

DBT Certification by The Hirose Institute Session Three

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Welcome Back!

1. Mindfulness activity: observe an object
2. Homework review: take a dialectical perspective; practice validation

The Behavioural Analysis

- Completing a thorough analysis of a target behaviour is the first step in problem-solving, or in stopping a target behavior.
- Before you can take steps toward eliminating the problem behaviour, you must first understand it:
 - what purpose does it serve?
 - what triggers it?
 - what maintains the behaviour?

The Behavioural Analysis

- Helps identify reinforcers and triggers, and to increase overall awareness
- Should be exhaustive
- Done in partnership at first, then as homework
- Can be aversive for clients (and therapists!)
- Emphasizes the client's responsibility

The Behavioural Analysis

Steps:

1. Clearly define the problem behaviour (be behaviorally specific: what is the behaviour you want to change?)
2. Identify the precipitating event (this is sometimes hard to identify, don't get hung up on this!)
3. Identify vulnerability factors (those things that sensitize you, making you more likely to have a reaction to the precipitating event – this will include biological factors and history)

The Behavioural Analysis

Steps:

4. Identify each link between the triggering event and the problem behaviour (be as exhaustive as possible here, including actions, thoughts, emotions, and events; this is where we'll look for places to intervene in the Solution Analysis)
5. Identify positive and negative consequences associated with the problem behaviour (this will help us think about contingency management – e.g. is the problem behaviour being reinforced? Are more skillful behaviours being punished?)

Reducing Therapist Burn-Out

The Behavioural Analysis (BA)

Group Exercise – Part 1

The Behavioural Analysis

Some things we're looking for:

- Patterns in prompting events
- Skills deficits (e.g. difficulties saying no)
- Conditioned emotional responses (e.g. shame = urge to suicide)
- Problematic contingencies (things maintaining the behaviour)
- Problematic cognitive processes or content (e.g. beliefs that need to be challenged)

Overview of DBT Skills

There are four modules in DBT:

1. Core Mindfulness Skills
2. Interpersonal Effectiveness Skills
3. Emotion Regulation Skills
4. Distress Tolerance Skills

Reality Acceptance

Reality acceptance (or Radical Acceptance) is a part of mindfulness, although it's a specific skill that helps people to accept reality, rather than continue to fight it, which creates painful emotions:

1. Radical Acceptance
 - "It is what it is"
 - "Acceptance" does NOT mean approval
 - RA reduces the suffering in our lives
 - Identifying causes can help with acceptance

Reality Acceptance

2. Turning the Mind

- This is how we radically accept: you notice you're fighting reality; and you turn your mind back to acceptance
- The "Internal Argument"

Reality Acceptance

Four steps to RA:

1. First step is deciding to practice this skill
2. Next, making the commitment to yourself: as of this moment, I'm going to work on accepting this situation
3. Notice when you're not accepting, but fighting reality
4. Turn your mind back to acceptance

Reality Acceptance

Techniques to help your client get to Radical Acceptance:

1. Breathing
2. Taking an open posture
3. Half-Smile

Reality Acceptance

Video

Reality Acceptance: Problems Clients Often Encounter

- ACCEPTANCE DOES NOT MEAN APPROVAL!!!
- “Doesn’t acceptance mean that I’m giving up or being passive?”
- “How can I accept that I will be alone for the rest of my life?”
- “How can I accept that I’m a bad person?”
- “Some things in life are just too awful to accept”

Reality Acceptance: Problems Clients Often Encounter

Don’t just practice RA with “big”, painful situations; daily practice helps us to be more accepting of the “little” things that will occur in our daily lives that trigger fighting reality and emotional suffering; for example:

- Being stuck in traffic
- The weather
- Waiting in line
- Distracting noises during session

Core Mindfulness Skills

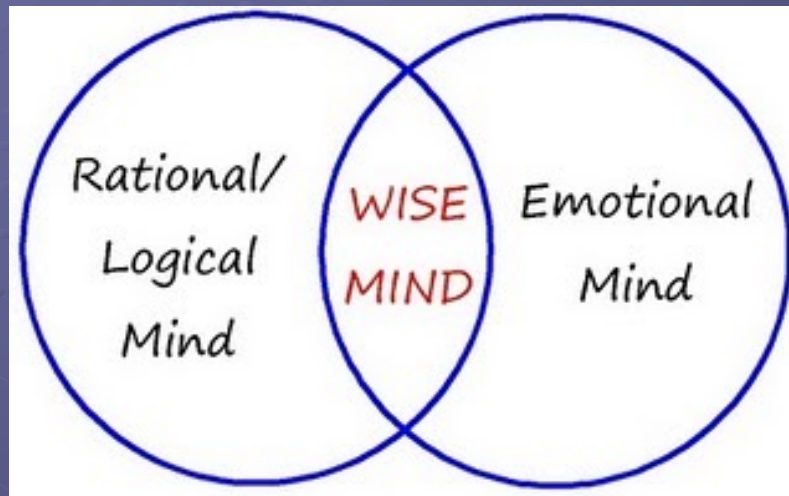
This is a set of skills that teach people to be more aware of what is happening in the present moment, in a nonjudgmental way.

