

# DBT Certification by The Hirose Institute Session Five

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## Welcome Back!

1. Mindfulness activity: Observing Thoughts
2. Homework review: BA's? Practicing and teaching skills? Mindfulness, Nonjudgmental stance, Radical Acceptance?

## Distress Tolerance

This module involves two sets of skills: the first teaches people skills that help them survive crisis situations without making things worse.

If there is a problem that can be solved, SOLVE IT!

Distracting skills are not meant to be used long-term; distracting in the long-term isn't distracting, it's AVOIDING.

## Distress Tolerance

Crisis Survival Skills:

If there is a problem that can be solved, SOLVE IT! These skills don't fix problems, they help clients SURVIVE without making the situation worse.

Distracting skills are not meant to be used long-term; distracting in the long-term isn't distracting, it's AVOIDING.

## Distress Tolerance

Definition of a “Crisis”:

- Stressful event or traumatic moment
- Short-term
- Want it resolved NOW

(I use the term “crisis” more loosely – having an urge to do something that’s likely going to make the situation worse or have some kind of negative consequences)

## Distress Tolerance

Examples of Problem Behaviors:

Suicidal behaviors

Self-harm

Drinking/using drugs

Binge eating/purging/restricting

Shopping/spending

Gambling

Gaming

Pornography/Sexual Addiction

Aggressive behaviors (e.g. punching walls, yelling & screaming at family members)

## Distress Tolerance

What do clients do already to help themselves cope in more effective ways?

What else could they be doing? – importance of making a list of their own distress tolerance skills; personalize it!

## Distress Tolerance

F-TIPP Skills:

1. Forward Bend (PNS)
2. “TIP” the temperature of your face (mammalian dive reflex)
3. Intense exercise
4. Paced Breathing (PNS)
5. Paired breathing and PMR

## Distress Tolerance

Tip the temperature of your face with cold water: putting your face into cold water, or putting a cold compress on your eyes & upper cheeks, *and holding your breath*, tells your brain you're diving under water; this triggers the "dive response" (within 15-30 seconds): your heart slows, blood flow is redirected to the brain & heart, and this response can help regulate your emotions

This can be a helpful DT skill when you're having a strong, distressing emotion, or when you're having strong urges to engage in problem behaviours (works best while sitting quietly; activity and distraction may make it less effective)

\*\*Caution re: low blood-pressure, anorexia/bulimia, and Beta Blocker medications

## Distress Tolerance

Intense exercise (e.g. running or walking quickly, jumping jacks, doing push-ups or sit-ups) calms your body when it's revved up with emotions

Paced breathing: abdominal breathing, focusing on making your exhale longer than your inhale

Paired muscle relaxation: progressive muscle relaxation paired with the paced breathing, training your body to relax when you exhale "relax"

## Distress Tolerance

### Distracting Skills:

Activities (e.g. TV, reading, walking, Zentangle)

Contribute to others (e.g. volunteer, do something kind for someone else)

Comparisons (e.g. to others, to yourself)

Emotions (e.g. TV, music)

Pushing Away (with imagery)

Thoughts (ie. Generate neutral thoughts, such as counting, singing a song, etc.)

Sensations (e.g. take a bath, elastic band, ice; Temperature Reflex Skill)

## Distress Tolerance

### Self-soothing with the senses:

1. Sight (e.g. flowers, clean room)
  2. Hearing (another person's voice, nature, music)
  3. Touch (e.g. clean sheets, pets)
  4. Taste (e.g. herbal tea, a favorite food, mint)
  5. Smell (flowers, perfume, etc.)
- Helpful during a crisis, and also as general self-care
  - Note that some people over-use this; others feel guilt and so tend to avoid self-soothing; the challenge with both instances is to help the client find balance.

## Distress Tolerance

IMPROVE the moment through:

Imagery (guided imagery)

Finding meaning in your difficulties

Prayer

Relaxation exercises

One-mindfully

Vacation (not too long or to your detriment)

Encouragement (cheerleading)

## Distress Tolerance

Pro's and Con's: four columns; written out ahead of time while in Wise Mind

- Four columns instead of two gives the client a broader perspective
- Written engages the frontal lobes
- Can then be used as a reminder as to why the person doesn't want to act on the problem behaviour
- Consider short-term as well as long-term

## Pros and Cons Chart Exercise

Pros of Cutting	Cons of Cutting
Pros of NOT Cutting	Cons of NOT Cutting

## Distress Tolerance

Urge Management: What to do when crisis strikes

1. Rate the intensity of the urge from 0 (no urge) to 10 (intense urge)
  2. Set a timer for 15 minutes.
  3. In the meantime...
    - . Mindfully distract yourself with distracting and self-soothing
    - . Read your pro's and con's list
- When your 15 minutes is up, re-rate your urge

## Distress Tolerance

### 3. Willingness vs. Wilfulness

Wilfulness is refusing to do your best with what you've got; sitting on your hands and refusing to try; giving up; "whatever"; it can also be focusing on trying to "fix" the situation

Willingness is being open to the possibilities, doing your best to act skilfully; playing the cards you're dealt

## Distress Tolerance

### 3. Willingness vs. Wilfulness

When life gets difficult, our clients will often become wilful and want to resort to old habits rather than try to use skills – they need to accept that wilfulness has arisen within them, and do their best to be more willing.

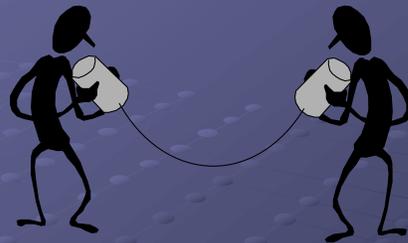
- You can teach your clients the same 3 techniques to get to RA to help them get to willingness; also: "What's the threat?"

