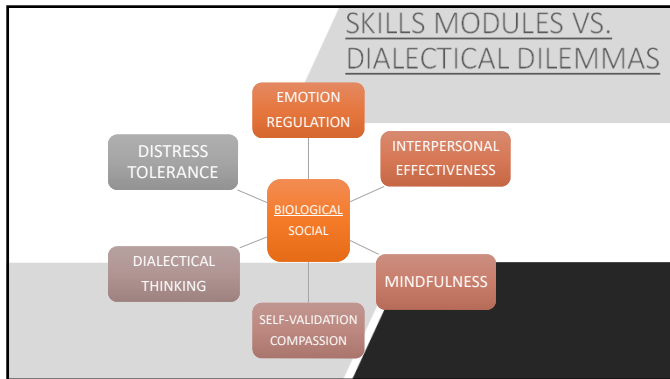
31



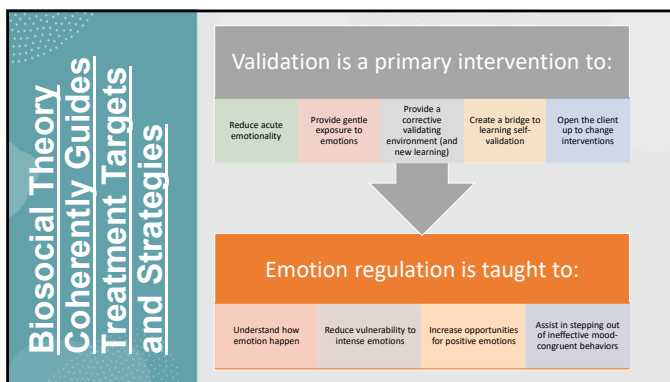
32



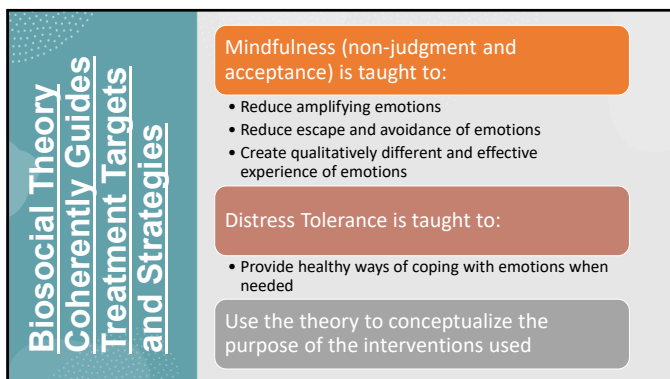
33



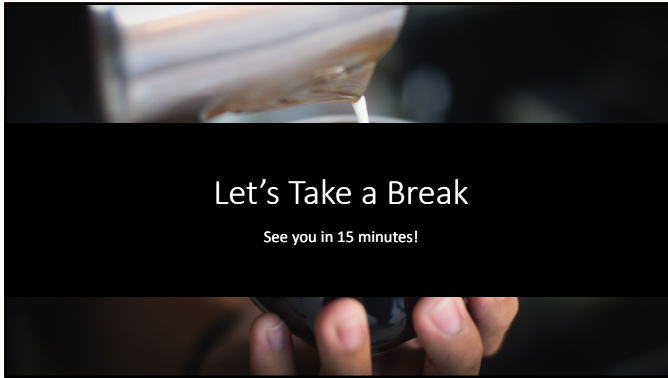
34



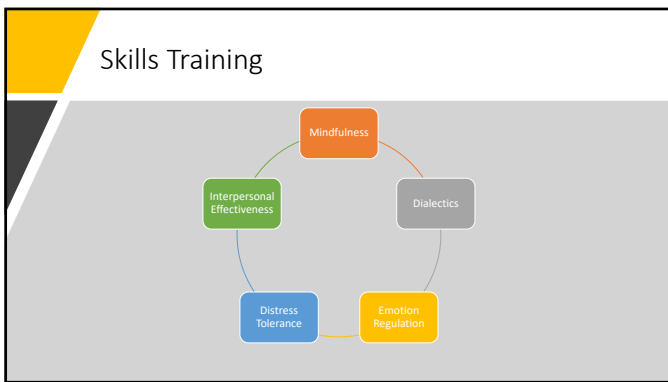
35



36



37



38



39

Skills



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

40

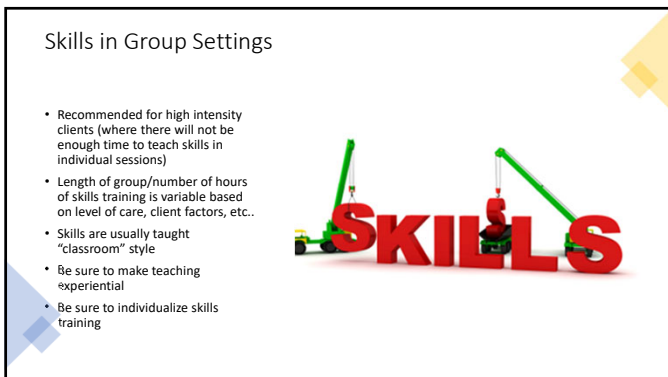
Skills Training Approaches



- Interactive lecture (good for conveying a lot of information quickly)
- Socratic questioning techniques
- Assigning teaching to Students
- Learn/do/teach model
- Experiential exercises
- Using media
- Read about and explore teaching techniques