Many of our clients spend a lot of time ruminating about the past and/or having anxiety about the future; Core Mindfulness emphasizes living in the here and now, which reduces the amount of painful emotions.

Core Mindfulness Skills

These skills also help clients get a better sense of themselves, as being mindful involves being much more aware of what is going on within themselves – thoughts, emotions, and physical sensations.

Core Mindfulness Skills: States of Mind



Core Mindfulness Skills: States of Mind

Reasoning Mind:

- Logical, practical, intellectual, rational, straight-forward thinking
- No emotions involved (or very minimal)
- E.g. making a grocery list; following instructions to bake a cake; balancing your chequebook (as long as there's no anxiety involved!)

Core Mindfulness Skills: States of Mind

Emotion Mind:

- You know you're in emotion mind when your *emotions* are controlling your *behaviors*
- E.g. you're feeling anxious so you avoid; your mood is depressed so you withdraw and isolate yourself; you feel angry and you lash out at the people around you
- Emotion mind also includes pleasant emotions

Core Mindfulness Skills: States of Mind

Wise Mind:

- It's not that RM and EM are *bad* and we want to get rid of them; rather, we want to be able to find a balance more often: this is Wise Mind
- Wise Mind = RM + EM + Intuition
- You're in WM when you're thinking about the consequences of your behavior, and *choosing* how you want to act rather than reacting.

Core Mindfulness Skills: States of Mind

Exercises to help clients grasp these states:

- What's an occupation that might represent each of these states?
- Who is a famous person that represents each of these states?
- (group versus individual exercises)

Core Mindfulness Skills: States of Mind

Differences between EM and WM:

- Both involve an element of emotion, so clients often confuse the two
- In EM, the feelings are more intense, and are *controlling behavior*; there's usually an uncertainty and going back and forth between two choices
- In WM, there's a feeling of peace or calmness ("rightness") about a decision
- EM can often "trick" us into thinking it's WM – we have to *go within*; this usually takes practice

Core Mindfulness Skills: States of Mind

Exercises to help clients get to Wise Mind:

- “What does your Wise Mind tell you?”
- Turning inward exercises – e.g. Stone flake on a lake; going down a spiral staircase within yourself
- Breathing exercise: breathing in “Wise”, out “Mind”

Core Mindfulness Skills: States of Mind

Often just identifying what state of mind is there can help someone take a step back if they're in EM or RM

Help increase awareness of these states by having clients notice regularly

Mindfulness and many of the DBT skills will help people access WM

Reduce Vulnerability

Vulnerability factors are conditions or events that make an individual more sensitive to a prompting event, more likely to make emotional interpretations, and more biologically reactive to specific events

Core Mindfulness Skills: STRONGR Skills

Teach the STRONGR acronym to help clients make lifestyle changes to help them reduce vulnerability to EM:

S – Sleep

T – Take meds as prescribed and treat health problems

R – Resist using drugs and alcohol

O – Once daily, build mastery

N – Nutrition

G – Get exercise

R – Reduce screen time

The “What” Skills...

1. Observe: just notice the experience without getting caught up in it; just sense what's happening without reacting to it (e.g. no pushing away, no ruminating – Teflon Mind vs. Velcro Mind).

e.g. observe sounds around you, observe body sensations as you sit in your chair, etc.

The “What” Skills...

2. Describe: put words on your experience, nonjudgmentally labeling whatever you're noticing in the moment (sometimes describing can help provide some clarity about our experience).

e.g. describe what you see around you, the thoughts, feelings and sensations you're experiencing, etc.

The “What” Skills...

- The importance of observing and describing to help in relationships
- Reducing personalizing
- Client examples: Taylor; couple work

The “What” Skills...

3. Participate: become one with your experience; be mindful, letting go of ruminating and worry; entering completely into the activities of the current moment

Practice: Alphabet exercise

- e.g. become the count of your breath, sing in the shower, dance to music
- Experience the sense of connection to others, and to the universe
- How do you connect to others/the universe? Can you share these with clients?

"The goal is to develop a lifestyle of participating with awareness; an assumption of DBT is that participation without awareness is characteristic of impulsive and mood dependent behaviors" (Linehan)

The "What" Skills...

Look Up!

The “How” Skills...

1. Nonjudgmentally
2. One-Mindfully: do one thing at a time; multi-tasking is overwhelming and draining, slows us down - like having too many tabs open on the computer!

The “How” Skills...

3. Effectively: focus on what works; use your wise mind; using skillful means. Do what you need to do in order to get your needs met.
 - Stop focusing on what you think “should” be or what’s “fair” and focus instead on what IS.
 - Is it better for you to be right, or to get what you need or want? (e.g. a client is formed and becomes verbally abusive & aggressive when she’s not allowed to leave the unit – *ineffective!*)

Homework

- Behavioural Analysis
- Practice RA

Thank You!!!