## Interpersonal Effectiveness

The IE module teaches clients skills to help them be more effective in relationships – e.g. assertiveness, maintaining a balance in relationships, and the importance of having a balance of responsibilities as well as enjoyable activities in their lives

## Interpersonal Effectiveness

Many individuals have a hard time communicating effectively, especially when emotion regulation is a problem. The IE skills help people learn how to ask for what they want (get their needs met), or say no (observe a limit) in a way that makes the other person want to accept the request or the “no”. Essentially, these are assertiveness skills.



## Interpersonal Effectiveness

There are three sets of skills in this module:

1. Objective Effectiveness – skills to help you reach a goal or say no to another's request
2. Relationship Effectiveness – skills to help ask for something while maintaining or improving relationships
3. Self-Respect Effectiveness – skills to assist you in asking for something while maintaining respect for yourself.

### Objective Effectiveness: “DEAR MAN”

**Describe** what the situation is; stick to the facts, no judgments.

**Express** your feelings or beliefs (e.g. “I feel...”)

**Assert** yourself – ask for what you want; clearly state your objective

**Reinforce** the person by telling them what any positive or negative consequences might be

## Objective Effectiveness: “DEAR MAN”

Stay Mindful – stay focused on your request; ignore distractions

Appear confident – look and sound self-assured, no matter how you feel!

Negotiate – find something you can offer in exchange; look for alternative solutions; ask for the other person’s assistance in problem-solving if they reject your ideas

## Relationship Effectiveness: “GIVE”

Be Genuine (Gentle) – act from your wise mind, your true self, be sincere

Act Interested – be patient and listen; show you care about what they think

Validate – demonstrate that you understand their perspective and emotions

Use an Easy manner – no judging or blaming, smile, look and sound friendly, use a light tone and even humor

## Self-Respect Effectiveness: “FAST”

Be Fair – both to yourself and the other person

No Apologies – at least not for having an opinion or being alive!

Stick to Values – be clear on your own values and stand up for them

Be Truthful – avoid lying, acting helpless, exaggerating or making up excuses

## Interpersonal Effectiveness

### Communication Exercise

## Interpersonal Effectiveness

### Balancing Priorities and Demands

1. A priority is something we do for ourselves because it's enjoyable, peaceful, calming; something we do just because we want to do it
2. A demand is external, placed on us by others; responsibilities, things that are expected of us

## Interpersonal Effectiveness

- It can be an eye-opening experience to have clients do an inventory of their priorities and demands
- Discuss what it means to be overwhelmed versus underwhelmed

## Interpersonal Effectiveness

### Factors reducing Interpersonal Effectiveness:

If a client is not reaching their IE goals, it is important to assess why; there are many reasons why this might be the case:

- a. Lack of skill – e.g. not knowing what to say
- b. Worry thoughts or other emotions interfere with ability to act skillfully

## Interpersonal Effectiveness

### Factors reducing Interpersonal Effectiveness:

- c. Indecision – they may be ambivalent about their goals; need to clarify objectives in the situation
- d. Environment – some environments will not result in you getting what you want, regardless of how skillful you are acting.

## Interpersonal Effectiveness

It's important to remind clients that, even though they may use these skills and they may be acting very skillfully, there is no guarantee that they are going to reach their goals. These skills make it more likely that they will get their needs met, but there are no guarantees.

When clients need to work on being more assertive, role-playing is essential!

## Interpersonal Effectiveness

Finding new relationships:

- Finding friends and getting people to like you (reducing interpersonal isolation and loneliness)
- It's important that people recognize the role of social anxiety, since we all have different needs for relationships; wise mind!
  - Reconnecting with old friends
  - Deepening relationships with current people
  - Finding new friends

## Interpersonal Effectiveness

- Being mindful of others
  - Stop multi-tasking
  - Pay attention with interest and curiosity to others
  - Stay in the present rather than planning what to say next
  - Notice judgmental thoughts about others, and let them go
  - Give up clinging to always being right
  - Avoid assumptions and questioning others' motives (unless good reason to do so)
  - Observe, Describe, and Participate (throw yourself in, go with the flow rather than trying to control the flow)

## Interpersonal Effectiveness

### Ending Relationships

- Be sure to end relationships from Wise Mind, not from Emotion Mind (pros and cons!)
- If the relationship is important and NOT destructive, try problem-solving/repairing first (using DEAR MAN skills); practice Cope Ahead
- Practice Opposite Action for love when you love the wrong person
- Safety First!

## Interpersonal Effectiveness

Pros of Ending

Cons of Ending

Pros of NOT Ending

Cons of NOT Ending

## Interpersonal Effectiveness: Behaviour Theory

We train people how to be in relationships with us

- What problem behaviours are you reinforcing?
- What positive behaviours are you punishing or providing negative consequences for?
- How can you get more of what you're looking for?

## Interpersonal Effectiveness

How to think and act dialectically:

- Look for both sides:
  - Ask Wise Mind “what am I missing?”
  - Let go of extremes; change BUT to AND
- Be aware that you’re connected:
  - Treat others as you want them to treat you

## Interpersonal Effectiveness

How to think and act dialectically:

- Embrace change:
  - Throw yourself into change; radically accept it
- Remember that you affect your environment and your environment affects you:
  - Pay attention to these effects
  - Practice letting go of blame by looking at how behaviors are caused by interactions over time; remind yourself that everything is caused



**Thank You!!!**