41

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


42

Tips to Improve Skills Training

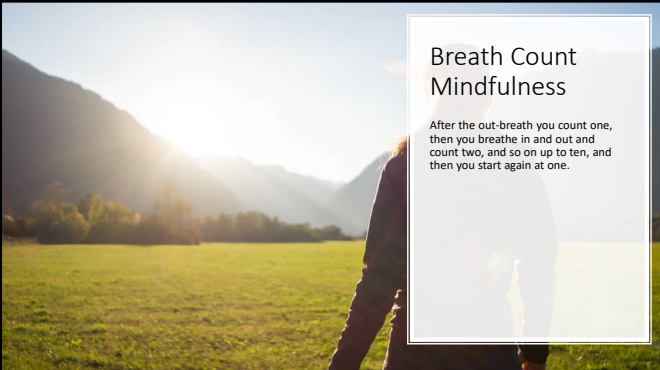
- Be strengths-based (often we think of skills deficits and forget to identify what is working)
- "Catch" and label skill use continuously
- Reinforce anything and everything that is not a problem behavior
- Shape emerging behaviors
- Orient to purpose and goal of skills taught
- Assign individualized homework and get commitment to follow-through
- Consider your audience and their needs

43

"Body like a mountain, heart like an ocean, mind like the sky"
Buddhist meditation quote



44



Breath Count Mindfulness

After the out-breath you count one, then you breathe in and out and count two, and so on up to ten, and then you start again at one.

45

Utilizing DBT Skills for Key Diagnoses & Behavioral Skills Interventions



46

DBT With Other Diagnoses

Generally, DBT can be used with any diagnosis that can be treated by CBT and/or Behavior Therapy

Behavior Therapy has more random clinical trials than any other approach

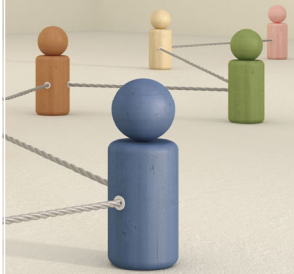
Real-world clients with BPD have co-morbid conditions that are treated concurrently

Adaptations can be made based on clinical expertise and client needs...remember EBPP!

47

Goals of DBT With All Disorders (Marra, 2005)

1. Identify dialectic domains with the client
2. Identify the compromise formation currently formed (what does the compromise achieve and sacrifice)
3. Articulate that no specific direction or "end" of the dialectic is always desired; "place" is determined by contextual variables and goals or objectives
4. Remind client to move between long-term and short-term objectives when evaluating contextual variables
5. Help client identify if their analysis of contextual variables is solution focused, emotion focused, or both (all are effective at times)



48

Linehan's Original Views on Adaptation

"These modes constitute a service delivery model...I use the term 'mode' to refer to the various treatment components that together make up DBT, as well as the manner of their delivery. *In principle, DBT can be applied in any treatment mode* (italics added)" (Linehan 1993a, p.101).

49

Anxiety

Anxiety is a natural response to threat (and the client expects threat)

Validate the feelings and sensations as real and experientially challenge the notion that the feelings are intolerable

Balance mindful acceptance of anxiety with relaxation and distress tolerance skills (e.g., breathing, muscle relaxation, positive self-talk, self-soothing skills)

Increase predictability of schedules and any upcoming activities that threaten to dysregulate

Frequently reorient to structure of therapy and place up visually on the wall of your group room as well as providing grounding materials

Develop Coping Ahead plan versus pre-living behaviors

50

PTSD and Trauma

Stability first! Client must have skills to tolerate distress (e.g., work on grounding skills, distress tolerance, and emotion regulation)

Linehan promotes exposure techniques

Consider other ways to handle trauma (e.g., mindfulness and present-centered approaches)

Consider integrating body work into skills training or as a form of ancillary treatment.

51

Eating Disorders

Often center on issues of identity and acceptability. Intense emotions result from self-loathing (food the focus of attention). Dialectics focus on urge indulgence vs. inhibition, helplessness vs. self-control, and acceptability of the individual to self and society.

Validate experience-increase radical genuineness

And develop positive identity and healthy controls (externalize disorder)

52

Eating Disorders

Increase distress tolerance

Increase emotion regulation

Increase sensory input through mindfulness (again externalizing)

Mindful eating followed by distraction or urge surfing helpful

53

Mindfulness/Acceptance Interventions

01

Apply Core Mindfulness Skills

02

Have client "sit with" emotion longer than he/she desires (i.e., exposure or desensitization)

03

Have client change relationship to emotions and thoughts (not right/wrong or good/bad, but a different awareness based on acceptance and meaning making)

54

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.

55

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)

56

Substance Abuse/Dependence

Validate	Validate needs and challenge means of meeting those needs
Increase	Increase mindfulness of urges and then shift to external focus
Decrease	Decrease environmental triggers
Increase	Increase distress tolerance and emotion regulation to deal with withdrawal and urges

57

Behavioral Principles: You must become a behavior specialist

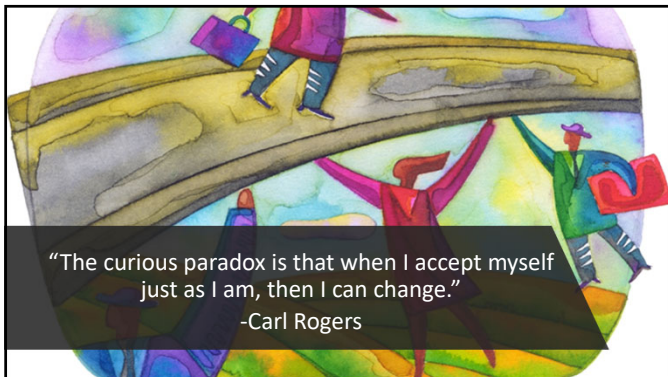


58

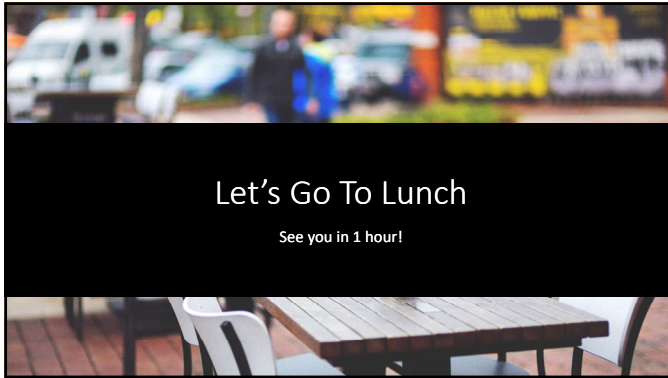
Behavioral Principles: You must become a behavior specialist

- Shaping: reinforcing approximations to a desired behavior
- Avoidance Learning: behavior results in the cessation of an aversive stimulus (falls under negative reinforcement)
- Non-contingent Reinforcement: providing reinforcement regardless of behavior you want to decrease (but in absence of that behavior). The b then decreases as it is no longer necessary to receive the reinforcement
- Generalization: performing desired behavior outside of treatment setting

59



60



61

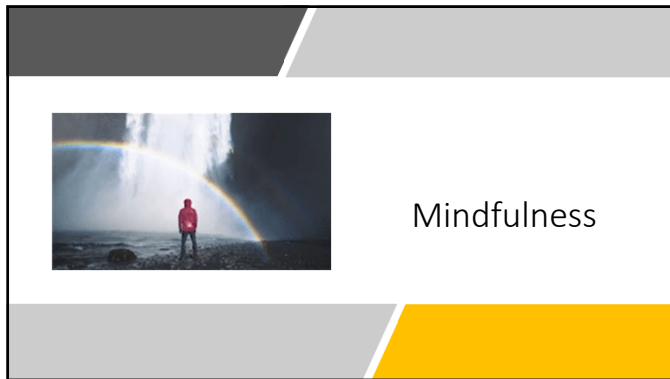


62

Urge Surfing Mindfulness

- Sit and breathe
- Wait for any sense of discomfort (e.g. restlessness, an itch)
- Note the desire to move and resist it
- Notice thoughts that arise
- These thoughts are just thoughts. So gently bring your attention back to your breath and bodily sensations
- Note the changing position, shape and quality of the discomfort over time. Be interested in feeling it as precisely as you can. Notice how the shape and intensity changes with the cycle of the breath.
- Is it stronger during the in breath or during the out breath?

63



64

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

65

Mindfulness Objectives

Feelings, thoughts/beliefs, and behavior being noticed and respected

Awareness of environmental information and cues

↓

Decreased impulsive behavior

Decreased passive and "stuck" behavior

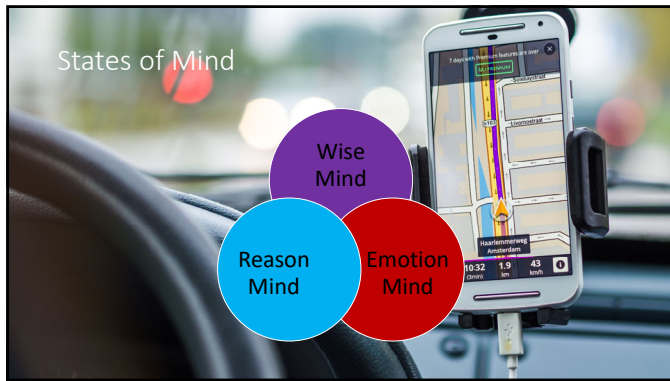
↓

Increased emotion regulation and decreased perfectionist mood congruent behavior

Improved connection to experience, enjoyment, and peace

66

22



67

What Skills: What is Mindfulness?
How Skills: How do I know that I am being mindful?

What: Observe

How: One-Mindfully

68

Observe
(“What Skills”)

- 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)

69

One-Mindfully

("How Skills")

• One-mindfully

- Choose, direct, and focus your attention and concentration on one thing
- Gently let go of distractions, refocusing over and over



70

What: What is Mindfulness?

How: How do I know that I am being mindful?

What: Describe



How: Nonjudgmentally



71

Describe

("What Skills")

• Describe (Factual and Observable)

- Put your experience into words (and vice versa)
- Words make it clear for you and others



72

Nonjudgmentally

("How Skills")

• Non-judgmentally

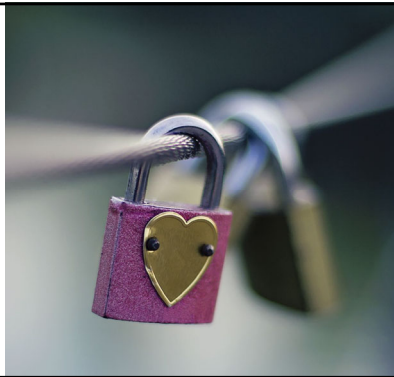
- Describing without attaching a label or opinion
- Being open to continued evaluation, based on facts
- Focus is on "what is" not the "goods," "bads," "shoulds," and "should nots"



73

No One Has Ever Observed....

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



74

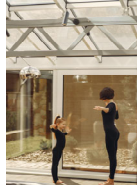
What: What is Mindfulness?

How: How do I know that I am being mindful?

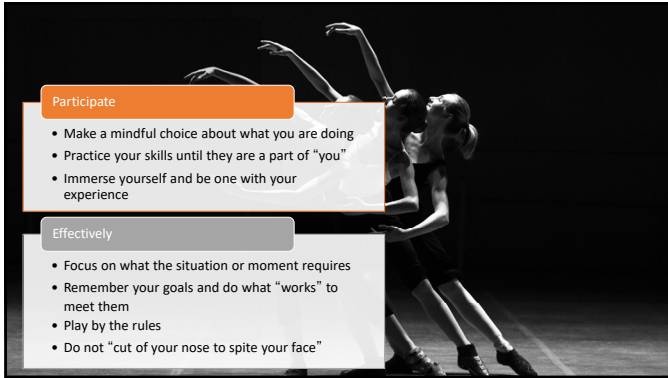
What: Participate



How: Effectively



75




Participate

- Make a mindful choice about what you are doing
- Practice your skills until they are a part of "you"
- Immerse yourself and be one with your experience

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"


76



Mindfulness Practice and Application

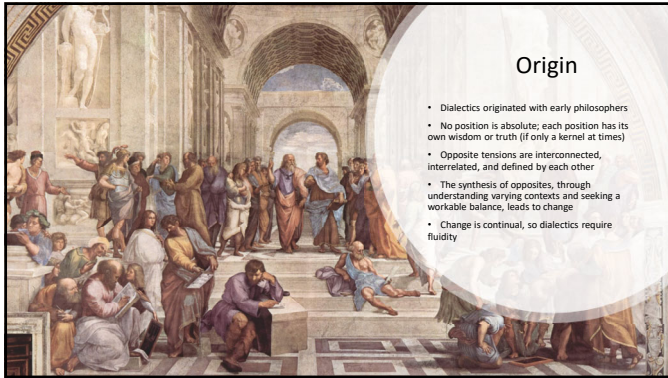
- Must practice daily (multiple times)
Goal: Twice daily, 20 minutes
- Beginning and end of each session helpful
- Address barriers to mindfulness (e.g., judgments, environmental, etc.)
- Make it relevant, interesting, and enjoyable
Adaptation: Centering Prayer
- Mindfulness is essential to effective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

77



**Dialectics:
Finding the Middle Path**

78



79



80



81

Dialectical synthesis

Athena-
manage a threat to the gods



Arachne-
maintain her craft



82

Dialectical synthesis

Athena-
manage a threat to the gods



Arachne-
maintain her craft



83


What Are Dialectics?

- Opposites, extremes, or polarities (e.g., each thesis has an antithesis)
- Neither position is absolute, and in fact, are interconnected
- Each position has a wisdom or truth
- Movement toward a synthesis is sought
- Movement (and conflict) produces change
- Change (e.g., working the dialectic) is constant and continual



9

84



CBT Balanced With Client-Centered Is A Natural Dialectic

“The curious paradox is that when I accept myself just as I am, then I can change.”

--Carl Rogers

10

85

Dialectics In Therapy

- Most Fundamental Dialectic in DBT is the fluid movement between **Acceptance and Change**
- Use **Validation** to move toward acceptance and **CBT techniques** to move toward change
- Remember that context will suggest how to balance these strategies

86

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”

87

Validation and Alignment Interventions

- Stay alert to what client says, feels, and does
- Validate emotions, thoughts, and behavior
- Enter the client's world: It does it make sense for them, from their context?
- Sit with distress (and manage your own): don't move in to "fix" it
- Move forward together: these strategies are one end of the dialectic

You have to start with where the client is at before change happens!

45

88

Dialectic Strategies: Entering the Paradox

- Highlighting the contradictions in client's behavior, therapy, or in reality
- Refusing "right and wrong;" different perspectives can both be true and answers can be yes and no
- Key is not to step in with logic to solve the dilemma or struggle; allow the client to make a shift

42

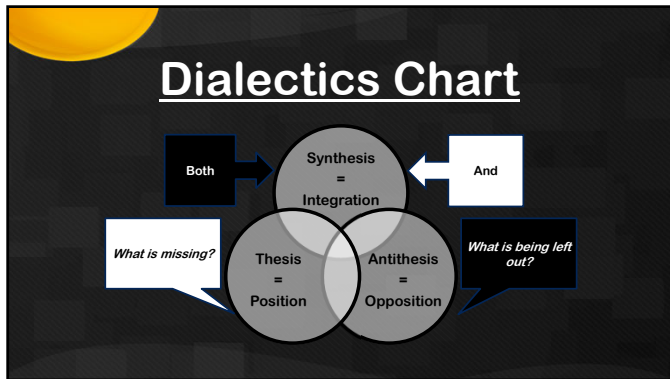
89

Other Dialectical Strategies

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

43

90



91

Skills Group Experiential

A family decides to take a trip to Costa Rica. The roads are notoriously hazardous and the family has agreed that everyone will watch the roads and a group consensus will be made before passing anyone on the road. At a certain point, they are trapped behind a truck and the wife does not want her husband to go around the truck for fear of a wreck. As time progresses, the husband becomes more agitated and wants to pass. What do they do? What is the dialectical middle?

92

Homework

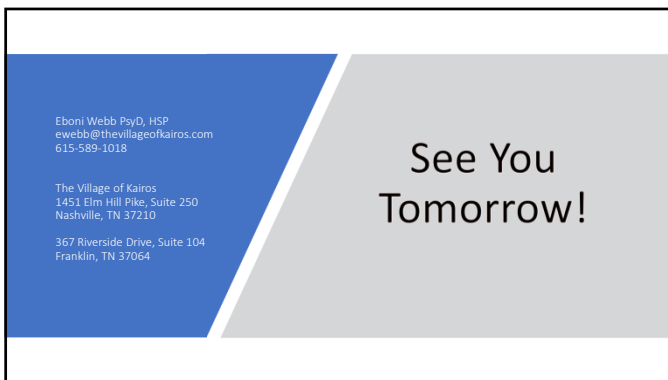
Choose 2 of the 3 options to complete

1. Choose one of our mindfulness practices to practice tonight for 5-10 minutes and write down experience.
2. Identify and write down one (1) dialectical dilemma you deal with in your practice or in relationships.
3. Explain the biosocial model to at least one (1) person and ask for feedback on how well they understood it.

93



94




95




96

“I took a deep breath
 and listened to the
 old brag of my heart. I
 am, I am, I am.”
Sylvia Plath



97




Square Breath
Mindfulness

98

Square Breathing Mindfulness

- THINK: YELLOW – Inhale 2 3 4 (moving to the upper left-blue dot)
- THINK: BLUE – Hold 2 3 4 (moving to the upper right-green dot)
- THINK: GREEN – Exhale 2 3 4 (moving to the lower right-pink dot)
- THINK: PINK – Hold 2 3 4 (moving to the lower left-yellow dot)



99

Today's Objectives

1. Learn and practice key DBT skills through practicing experiential activities throughout the day
2. Learn how to conduct skills training with the standard modules of emotion regulation, distress tolerance, and interpersonal effectiveness.
3. Learn how to integrate the supplemental modules of self-compassion, and self-validation.

100

Emotion Regulation: Learning the Language of the Body



101

Goals

- 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



102

Universal Emotions

Emotion	Action Urge
• Anger	• Attack, Defend
• Disgust	• Reject/Separate
• Envy	• Desire/Obsess
• Fear	• Avoid Harm
• Guilt	• Repair/Make Amends
• Happy	• Maintain
• Jealousy	• Protect/Possess
• Love	• Connect
• Sadness	• Isolate/Withdraw
• Shame	• Hide/Conform

103

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

104

Let's Practice!

Recall	Recall an event that is/was emotionally-charged for you.
Close	Close your eyes and see yourself in the situation with all the emotions and all the details.
Wrap	Wrap your arms around yourself, head down and allow whatever emotions you have to flow in until you hear the bell chime.
Sit up and place	After you hear the chime, sit up and place your hands palms up on thighs.
Practice	Practice holding a half-smile.
Remain	Eyes will remain open.
Lift	Lift eyebrows and breathe fully.
Continue	Continue recalling the emotionally-charged event until you hear the chime again.

105

PL.E.A.S.E.D SKILLS

- Physical health
- List resources and barriers (each area)
- Eat three healthy, balanced meals
- Avoid mood altering drugs
- Sleep between 7 to 10 hours
- Exercise at least 20 minutes
- Daily
- Address Barriers
- Develop a plan/track on diary card



106

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



107

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



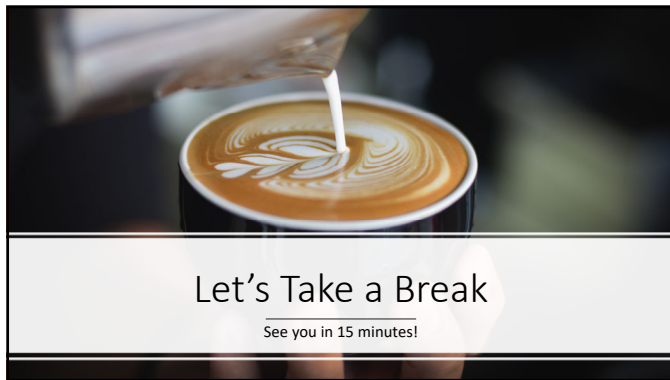
108

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!



109



Let's Take a Break

See you in 15 minutes!

110

Distress Tolerance

111



Goals of Distress Tolerance

- Ability to tolerate painful emotions
- Distraction without avoiding
- Paths to other skills
- Action instead of reaction
- Managing crisis without making it worse


112



Effective Distress Tolerance

- Less emotion-based coping (might work short-term, but often does not long-term)
- Fewer impulsive behaviors
- Decreased self-injurious urges/behaviors
- Decreased suicidal urges/behaviors
- Decreased crisis orientation to life AND
- Decreased chronic distress avoidance

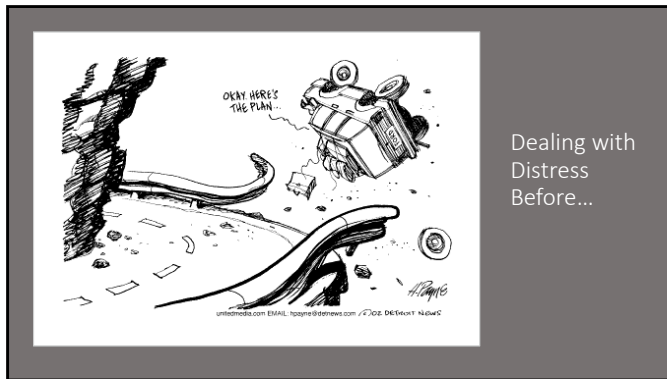
113



When to Use Distress Tolerance


- Am I able to solve the problem (Y/N)?
- Is now a good time to solve it (Y/N)?
- Am I in Wise Mind enough to solve it (Y/N)?
- If "yes" to all three questions, solve the problem
- If "no" to any of the three questions, distress tolerance may help

114



Dealing with
Distress
Before...

115




Problem-Solving Assumptions

- Clients have difficulties defining problems
- Clients struggle to identify options for solving problems
- Clients attempts to solve problems are sometimes emotion-based, haphazard, or otherwise ineffective
- Clients benefit from a mindful approach to problem-solving based on values

116

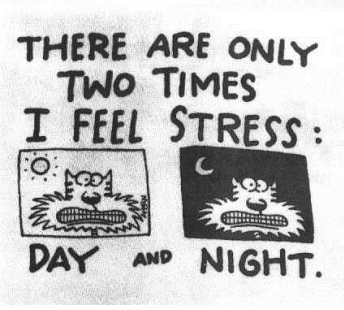
S.O.L.V.E.D

- Step back and be objective (define the problem)
- Observe available options
- Limit barriers (emotional and environmental)
- Values driven (what's important?)
- Effectiveness first (what will meet your prevailing goal?)
- Dialectical thought and action



117


Practicing Daily Distress Tolerance




118

More About Distress Tolerance..

- Practice skills when NOT in distress
- Skills tend to be short-term...must have many skills listed
- Skills must be connected to specific behaviors
- Coach clients to change strategies when a skill does not work
- Evolve skills plans (written down) consistently...treat like a "living document" and USE PROACTIVELY



119




Five Senses

Self-Soothe

- Mindful engagement of the senses to comfort:
- Vision
- Hearing
- Smell
- Taste
- Touch
- Balance


120



Distract: Wise Mind ACCEPTS

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

121



IMPROVE the Moment

- I Imagery
- M Meaning
- P Prayer
- R Relaxation
- O One thing at a time
- V Vacation (mini)
- E Encouragement

122

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

123

Pros and Cons Exercise

Short-Term Pros to	Short-Term Cons to
Long-Term Pros to Not	Long-Term Cons to Not
Short-Term Pros to	Short-Term Cons to
Long-Term Pros to Not	Long-Term Cons to Not

124



125



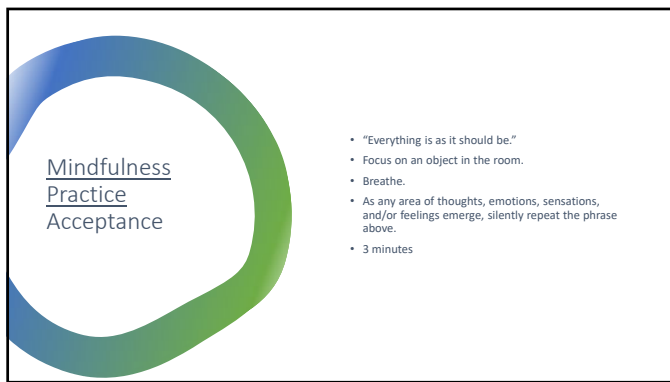
"Acceptance must come from deep within."

Marsha Linehan

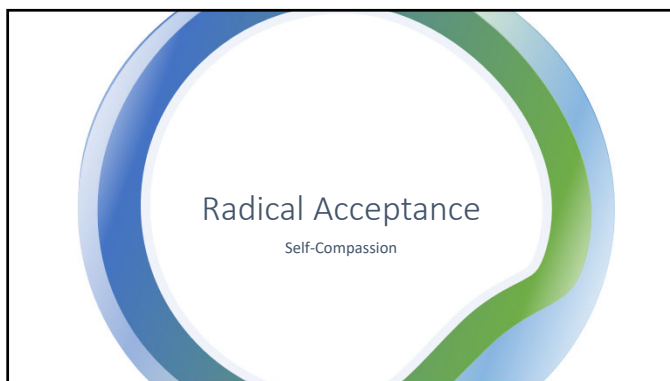
126



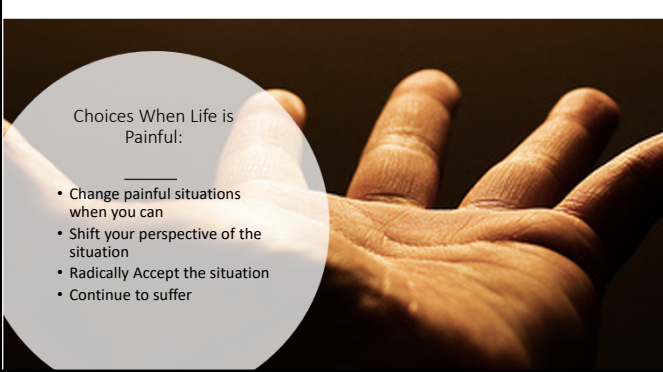
127



128




129



Choices When Life is Painful:

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


130



Accepting Reality Skills

- **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

131



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

132




Everyday Acceptance

- We meet everyday realities (i.e., hassles) with resistance, creating unneeded suffering and exhausting our psychological and emotional resources
- Examples:
 - Being stuck in traffic
 - Having a crabby significant other
 - Forgetting something at home
 - Having to wait for something
 - Making a mistake (or dealing with someone else's mistake)
 - Etc., etc., etc.
- These are all opportunities to practice acceptance
- Acceptance of these realities does not mean being passive, giving in, or giving up: many of these realities require problem-solving
- Acceptance frees up our resources to be responsive and effective

133

Willingness



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?

134

Interpersonal Effectiveness

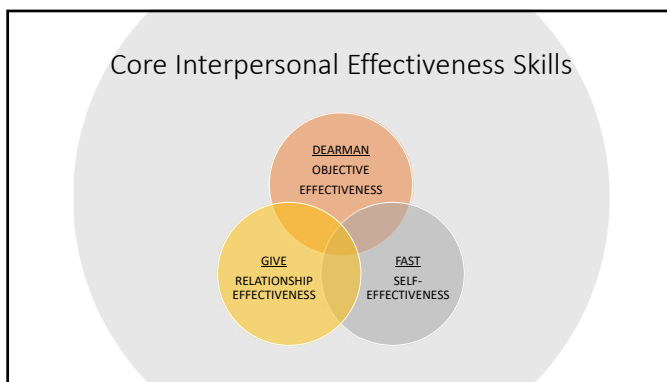
135



Effective Interpersonal Skills lead to:

- Increased ability to meet wants and needs
- Increased ability to set effective boundaries (limits)
- Increased ability to say "no"
- Increased ability to make and maintain positive relationships (including resolving conflict)
- Help clients to build self-respect because interactions are grounded in values

136



137



138

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



139

Relationship Effectiveness: GIVE

- Genuine:** be authentic and real, and act from your true self
- Interest:** make eye contact, show interest to be interested, allow reciprocity in interactions
- Validate:** acknowledge what you heard without judging or fixing. Focused on the other person!
- Easy manner:** use humor, smile, and be easygoing




140

VALIDATION

- **Value Others:** Seeking the inherent value in others is essential to validation.
- **Ask Questions:** Use questions to draw out others' experience.
- **Listen and Reflect:** Listen to others' answers to your questions and reflect back the major themes.
- **Identify with Others:** Work to see the world through the eyes of others.
- **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.




141



VALIDATION

- **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.

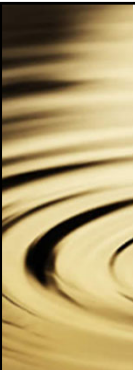
142



Levels of Validation (Linehan, 1997)

- Level 1: Being acutely attentive
- Level 2: Reflecting verbal communication
- Level 3: Describing non-verbal communication
- Level 4: Expressing how experience makes sense given history or biology
- Level 5: Expressing how experience makes sense in the present moment and context
- Level 6: Being in genuine, human contact


143



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."

144



Objective Effectiveness:
DEAR MAN

Describe the details of the situation
Express your emotions and thoughts
Assert by asking for what you want (or saying no)
Reinforce by rewarding, not punishing

Mindful: Stay focused on the issue

- Avoid attacks, distractions, and side tracking
- Broken record: assert again and again and again


Appear confident

- Talk, walk, and act with confidence (act "as if" if needed)

Negotiate

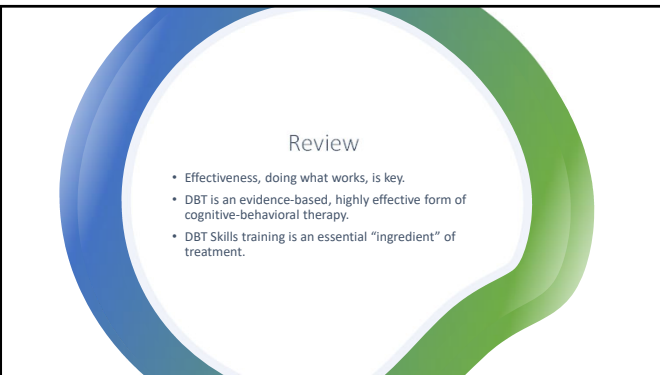
- Be willing to offer an alternative
- Be willing to ask for an alternative
- Turn the tables

145



Summary
Pulling It All Together

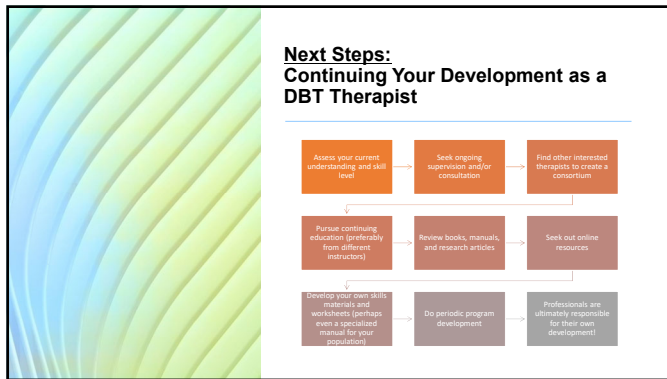
146



Review

- Effectiveness, doing what works, is key.
- DBT is an evidence-based, highly effective form of cognitive-behavioral therapy.
- DBT Skills training is an essential "ingredient" of treatment.

147



148

Resources

Marsha Linehan, PhD
www.behavioraltech.org
Self-Validation Module (Alan F. Frusetti, PhD)
 Associate Professor & Director, DBT Program
 Department of Psychology 298
 University of Nevada
 Reno, NV 89557-0062
 Email: 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

149

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)

150



151

Thank-You

- Eboni Webb PsyD, HSP
ewebb@webbjamconsulting.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

Webb JAM
CONSULTING, LLC

152
